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Marine Scotland

A two way Conversation with the People of Scotland on the Social Impact of Offshore Renewables

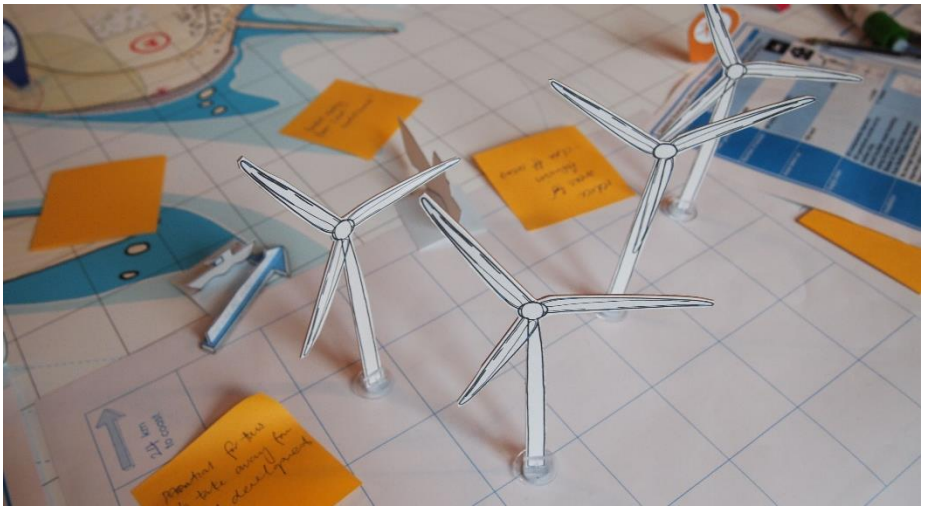
A project for

Marine Scotland

and Sciencewise

CORR/5536

A two way Conversation with the People of Scotland on the Social Impact of Offshore Renewables



Final Dialoque Report

Collingwood Environmental Planning Limited

in partnership with Pidgin Perfect, Nereus Environmental and University of Strathclyde

Collingwood Environmental Planning

Project title: Project title:	CORR/5536 A two way Conversation with the People of Scotland on the Social Impact of Offshore Renewables	
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Preface

Note on publication

This project was jointly commissioned by Marine Scotland with Sciencewise[1] and aimed to inform the development of a conceptual framework of clusters of "social values" (things that are important to people that could be impacted by an offshore renewables development). The framework is intended to be used to help to make Social Impact Assessments more true to life, based on lived experience and also illustrates the use of the public dialogue methodology for community engagement that is useful for socio-economic impact assessments.

Collingwood Environmental Planning[2], and their partners, were commissioned to carry out the project, and what follows is their report, which is an important, high quality contribution to the evidence base on this topic. It is now being published as part of the evidence base underpinning the development of new Socio- Economic Impact Assessment Guidance for Offshore Renewable Energy that Marine Scotland has developed (due to be published shortly) so that it can be used in tandem with this new guidance.

It should be noted that people's social values are a product of time and context of their lived experience and these may have changed given societal changes since the study was completed in 2016. The impact of Brexit, the COVID pandemic, climate change, the cost of living crisis and the advent of ScotWind as well as other wider changes, may have led to a shift in individual values in relation to offshore renewable energy since the report was completed. However, the principles of understanding values when doing social impact assessment and the methodologies of participatory engagement are still valid. A socio-economic impact assessment should always take stock of the context at the time in which impacts are being assessed. Marine Scotland is also looking to further develop the evidence base in this area through the ScotMER socioeconomic research programme.

Marine Scotland, June 2022

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[1] Sciencewise is an internationally recognised public engagement programme which helps to ensure research and policy is informed by the views and aspirations of the public. The programme is led and funded by UK Research and Innovation (UKRI). Sciencewise supports policymakers and research funders to carry out public dialogues on issues with a scientific or technological component. At the time this project was carried out, Sciencewise was funded by BEIS.

[2] Note that Collingwood Environmental Planning Ltd is now part of Eunomia Research and Consulting Ltd

Contents

Executive Summary

The project A two way Conversation with the People of Scotland on the Social Impacts of Offshore Renewables (CORR/5536) has developed elements of a conceptual framework on social values that can be used to support and inform existing processes for assessing the potential social impacts of offshore renewables plans. The framework is based on clusters of social values that were identified and explored through dialogues between local people and experts in six locations across Scotland. Applying the conceptual framework in Social Impact Assessment (SIA) practice aims to better understand what is important to local communities, the potential impacts of offshore renewables (both positive and negative) and opportunities for managing impacts. This should help to make SIAs more meaningful for the communities involved and more useful as an input to offshore renewables planning and decision-making. The Project Management Team and Oversight Group consider that these results may have wider applicability beyond the offshore renewables sector.

Background and approach

Marine Scotland commissioned Collingwood Environmental Planning (CEP) Limited, with Pidgin Perfect, Nereus Environmental and the University of Strathclyde, to design and run a public dialogue on the social impacts of offshore renewables, recognising that current socio-economic impact assessments, such as those undertaken on Scotland's sectoral marine plans for offshore renewable energy, do not reflect impacts on the things that are important to local communities. Risks and opportunities may be overlooked or only emerge when there is less scope to make changes to plans.

The dialogue project was part-funded by Sciencewise, the UK's national centre for public dialogue in policy-making involving science and technology issues. Public dialogue brings together specialists and members of the public to discuss topics in an accessible and engaging way. The central focus of this project was to develop a better understanding of the things that members of the public value in their lives and how these might be impacted, positively or negatively, by the development of offshore renewables. The project explored how potential impacts might be better identified and assessed and what opportunities exist to improve SIA practice in the offshore renewables sector.

The project ran two rounds of dialogue. The first consisted of six one-day events involving a total of 96 people; five events were held in coastal locations (Kirkwall, Islay, Helmsdale, Stranraer and St Andrews) and the sixth took place in Glasgow, bringing in the perspective of people not directly affected by offshore renewables projects. The second round event involved 10 round one participants, including at

least one from each location, who reviewed how their inputs had been analysed to create clusters of social values, how these might be used to explore the social impacts of offshore renewables plans and techniques for including community perspectives.

The involvement of policy and technical specialists from Marine Scotland meant that participants could ask questions and examine issues in greater depth. There was increasing sophistication and complexity in the conversations as the dialogue progressed. In all the events there were rich discussions which led many participants to deepen their understanding and develop their views.

The project's findings are based on a range of views from the participants. Given the relatively small number of people engaged overall, the findings should be regarded as an indicative reflection of public views; they are not statistically representative of the views of people in Scotland as a whole.

Findings

Social values

Clear clusters of social values emerged from the first round of dialogue and were subsequently confirmed by the round two participants. The value clusters represent things that are important to people's daily lives and that could be affected by development, such as offshore renewables. Taken together, the value clusters and the range of evidence underpinning them constitute key elements of a conceptual framework on social values that could be used to help make SIA practice in the offshore renewables sector more 'true to life' and representative of peoples' 'lived experience'. The clusters are shown in Table 0.1 and represented diagrammatically in Figure 0.1.

Table 0.1 Clusters of social values identified through the dialogue project

Value cluster levels	Value clusters
Individual	1. Way of life: Family / family life / intergenerational issues 2. Way of Life: Jobs / career / employment 3. Way of life: Money / cost of living
Community	4. Community: Local jobs / local industry / community sustainability 5. Community: Transport connections / technology connections 6. Community: Education 7. Community: Healthcare

	8. Community: shops / housing 9. Community: socialising / recreation / parks / leisure 10. Community: Friends / being involved / supporting others 11. Culture: local identity / cultural heritage / Gaelic 12. Local environment: connection to nature / landscape 13. Local political and decision-making systems
Wider political and environmental context	14. Environment: landscape / seascape / wildlife / environmental change 15. National and EU level political and decision-making systems

Some values and value clusters were mentioned more frequently in some round one dialogue locations than others. For example, intergenerational issues were mentioned more frequently in Kirkwall, Islay and Helmsdale.

Impacts of offshore renewables on social values

The main social value clusters that might be affected by offshore renewables were identified as:

- **Local jobs, industry and community sustainability**: mixed opinions – positive and negative;
- **Transport and technology connections:** generally positive but some negative;
- **Environmental change:** generally negative but some positive; and
- **Political and decision-making systems:** mixed opinions – positive and negative.

Improving Social Impact Assessment (SIA)

The dialogues were designed to focus on Social Impact Assessments (SIA) of plans and strategies for offshore renewables, which are the responsibility of Government, rather than project-level assessments carried out by developers. The ten participants in the round two event built on findings from round one to identify the following ways in which SIA could be improved:

- The public and affected communities should be involved in the development of plans for offshore renewable energy and associated SIA processes;
- Early engagement in planning and SIA is fundamental – people don't want shocks or surprises;

- Community liaison groups could provide a useful mechanism and focus for engaging affected communities in plan-development and SIA;
- Participants had a broad range of suggestions for when the different techniques could be used in SIA and for what purpose – e.g. it was suggested that indicators should be linked to impacts and used for scoping and monitoring; and
- Effective dialogue requires fun and easily understood materials that can facilitate wide-ranging conversations. Creating a successful public dialogue is an iterative process.

A conceptual framework for incorporating social impacts into offshore renewables assessment processes

Social value clusters

The social value clusters emerging from the project could be used as a 'lens' to explore the social impacts of offshore renewables and, potentially, of other types of development.

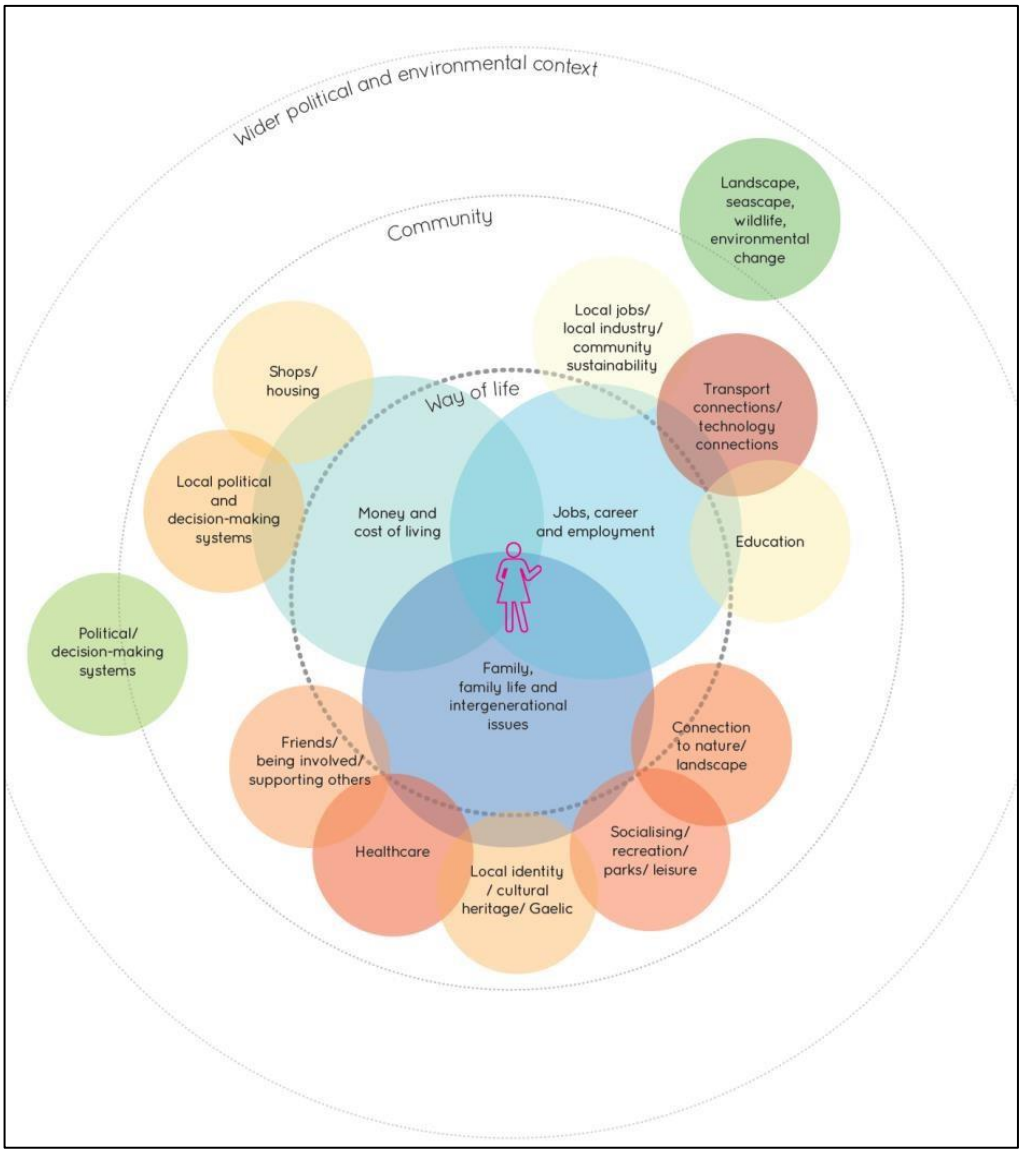

Figure 0.1 Clusters of social values identified through the dialogue project and their relationships

Key stages in the SIA process where social values should be considered

With reference to the stages of a typical SIA process, Table 0.2 outlines when social value clusters could be used to elicit or structure information about public values, as well as the techniques that might be employed for this purpose.

The use of social value clusters would need to be taken through into the development of individual projects. The SIA of a plan would identify a set of impacts and social value clusters considered most important which would then need to be addressed in SIAs of projects relevant to this plan.

Table 0.2 Using social value clusters at different stages of SIA

SIA stage	How social value clusters could be used	Suggested techniques
Scoping	Using the social value clusters as a structure for data collection would help to understand what a community's main capacities (strengths) and weaknesses or vulnerabilities are and therefore which social issues (values) should be the focus in the SIA.	Public dialogue, at the appropriate scale, to prioritise key value clusters. Wider engagement. Indicator data for baseline.
Assessment	Comprehensive information on key social value clusters would ensure that the assessment of social impacts is evidence-based and that the significance of any potential impacts (positive and negative) can be evaluated effectively.	Surveys or other information gathering techniques.
Consultation	Presenting information in terms of values that people recognise should enable a 'no surprises' consultation.	Public dialogue could be useful in contentious areas.
Post-Adoption	Using social value clusters to explain how issues raised by the public have been addressed should make the Post-Adoption Statement more meaningful. Monitoring should be based on the social impacts that were predicted in the assessment.	Monitoring: Surveys or dialogue on impacts on social value clusters.

Recommendations for future engagement

The dialogue demonstrated that members of the public have the ability to understand and assess complex issues and processes and explore subtle trade-offs. It would therefore be valuable to adopt more participative processes in policy-making and marine planning / development. Key recommendations to Marine Scotland from this dialogue project include:

- **Develop the dialogue materials**: the materials developed and used in this dialogue have the potential to be developed further and used by Marine Scotland (and others, for example in the Scottish Government) in SIAs of future sectoral marine plans and potentially plans in other sectors. The materials could usefully be developed into a standard 'toolkit' (e.g. a set of 'pieces' within a 'board game' design) that would be portable and reusable, supporting deliberative engagement with communities on social values and impacts.
- **Provide training for Marine Scotland personnel in undertaking / managing deliberative engagement**: it is sometimes more appropriate for community engagement on proposed plans and developments to be undertaken by a third party (e.g. a contractor, a community group or a third sector organisation) for reasons of independence, credibility and impartiality. Notwithstanding this, it could be useful for Marine Scotland staff involved in planning and policy-development to be trained in deliberative engagement techniques, either to deliver engagement themselves or to manage others effectively.
- **Undertake social research to validate social values**: the social value clusters developed through this dialogue were identified on the basis of qualitative data and analysis and are not representative of the views of the wider population (e.g. Scotland as a whole, coastal communities in Scotland etc). In order to validate and refine these value clusters, it could be beneficial to undertake a quantitative study (e.g. a face-to-face or online survey) with a representative sample of the population of interest.
- **Consider the implications for the private sector**: the dialogue was undertaken with Marine Scotland and with SIAs of sectoral marine plans in mind. The use of social value clusters would need to be taken through from the plan level into the development of individual projects. Marine Scotland may therefore also consider the value of developing specific guidance for developers on how social values can be better incorporated within project Environmental Impact Assessments (EIA).

1 Introduction

Collingwood Environmental Planning (CEP) Limited, in partnership with Pidgin Perfect, Nereus Environmental and University of Strathclyde, was commissioned by Marine Scotland in December 2014 to design and run a two-way conversation with people around Scotland about the social impacts of offshore renewable energy developments.

The central focus of this project was to get a better understanding of the things that members of the public value in their lives and how these might be impacted, positively and negatively, by the development of offshore renewable energy technologies. The project explored how these impacts might be better captured and assessed, by improving Social Impact Assessment (SIA) practice in the offshore renewables sector. The dialogue approach provided an accessible and engaging means for members of the public to discuss the things that they value in their daily lives. In conversation with specialists, public participants also considered the potential benefits and impacts from the development of offshore renewables.

The purpose of this Report is to describe the process and findings from the public dialogue and to draw out the implications of these findings. A framework is proposed for assessing the potential social impacts of offshore renewables plans. This framework takes as its basis a collection of clusters of social values that were identified and explored through the dialogue process. The Report puts forward suggestions for using the framework to improve future SIAs of offshore renewable energy plans. While the focus of the dialogue was on SIA at the plan level, the Report also draws out some implications for project-level assessment.

1.1 Background to the dialogue project

Marine Scotland has consulted on its plans for offshore wind, wave and tidal energy in Scottish waters and in doing so gathered many views from potentially affected communities. In addition, socio-economic impact assessments were carried out on the plans to provide data on the likely impacts[3], both positive and negative, for communities. However, Marine Scotland is concerned that current socio-economic impact assessments do not reflect important aspects of local communities' concerns

[3] Social impacts can be positive (beneficial), negative (harmful) or more often than not, they may be mixed resulting in benefits for some groups and harm / costs for others. Impact assessment processes, such as SIA, are intended to identify the full range of impacts (positive, negative and mixed) that could be caused by a proposal and to air these in a transparent manner, supporting better decision-making.

and that these may be overlooked or emerge late in the process when there is less room for changes within the planning cycle.

An important purpose of this public dialogue has been to explore new ways of assessing social impacts, which are understood as impacts on all issues that affect people, both directly and indirectly (Vanclay, 2003).

The motivation for change comes out of a critique of existing socio-economic assessment[4]. The focus of the dialogue was not on describing social impacts in different locations, but about identifying what people value and exploring how the ways in which these might be affected by offshore renewables could be captured, assessed and taken into account in future SIA practice.

Some aspects of methods and practice for assessing social impacts have been criticised for having an overly simplistic approach, a narrow focus on outputs that can be easily monetised and / or quantified (e.g. job creation / loss, demographic change, physical community infrastructure etc) and poor consideration of relevant aspects of social theory (e.g. the importance of place and social values)[5]. This is partly due to the lack of statutory requirement and guidance for SIA, as is the case in Scotland. This is in contrast to other impact assessment processes, such as Strategic Environmental Assessment (SEA) and project Environmental Impact Assessment (EIA) which are underpinned by a robust legislative regime and supported by a plethora of statutory and non-statutory guidance.

The project ran two rounds of dialogue. The first consisted of six one-day events involving a total of 96 people; five events were held in coastal locations (Kirkwall, Islay, Helmsdale, Stranraer and St Andrews) and the sixth took place in Glasgow, bringing in the perspective of people not directly affected by offshore renewables projects. The second round event involved 10 round one participants, including at least one from each location, who reviewed how their inputs had been analysed to create clusters of social values, how these might be used to explore the social impacts of offshore renewables plans and techniques for including community perspectives.

The involvement of policy and technical specialists from Marine Scotland meant that participants could ask questions and examine issues in greater depth. There was increasing sophistication and complexity in the conversations as the dialogue

[4] An example of a socio-economic assessment is Planning Scotland's Seas: Developing the Socio-Economic Evidence Base for Offshore Renewable Sectoral Marine Plans In Scottish Waters Final Report (Marine Scotland/ABPmer, 2014)

[5] An overview of social impact assessment: Working paper to inform Marine Scotland work on social impacts (Howell and Haggett, undated)

progressed. In all the events there were rich discussions which led many participants to deepen their understanding and develop their views.

The project's findings are based on a range of views from the participants. Given the relatively small number of people engaged overall, the findings should be regarded as an indicative reflection of public views; they are not statistically representative of the views of people in Scotland as a whole.

Reflecting on the above and drawing on an analysis undertaken by Howell and Haggett[6] who reviewed SIA methods and approaches, the following key issues have been highlighted and were addressed in this project:

- **The mismatch with "lived experience**": the results of recent SIA type assessments of offshore renewables plans have been criticised for not reflecting the experience of local people. This project has considered what is important to people in their own lives and mapping out how this builds a unique community. The project has enabled discussion between specialists and citizens on social impacts to help improve approaches to SIA.
- **Focus on easy wins:** SIA practice focuses on outputs and impacts that are relatively easy to quantify or monetise. This project addresses this by looking at more complex issues such as changes in the relationships and networks that contribute to social capital[7], community and personal perceptions of place etc). The project has also explored how members of the public describe and value areas or topics included in SIA, such as culture, environment, health and community, in order to suggest approaches that move away from assessments based on expert judgement alone.
- **Narrow definition of social capital in terms of monetary values:** socio-economic assessments and some SIAs use economic metrics of social capital such as social capital stocks[8]. However, definitions which focus on monetary measures can only provide part of the picture. This project explored the potential impacts of offshore renewables developments on communities' networks, shared norms, values and engagement[9]. Through this broader definition of social capital, it is also possible to look at the ways in which trust and perceptions of fairness of the outcome may be affected by perceptions of unfairness in policy-development or planning processes.

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[6] Ibid
[7] Guide to Social Capital (ONS, undated): http://www.ons.gov.uk/ons/guide-method/user-guidance/social-capital-guide/the-social-capitalproject/guide-to-social-capital.html [accessed 05/10/14]
[8] Planning Scotland's Seas (ABPMer / Marine Scotland), for example, states that "Social impacts have been described and quantified where possible. This approach ...is based on the 'capitals approach' of ensuring that stocks of social capital are maintained over time." (p 13)
[9] ONS, 2014, Measuring social capital p 4.

- **Unable to consider cumulative and secondary impacts:** individual impacts are currently considered in isolation and SIA methods for offshore energy infrastructure are not able to cope with cumulative and secondary impacts. This project has sought to understand ways in which offshore energy projects could impact sense of place whilst also impacting on processes and activities (e.g. fisheries, tourism businesses, etc.) and in turn on social capital (e.g. a proposed project could divide community opinion, damaging trust).
- **Generic assessments:** current SIA practice does not provide the granularity which would allow the differences between coastal communities to be reflected[10]. The project has endeavoured to develop an understanding of the importance of impacts at the local scale, and how these can be taken into consideration in more strategic planning.

These issues are not specific to the assessment of the social impacts of offshore renewables and could be applied to any area of development. The focus of the dialogue was on the plan-making stage of offshore renewables development and the specialists who participated in the dialogue events were all from Marine Scotland. The results of the project are however relevant to wider debates across the Scottish Government on the efficacy of SIA practice and Impact Assessment (IA) practice and policy more generally, for example the consideration of more integrated assessment approaches such as the Scottish Government Environmental Assessment team's current work on applying an ecosystems approach to SEA[11]. The Report's findings will be relevant to the use of SIA in other areas of development and to assessment at the project level.

Table 1.1 provides a summary of the challenges that were defined in the original project specification as well as the objectives, desired outputs and impacts, and success criteria developed to address them and agreed with the Steering Group. This framework has informed the approach to all aspects of the project including the design of the dialogue events and the way in which the findings have been analysed and interpreted.

1.2 Structure of the report

This report has been structured to reflect the process followed in the dialogue project. This is illustrated in Figure 1.1. Further detail of what is included in each chapter of the report is provided in the bullet points below. Table 1.1shows where specific dialogue objectives and outputs have been addressed in the chapters of this report. It is recognised that this report will have different audiences and that every chapter

[10] Establishing an agenda for social studies research in marine renewable energy (Kerr et al, 2014) [not available online]
[11] Lewis Hurley, personal communication, August 28, 2014.

will not necessarily be of immediate interest or relevance to every reader. Readers should therefore use Figure 1.1 and Table 1.1 and the bullet points below to navigate the report and identify specific chapters of interest.

Details of chapter contents:

- **Chapter 1** introduces the background to the dialogue project including the key challenges it sought to address and sets out the broad framework for the project in terms of its objectives, outputs, anticipated outcomes / impacts and success criteria. It also provides signposting to what else is covered in the report and especially where evidence is provided to meet each of the dialogue objectives.
- **Chapter 2** sets out the analytical or conceptual framework adopted in the dialogue. This is the suite of concepts and theories that have been applied in the development of the dialogue materials and in the analysis of data and information from the dialogue events themselves.
- **Chapter 3** outlines the governance arrangements for the project including the purpose of and relationship between the Steering and Oversight Groups and a summary of the governance activities and inputs to the project.
- **Chapter 4** explains the overall methodology adopted in the dialogue project including the process of developing the dialogue materials and process plans, recruitment of participants and analysis of data / information from the dialogue events.
- **Chapter 5** provides an outline of the process followed in the Round 1 dialogue events including an introduction to the materials used. Further information on the Round 1 process / materials is provided in Appendices 1–4.
- **Chapter 6** summarises the key findings from the Round 1 dialogue events including the social values identified by participants, the potential impacts (positive and negative) of offshore renewables development on these values and suggestions for how engagement between Marine Scotland and the public / affected communities can be improved, as part of plan-making and SIA.
- **Chapter 7** reflects on the Round 1 dialogue events and what was learnt, especially in relation to the dialogue objectives (Table 1.1). The chapter also explains how findings from Round 1 helped to shape and inform the process followed in the Round 2 event.
- **Chapter 8** outlines the process followed in the Round 2 dialogue event which was held with a small number of participants from each Round 1 event and describes the materials used. Further information on the Round 2 process / materials is provided in Appendices 7–8.

- **Chapter 9** sets out the analysis and key findings from the Round 2 dialogue event.
- **Chapter 10** presents the main findings and conclusions from the dialogue project including a framework for incorporating social impacts into offshore renewables assessment processes and lessons learnt for future dialogue projects.

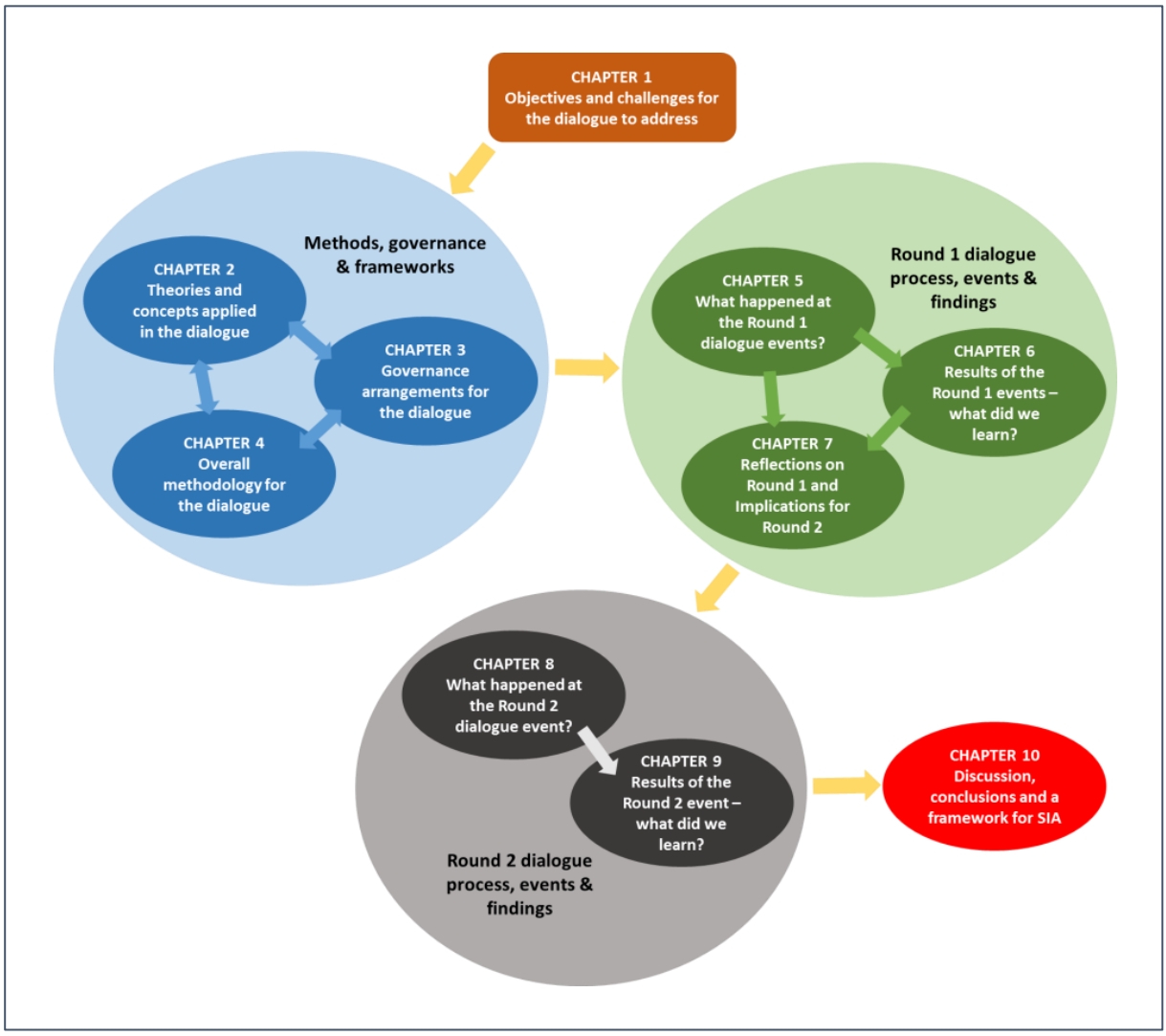


Figure 1.1 Navigating the contents of this Final Dialogue Report

Table 1.1 Links between the project's overall challenges, objectives, outputs, impacts

Challenges to address	Dialogue Objectives	Dialogue Outputs	Dialogue Impacts	Success criteria
1. Open Policy Making - giving the public the opportunity to participate and influence policy	To design and run a dialogue process that: Enables individuals to participate freely without prejudice, where their input is listened to and respected. Enables participants to identify and explore the things (both physical things as well as relationships and activities) that are important in their lives. Gives participants the opportunity to examine realistic scenarios for the development of offshore renewables and consider how these might affect the things that they value. Collects information in a way that is transparent to members of the public and which can be analysed and interpreted to inform Marine Scotland's future decision making. Explores how members of the public would like Marine Scotland, other decision-makers and developers to	A structured way of describing the types of things that are important to members of the public (social values) and the ways that these might be affected, positively or negatively, by offshore renewables. A process for assessing social impacts that incorporates social values and the ways in which members of the public feel that these could be affected, positively or negatively, by offshore renewables.	Marine Scotland has a structured way of describing the types of things that are important to members of the public (social values) and an approach for assessing how the social values of people in particular places might be impacted by offshore renewables developments.	Participants feel that they have been able to contribute their views and have their say and that the events will have an impact on policy (from Evaluation Questionnaires). Participants recognise that their views have been reflected in the proposed approaches for assessing social impacts. Participants, policy-makers and scientists feel that the dialogue is a worthwhile and legitimate part of the

	engage with them in the future, considering the most appropriate tools for engagement.			policy-making process.
2. Getting the right representation	To involve members of the general public who have not been previously engaged in marine development issues.	Public participants reflect a range of perspectives and interests and are able to articulate and reflect on both the differences and the points on which they are in agreement.	Marine Scotland has an understanding of how characteristics, locations and contextual factors may influence social values and resilience capacities.	The public participant and specialist perspectives are generally recognised to reflect a good crosssection of public and specialist viewpoints.

3. Asking the right questions – assessing social impact	To develop new approaches to understanding and assessing social impacts that are able to account for complex social interactions and heterogeneous communities, reflecting lived experience.	Public participants' descriptions of what is important to them in their lives and their reflections on how these important things might potentially be affected, either positively or negatively, by offshore renewables, are used to develop sets or categories of values and potential impacts that can be used in SIA.	A description and categorisation of the types of things that public participants value in their lives. An approach to assessing social impacts (or impacts on things of social value) is developed.	Public participants recognise the proposed descriptions and categories of social values and the potential positive and negative impacts on them as reflecting their own experience and what has been discussed during the dialogue.
4. Meeting multiple policy objectives	To understand the impact of development or change on things people value and factors that contribute to this impact.	Reflections by public participants on how they think about valued and important features in their lives. Reflections by public participants on wider societal aspects such as social equity, responsibility towards future generations, etc.	Learning from the development of new methodologies is applied to improve the identification and assessment of the social impacts of other policies and plans.	Use of learning from the project in other parts of Marine Scotland and / or the Scottish Government

5. Interacting with other research	To carry out the project in the knowledge of other research, ensuring it is informed by relevant research and builds on the current knowledge base.	Public participants identify criteria or principles for assessing social impacts of offshore renewables.	Build on existing knowledge and approaches to SIA to increase understanding and develop improved assessment approaches.	Demonstrable academic rigour applied in the analysis of evidence and development of approaches.

2 Analytical Framework

This section sets out the analytical framework used to develop and deliver the dialogue events and the methodology used for the analysis of results[12]. There are many definitions of SIA. In this report SIA is understood as a process for managing the social issues associated with planned interventions (projects, plans, programs and policies). A social impact is something that is experienced or felt, whether in a perceptual or a corporeal sense at the level of an individual, unit (family / household), social group or by community / society (van Schooten et al, 2003).

The framework adopted took Vanclay's process and list of impact categories (2002) as a starting point. The impact categories from Vanclay (2015:2) and Burdge (2004a; 2004b) are conceptualised as impacts on:

- People's way of life – how they live, work, play and interact with one another on a day-today basis;
- Culture – shared beliefs, customs, values and language or dialect;
- Community – its cohesion, stability, character, services and facilities;
- Political / decision-making systems – engagement, democracy;
- Environment – the availability and quality of resources and exposure to environmental hazards or risks;
- Health and wellbeing;
- Fears and aspirations; and
- Personal and property rights.

The SIA impact categories shown above are not altogether coherent. Some categories describe different kinds of things: for example, 'community' includes relationships (cohesion), qualities (stability), activities (services) and physical assets (facilities). Further, the categories do not cover all types of relationship that people see as important. The project therefore used the evidence from the public dialogue to examine how these relationships can be expressed in ways that reflect people's experience.

In order to develop and improve existing SIA practice, we have drawn on other concepts and theories along with associated empirical evidence that come from sociology and social psychology which have been developed to express what might broadly be termed 'social issues', e.g. values, social networks, identities etc. These types of issues are known to be important in maintaining a positive everyday

[12] A more detailed discussion was provided in the project Inception Report

functioning of social groups and communities but they do not fit exactly with the SIA impact categories listed above. The main relevant concepts are:

- Social Capital; and
- Resilience capacities[13].

2.1 Social capital

One important focus of the analysis of the dialogue data and evidence is on social capital, highlighting "community strength, social cohesion, and resilience" (Howell and Haggett, 2014: 22) rather than a narrower interpretation of (economic) 'capital' (resources that can be given monetary values, whether these are physical assets or social functions / activities that can be valued, such as volunteering). Social capital can usefully be understood as the "glue" that binds communities together. Understanding how possible plans impact on these aspects of communities is vital to getting a full picture of social impact. Social capital has a number of different definitions and origins (see Andriani (2013) for a good overview) and critiques. We draw on Putnam's (2000) definition of bonding, bridging and linking Social capital[14]. It is important for the concept to have good explanatory power to discuss both the positive and negative aspects of social capital; i.e. the way that strong ties between people can also act to exclude and isolate those who are considered different or 'outside'.

Social capital is a key part of the social issues that need to be expressed within SIA. Impacts on all three types of social capital (bonding, bridging and linking) have been considered. In a sense, the dialogue itself was an exercise in developing linking capital. CEP has used measures of social capital within SIA (Twigger-Ross et al, 2010) and within the evaluation of the Flood Resilience Community Pathfinders (Twigger-Ross et al, 2015).

2.2 Resilience capacities

There is a plethora of definitions of resilience used in the contexts of communities, disasters and systems (see Twigger-Ross et al, 2014 for a brief overview). Many authors (e.g. Cutter, 2010; Norris et al, 2010; Armitage et al, 2012) note the change in concept from a narrow engineering, structural definition of resilience to this more

[13] In the Inception Report, wellbeing was also mentioned as a third concept. However, wellbeing is explicitly included in the list of SIA impact categories ('Environment, health and wellbeing')

[14] This covers three types of social capital: 1) bonding social capital – close ties between families and friends, good for "getting by"; 2) bridging social capital – weaker ties across different groups, good for "getting on"; and 3) linking social capital – links between citizens, professionals, experts etc, central to building trust.

interdisciplinary concept focussed on the interrelationship between social and ecological systems.

Much of that work is located within a socio-ecological systems approach, which takes concepts grounded in ecology. Resilience is conceptualised as a dynamic property of a system enabling it to maintain its structure and function in the face of change:

> "...a highly resilient system would be able to maintain or recover key functions through transient and exogenous shocks. If a stress or disturbance does alter the ecosystem, then it should be able to bounce back quickly to resume its former ability to yield a service or utility rather than transform into a qualitatively different state that is controlled by a different set of processes" (Dawson et al., 2010: 2847).

Translating this to communities (Twigger-Ross et al, 2011), this relates to social networks and quality of life being maintained in the face of change.

Considerable work on the concept of resilience within a systems theory perspective has drawn out those principles that enable resilience to be developed. For example, within the ENSURE (2009) project the principles of **robustness**, **adaptability** and **transformability** are considered to be key to a resilient system. These principles are useful not only in understanding if a group structure is resilient but also the extent to which wider networks are resilient.

With respect to SIA we focused on the characteristics and capacities that communities have that make them resilient and how these might be enhanced or diminished by offshore renewables development. Drawing on Cutter et al (2010) and Twigger-Ross et al (2014a) identified the following capacities: social, economic, infrastructure and institutional resilience capacities as well as community capital.

Bringing in understandings from social capital and resilience approaches made it possible to look more deeply at the SIA categories proposed by Vanclay and others, to see how these are used by people, how meaningful these categories are for people and whether other types of 'valued things' are identified. Here our analysis was particularly interested in understanding how people talk about capacities, networks and relationships, in order to test the relevance of a framing that gives greater weight to resilience capacities, including social or community capital. We suggested that there could be a 'read across' from many SIA impact categories to resilience capacities, but also that in carrying out this exercise, it might be possible to enrich and give greater coherence and explanatory force to the impact categories themselves.

In the context of this project, public dialogue was the method used to enable members of the public to freely explore the things that are important to them, without starting from a pre-established framework, and then explore the ways in which these

things might be impacted by different scenarios for the development of offshore renewables.

Our aim was to develop an analytical framework that enables the consideration of the full range of impacts and actively engages citizens in the impact assessment process throughout the process in the identification and assessment of impacts.

Whilst the dialogue process was not an SIA, it involved people early on in the process of developing an SIA approach. It was therefore also relevant to use the process as a way of testing some of the techniques that could be useful for engagement within future SIA approaches. The overall approach was seen as being of relevance to all SIAs of plans and strategies, although the detailed discussion of types of impacts focuses on marine offshore renewables. The dialogue did not consider how to improve project level SIAs or the kinds of engagement techniques and approaches that are currently being used by developers.

3 Project Governance

Overview of chapter

This chapter covers the governance aspects of the project specifically:

- Project management team
- Steering group
- Oversight group

Contractor and independent evaluator

The governance of the project, including the way decisions are made, the institutions involved and the allocation of resources, may not be apparent to many of those who participate in dialogue events but can have a major impact on outcomes. Governance refers to how the project was managed, what the structures were and where decisions were made. In terms of the structures, Figure 3.1 shows the management relationships between the groups involved in the project. Marine Scotland and Sciencewise-ERC are the funders of the process (highlighted in bold). There are three key groups: the Project management team; the Steering Group; and the Oversight Group.

3.1 Project management team

Marine Scotland sponsored and led the project, with the close involvement of two main teams: Marine Planning and Renewables and the Marine Analytical Unit (MAU). The Marine Planning and Renewables team provided the Project Manager and a member of staff from the MAU sat on the project management team.

Sciencewise co-funded the project and worked closely with the Project Manager and the Steering Group. Sciencewise's role was to make sure that the dialogue meets Sciencewise's good practice principles for public dialogue, without limiting innovation and creativity. The Sciencewise representative sat on the project management team.

The project management team directed the day to day work of the project and linked the parts of the project together. They met on a regular basis and liaised with the project team and the evaluator.

3.2 Steering Group

The Steering Group brought together relevant perspectives from within Marine Scotland: the Marine / Offshore Renewable Energy Branch, the Marine Planning Branch and Marine Scotland Analytic Unit. The Scottish Government's Environmental Assessment team had a strong interest in the outcomes of the public dialogue and also sat on the Steering Group. The Steering Group met formally on a

number of occasions through the project, including the Inception meeting. Members were involved as specialists for the dialogue sessions. In addition, the Steering Group was a sounding board for the project management team on reports and materials and was consulted as required.

3.3 Oversight Group

The Oversight Group, set up in May 2015, brought in the perspectives of wider stakeholders: The Crown Estate, Scottish Natural Heritage (SNH), Scottish Renewables, Edinburgh University (Dr Claire Haggett), the Scottish Coastal Forum, as well as Scottish Government representatives from Onshore Renewables and Community Energy and the Environmental Assessment team. The Oversight Group met twice over the period of the project, in May and August 2015. There was some overlap in membership between the Oversight Group and the Steering Group.

The aim of the Oversight Group was to provide a range of independent perspectives to the dialogue and for the individuals to act as ambassadors for the project.

Terms of reference for the Oversight Group were circulated and agreed by members.

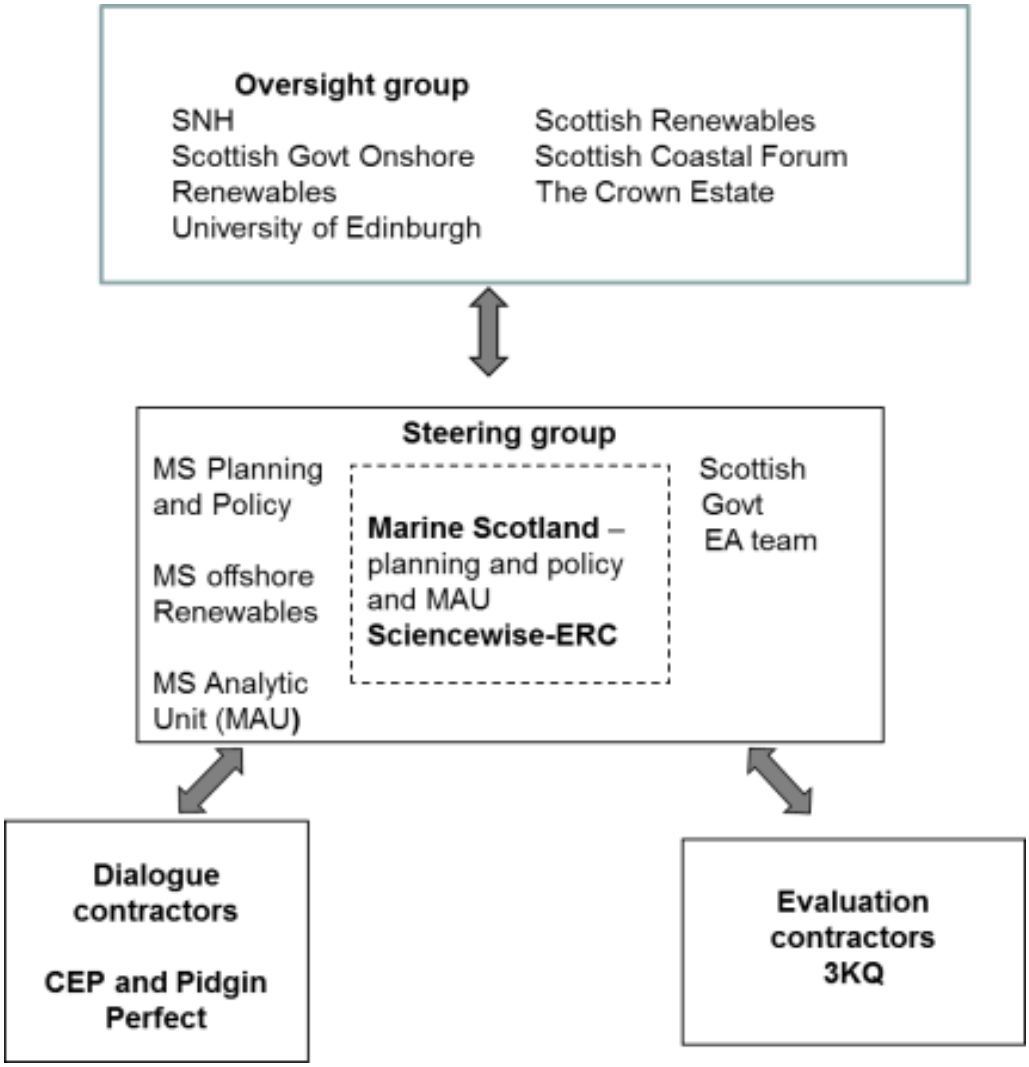


Figure 3.1 Management relationships in the project

3.4 Dialogue contractors

CEP and Pidgin Perfect were responsible for designing and delivering the dialogue materials and workshops.

3.5 Independent Evaluator

All Sciencewise-ERC projects appoint an independent evaluator. Their role is to observe the process and provide reflections through the process to help improve it as well as to gather data from participants and stakeholders on the effectiveness of the dialogue process in meeting both its own objectives and those of Sciencewise-ERC good practice dialogues. The evaluator produces a separate evaluation report[15].

[15] https://sciencewise.org.uk/projects/a-two-way-conversation-with-the-people-of-scotland-on-the-social-impact-of-offshore-renewables/

4 Methodology

Overview of chapter

This chapter details the methodology used in undertaking the project, including:

- Dialogue approach
- Data sources and processing
- Analytical approach

4.1 Dialogue approach

Sciencewise's approach[16] to public dialogue identifies four essential elements which – together with evaluation – need to be ensured in public dialogues on science and technology. The ways in which these elements were provided in the public dialogue on the social impacts of offshore renewables are described in the sub-sections below.

4.1.1 Context – clear conditions leading to the dialogue process

Marine Scotland's Planning Scotland's Seas consultations in 2013 covered a range of marine planning and development issues including:

- A draft National Marine Plan;
- Draft plan options for Offshore Renewable Energy;
- Priority Marine Features;
- Integration between marine and terrestrial planning; and
- Marine Protected Areas network[17].

The Consultation Analysis Report collated a number of concerns about perceived weaknesses or gaps in relation to social impacts, including:

- The Sustainability Appraisal Report, addressing wider sustainability issues, was, "at a high level or provided only summary information"[18];

[16] Sciencewise guiding principles (2013) http://www.sciencewise-erc.org.uk/cms/assets/Uploads/Publications/Sciencewise-GuidingPrinciplesEF12-Nov-13.pdf [accessed 22/01/16]
[17] Fawcett, J. and Granville, S. (2014). Planning Scotland's Seas: Sectoral Marine Plans for Offshore Wind, Wave and Tidal Energy in Scottish Waters. Analysis of Consultation Responses. Why Research for Marine Scotland, 2014. p 5
[18] Ibid, p.11, section 3.15

- The information provided is complex for lay readers[19];
- More research was needed into the social and economic impacts on local areas, and particularly on island groups, resulting from displacement of commercial fishing activity[20];
- "The social and economic measures only deal with employment and that this does not fully encompass 'value', both material and in terms of well-being"[21];
- There should have been a qualitative assessment of impacts alongside quantitative socioeconomic assessments[22]; and
- There was insufficient consideration of impacts on local communities[23].

Marine Scotland sees consultation as a key part of developing the sectoral marine plans, although securing the participation of members of the public has not been easy. Following on from the Planning Scotland's Seas consultation, the dialogue was intended to feed into:

- Facilitating input from a wider cross-section of the public;
- Improving the way the organisation engages with members of the public;
- Improving the way that the organisation takes account of the potential positive and negative impacts of offshore renewables on things that people value; and
- Contributing to the development of the Scottish Government's overall approach to impact assessment.

4.1.2 Scope – the range of issues and policy opinions covered in the dialogue

The main focus of the dialogue was on understanding the things that individuals and communities in Scotland value and their perceptions as to how these might be affected, positively or negatively, by the development of offshore renewables. There had been little opportunity previously to explore public views on offshore renewables in a systematic way.

The dialogue events were held in locations with different geographies, ecologies and social and cultural characteristics. While the dialogue was primarily intended to explore the views of people who live in coastal areas, it was also felt important to get the views of people in inland areas who would be affected more indirectly by the development of offshore renewables. The dialogue included a group in Glasgow who discussed the same issues. This was valuable to get a sense of whether there were

[19] Ibid, p.18, section 3.69
[20] Ibid, p.12, section 3.24
[21] Ibid, p.15, section 3.43
[22] Ibid, p.17, section 3.59
[23] Ibid, p.18, section 3.65

different perspectives on social values and how they might be impacted, positively or negatively as well as the extent to which the views and priorities of people in coastal communities were understood by people living in other parts of Scotland.

4.1.3 Delivery – the dialogue process itself

The dialogue sessions created opportunities for face-to-face conversations between specialists, stakeholders and members of the public. The sessions used engaging information and activities in a variety of formats to enable participants to familiarise themselves with the topic and explore issues in depth, allowing time for reflection and iteration.

The dialogue events were run as two rounds of a single conversation with a logical progression from Round 1 to Round 2. Round 1 focused on lived experience: participants identified and described the things that they most valued and discussed how these might be affected positively or negatively by the development of different kinds of offshore renewables technologies. They also considered how they would like to engage with Marine Scotland on these issues in the future. Round 2 then provided an opportunity to review the outputs from across the six Round 1 locations and talk about how the kinds of public perspectives emerging could be taken into account in future SIAs.

The six dialogue events in Round 1 were held in community centres or familiar local venues, each involving a group of up to 18 local people and up to 3 specialist participants. Public participants were encouraged to start from their own experience and local knowledge to identify the things that they most value. They then explored the topic of offshore renewable energy development in relation to scenarios that were relevant to their lives but that prompted wider questions about aspects such as social equity and risks.

Round 2 was held in Glasgow and brought together a group of ten people, made up of between one and three people from each of the Round 1 locations. The participants' increased confidence in the value of their own views and perspectives as well as greater knowledge about offshore renewables meant that they were able to reflect on similarities and differences between locations and the kind of process and techniques could be used in assessing social impacts to ensure that the range of things that are important to and valued by individuals and communities are picked up.

4.1.4 Impact – the desired outcomes of the dialogue

The outcomes and impacts of the dialogue are described in this report. The main intended impacts which the dialogue was expected to produce were (see Table 1.1 also):

- **Greater information and understanding of social impacts:** particularly about the potential social impacts of offshore renewables development for people and communities in coastal areas of Scotland;
- **Better SIA contributing to improved future policy and planning:** by sharing with decision-makers the evidence from the dialogues on the social impacts of offshore renewables and the participants' conclusions and recommendations. This evidence should be used to improve policy and planning, both in the marine environment and more widely;
- **The development of SIA methods:** including methods for gathering and understanding the views of members of the public on the social impacts of offshore renewables; and
- **Support for the use of public dialogue to inform policy-development:** participants, policymakers and scientists should feel that the dialogue was a worthwhile and legitimate part of the policy-making process.

4.2 Data sources and processing

This Report draws on data generated in the six Round 1 and one Round 2 dialogue events. The different kinds of data are summarised in Figure 1.1. Further information on the dialogue approach and methods used can be found in Chapters 5 and 8.

Table 4.1 Overview of data sources that inform this report

Data source / method	Description of data collected
Round 1 data sources / methods	
Concentric circle pictures	Almost blank sheets of paper with a figure in the centre of three pale concentric circles. Each participant was asked to write or draw the things that were most important to him or her around the figure, using the circles to give an idea of relative importance; i.e. nearer to the figure = more important.
Mapping social values discussions	Typed records of the table discussions while participants were finding icons to represent the things of importance they had identified (concentric circles exercise) and placing these on the map of a hypothetical coastal location, to create a community that had the elements they felt were important.
Discussion of realistic scenarios for the development of offshore renewables	Typed records of table and plenary discussions of four scenarios for offshore renewables development: • One generic scenario (covering the elements common to the development of any kind of offshore renewable energy); and • Three renewable energy scenarios (two wind technologies and one tidal technology). Review and summary of all the scenarios.
Future communications and engagement with Marine Scotland	Typed records of plenary discussion of ways in which participants would like to engage with Marine Scotland or the Scottish Government on offshore renewables in the future.
Before and after posters	Three posters used to measure changes in participants' opinions of key topics between the start and end of the workshop.
Round 2 data sources / methods	

Verification of the social values and impacts clusters created from the analysis of Round 1 results	Typed records of group discussions around two sets of maps: one showing the things that had been identified as important to participants during Round 1 (i.e. 'social values'); and the other showing clusters of the potential impacts on these social values of marine offshore renewables.
SIA timeline / process diagram	Typed records of group discussions and annotations on a poster timeline of the stages of SIA, indicating participants' views of the points on the timeline when social values should be considered.
Techniques for assessing social values in SIA	Typed records of group discussions of three different techniques for assessing or presenting social values in SIA: surveys, indicators and dialogue.
Before and after posters	Three posters used to measure changes in participants' opinions of key topics between the start and end of the workshop.

All the data collected was checked for accuracy and consistency and to ensure that participants' contributions were anonymised. The data was recorded in Microsoft Word documents and analysed using the Dedoose[24] software package.

4.3 Analytical approach

An inductive (bottom-up) as well as a deductive (top-down) thematic approach was used. Broadly this involved coding the data according to themes which were either already named / identified (deductive) or that emerged from the data (inductive). We were cautious of not wanting to constrain the data by only looking for already named categories (e.g. themes / concepts from the analytical framework – see Chapter 2) but at the same time we wanted to see how far the SIA impact categories and the resilience categories were useful in describing the data.

The Dedoose software package allows codes to be added to pieces of text and then for those excerpts to be exported to enable further analysis of themes. It also has functions to enable the examination of co-occurrence of codes, and the frequency of codes within specific pieces of text.

[24] Dedoose homepage: www.dedoose.com [accessed 05/08/15]

Before the coding started we developed an initial code tree (see Appendix 5) which used three main code headings:

- Codes reflecting the analytical frameworks being explored by the project;
- Values related to the eight SIA impact categories[25] and their sub-categories
- Values related to the five resilience capacities (including community capital, which is seen as similar to social capital)
- Codes for participants' responses to themes raised by the facilitators in all the workshops (e.g. potential benefits, specific groups impacted etc); and
- Codes to identify comments referring to the generic or to specific technology scenarios.

A descriptor was applied to each location to make it possible to filter results and make comparisons.

During coding, additional codes were added to capture themes emerging in the discussions and specific types of input, e.g. questions asked by participants (see Appendix 6 for that list).

Using Dedoose, it was possible to identify the codes that appear most frequently and to use this as a pragmatic means of prioritising the analysis. Filters were also used to allow comparison between locations in terms of the codes that came up and the way topics were discussed.

Once the data had been coded excerpts relating to individual codes were exported and then analysed further looking for links and relationships within the code and also between codes. Within the values data, where codes related to each other they were grouped into larger themes.

For Round 2, as a smaller amount of information was involved and the elements had been organised around a set of questions, the data was tabulated and analysed manually by theme.

4.3.1 Considerations on the relevance of quantitative analysis

Throughout the discussion, as appropriate references are made to the number of times topics came up during the discussions. This information is included to provide an indication of how frequently issues were brought up. The numbers are not used as a ranking mechanism. Sciencewise dialogues generate qualitative data with smaller numbers of participants than would generally be used in the case of

[25] Vanclay et al (2015) IAIA Social Impact Assessment Guidance: 2

quantitative techniques. The purpose is to elicit arguments that stand on their own merits rather than generate agreements or draw conclusions of 'the majority view'.

The qualitative and contextually-specific nature of the data generated through the dialogue, as well as the relatively small number of participants involved, make it difficult to generalise from the findings, for example to people living in coastal communities across Scotland.

4.3.2 Ethical considerations

All information provided by participants has been treated as confidential. Direct and indirect quotations from participants are used throughout the report as qualitative evidence to clarify and illustrate links between data, interpretation and conclusions. All quotations have been anonymised although the quotes indicate which dialogue event the participant was from.

5 The Round 1 Dialogue

Overview of chapter

This chapter has four Sections:

- Round 1 objectives
- Round 1 locations and participants
- Round 1 dialogue process
- Round 1 dialogue materials

The overall dialogue process is summarised in Figure 5.1.

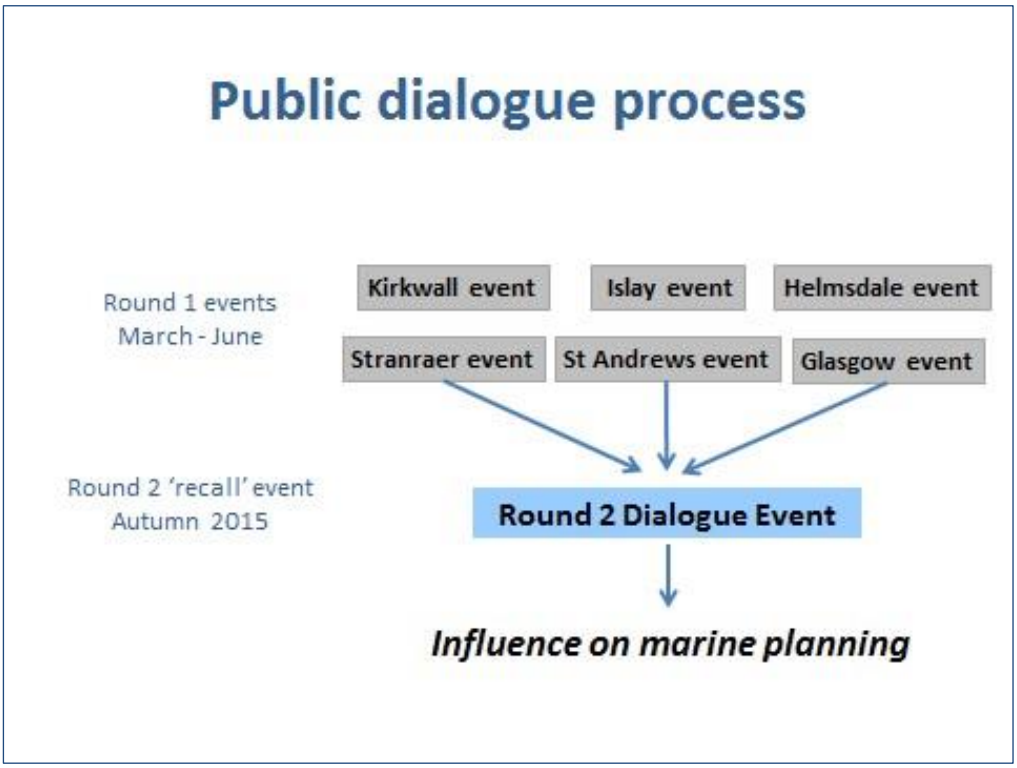


Figure 5.1 Marine Scotland Public Dialogue process

5.1 Objectives of the Round 1 dialogue

As dialogue is an iterative process which involves both conversations and time for reflection, the two rounds of the dialogue were designed to build up a picture of the things that mattered to participants and the ways in which the development of offshore renewables could potentially change these, either positively or negatively. Some of the project objectives shown in Table 5.1 are objectives for the whole

dialogue process and not for Round 1 alone. Other objectives (shown in italics) relate to the way that the dialogues were carried out ('process objectives').

Table 5.1 Round 1 objectives, outputs and success criteria

Dialogue objectives	Dialogue outputs	Success criteria
To design and run a dialogue process that: • Enables individuals to participate freely without prejudice, where their input is listened to and respected. • Enables participants to identify and explore the things (both physical things as well as relationships and activities) that are important in their lives. • Gives participants the opportunity to examine realistic scenarios for the development of offshore renewables and consider how these might affect the things that they value. • Collects information in a way that is transparent to members of the public and which can be analysed and interpreted to inform MS' future decision making. • Explores how members of the public would like MS, other decision-makers and developers to engage with them in the future, considering the most appropriate tools for engagement.	A structured way of describing the types of things that are important to members of the public (social values) and the ways that these might be affected, positively or negatively, by offshore renewables. A process for assessing social impacts that incorporates social values and the ways in which members of the public feel that these could be affected, positively or negatively, by offshore renewables.	Participants feel that they have been able to contribute their views and have their say and that the events will have an impact on policy (from Evaluation Questionnaires) Participants recognise that their views have been reflected in the proposed approaches for assessing social impacts. Participants, policy-makers and scientists feel that the dialogue is a worthwhile and legitimate part of the policy-making process.

To involve members of the general public who have not been previously engaged in marine development issues.	Public participants reflect a range of perspectives and interests and are able to articulate and reflect on their differences and the points on which they agree.	The public participant and specialist perspectives are generally recognised to reflect a good cross-section of public and specialist viewpoints.
To develop new approaches to understanding and assessing social impacts that are able to account for complex social interactions and heterogeneous communities, reflecting lived experience.	Public participants' descriptions of what is important to them in their lives and their reflections on how these important things might potentially be affected, either positively or negatively, by offshore renewables, are used to develop sets or categories of values and potential impacts that can be used in social impact assessment.	Public participants recognise the proposed descriptions and categories of social values and the potential positive and negative impacts on them as reflecting their own experience and what has been discussed during the dialogue.
To understand the impact of development or change on things people value and factors that contribute to this impact.	Reflections by public participants on how they think about valued and important features in their lives. Reflections by public participants on wider societal aspects such as social equity, future generations, etc.	Use of learning from the project in other parts of Marine Scotland and / or the Scottish Government
To carry out the project in the knowledge of other research, ensuring it is informed by		Demonstrable academic rigour applied in the analysis of evidence

relevant research and builds on the current knowledge base.	and development of approaches.

5.2 Locations and participants

The dialogue locations were selected by the Steering Group. The dialogue events did not involve talking to participants about actual or potential developments but used scenarios to stimulate commentary around potential social impacts and how to assess these in a hypothetical community.

The rationale for selection provides some context for the workshops. In each location, the facilitation team found that participants provided additional information about the local context. This information is summarised in Table 5.2.

Table 5.2 Dialogue locations and contextual information

Dialogue location	Marine Scotland selection criteria	Contextual information provided by participants
Kirkwall (Pentland Firth and Orkney Waters)	Initially hoped dialogue would contribute to pilot Marine Spatial Plan. Useful experience on shipping / fishing / oil and gas / incoming workers etc.	Existence of community-owned and managed onshore wind energy installations at Shapinsay near Kirkwall as well as other locations.
Port Ellen, Islay (Argyll and the islands)	Areas identified by the Sectoral Plan. Interest in consultation for the sectoral plans.	Renewable energy projects have been proposed in the past but have disappeared without the community being involved or provided with information.
Helmsdale, Caithness	Close to Beatrice Offshore Wind Farm development site.	Two operational onshore wind farms in area have been strongly opposed by some local people.

Stranraer (Dumfries and Galloway – Solway)	A lot of interest and comment on Marine Scotland's consultation for the sectoral plans.	The ferry port at Stranraer closed in 2011 after 150 years in operation, leaving a void in the town.
St Andrews, Fife	Close to Forth and Tay wind farm sites.	Current development in Guardbridge, outside the town, will generate energy from biomass for the University.
Glasgow	Central location (not coastal)	Participants not from coastal communities; several brought 'local' knowledge from work or visits to coastal locations.

5.2.1 Recruitment of participants

A total of 96 people participated in the six dialogues. Each of the Round 1 dialogue events involved 13 to 18 public participants and up to 3 specialist participants from Marine Scotland. The public participants were recruited in the street by a recruitment company (Plus Four Market Research Ltd), to ensure that the groups reflected national demographics. The screening process considered the following criteria:

- Residence (all participants are living in the location);
- Involvement in consultations on offshore renewables (to screen out people who had participated previously representing organisations: in fact, no people representing organisations put themselves forward for recruitment);
- Gender (equal representation of men and women);
- Age (all participants over 16 and a good spread of ages);
- Ethnic background (reflective of the local area);
- Employment status (spread of types of employment); and
- Level of education (spread of levels of education).

The full screening document is included in Appendix 1 and the profile of participants for each session is in Appendix 2.

5.3 Round 1 dialogue process

Each dialogue events were held on a Saturday to enable the participation of as wide a range of people as possible. The programme ran from 10am – 4pm, allowing

enough time for participants to engage with the process and to gain some information about offshore renewables.

The agenda for the day included a variety of different activities and is shown as Table 5.3. There is a description of the key activities in which public participants took an active role below. The full process plan for the Round 1 dialogues is included at Appendix 3.

Table 5.3 Agenda for the Round 1 Public Dialogue events

Time	Activity
10.00	Welcome and Introductions
10.25	What's important to you
10.40	Building your community – mapping values
11.15	BREAK
11.35	Introduction to offshore renewables (Marine Scotland)
12.30	Imagining futures with offshore renewable energies – what would it mean for you? Scenario 1: Generic changes (developments common to all offshore renewables)
12.30	LUNCH
13.15	Imagining futures with offshore renewable energies – what would it mean for you? Scenario 2: Wind energy 1 Scenario 3: Wind energy 2
14.20	BREAK
14.30	Imagining futures with offshore renewable energy – what would it mean for you? Scenario 4: Tidal energy
15.00	Review of scenarios
15.30	Engaging with Marine Scotland
15.45	Conclusions and next steps
16.00	CLOSE

The activities were designed and planned to ensure that their outputs would allow the objectives for this round of the dialogue to be met. The activities and their outputs are summarised below.

- **Icebreaker postcards:** On arrival, participants were given a postcard to write 'to a friend', telling them about a favourite place, why it was special and their aspirations for that place. This prompted conversations between participants and encouraged them to start thinking about places that were important to them (this was a recurring theme throughout the dialogue event);

Outputs: participants got into the mood for the dialogue; participants shared ideas; the texts written on the postcards provided additional information about people's values.

- **Dot posters:** before the start of the dialogue event, participants were asked to give their opinions on three questions, each written on a separate poster and displayed on the wall, by putting a dot on a scathe scale below. The questions were: 1) How much do you know about renewable energy installations (wind, wave, tidal) in the sea? (Scale: everything – nothing at all); 2) To what extent do you think that offshore renewable energies will affect your life? (Scale: not at all – change completely); and 3) How positive or negative do you think that the development of offshore renewable energies will be for you? (Scale: very positive – very negative).

The participants answered the same three questions at the end of the day, using a different coloured dot.

Outputs: this activity provided information about changes in participants' views as a result of the dialogue event. The responses at the start of the day were compared with the responses at the end of the day, to see how far people's positions had moved. The completed dot posters are reproduced and discussed in Chapter 7.

- **Concentric circles diagrams:** each participant was given a piece of A3 paper with faint concentric circles and a figure in the middle. They were asked to write or draw the things that were most important for them on the concentric circles: participants were told to place the things that were more important to them closer to the figure.

Outputs: a set of concentric circle diagrams that enabled people to identify things they valued. The output was a reflection by public participants on how they thought about valued and important features of their lives.

- **Putting things of value on a map:** participants chose icons (in the form of paper markers or flags) to represent each of the things they had shown on their concentric circles diagrams and then, with the other members of their groups, placed these markers on a map of an imaginary coastal settlement. The group discussed what was in this place they had created.

Outputs: a map which was used during the following sessions to explore the impacts of offshore renewables. As each group produced its own map, the groups were able to compare their work, and it was possible to make comparisons across dialogue locations.

- **Exploration of realistic future scenarios involving the development of offshore renewables:** participants use the map of a coastal location with the icons of things of value that they have placed on it, along with short summaries of a credible future scenarios for the development of offshore renewables, as the basis for a discussion of how different kinds of development of offshore renewables might impact on the things they value.

Outputs: recorded conversations for each of the groups about the things that members of the group valued that might be affected, positively or negatively by the development of offshore renewables.

- Dialogue between public participants and specialists on offshore renewables and their potential impacts, both positive and negative: specialists with different areas of expertise (e.g. offshore renewables, social impacts etc.) joined the group discussions in order to provide information when requested and to engage in dialogue with members of the public.

Outputs: increased understanding by specialists of public values and how these are reflected in their interests and concerns about offshore renewables and, on the part of the public, a fuller understanding of offshore renewables technologies and the approaches used to assess their impacts on individuals and local communities.

5.4 Round 1 dialogue materials

The use of materials which enable participants to engage directly with the subject matter is a key element of the dialogue approach. Specialists participated in all the sessions which covered technical information (all except the discussion of personal values), which meant that they could respond to participants' technical questions from their own perspective: this generated two-way conversations in which both public participants and specialists developed their understanding of the views and priorities of others.

Public participants first created their own individual pictures of the valued and important features of their lives using a diagram with a figure in the middle of three concentric circles, as shown at Figure 5.2, with an example of a completed picture shown at Figure 5.3.

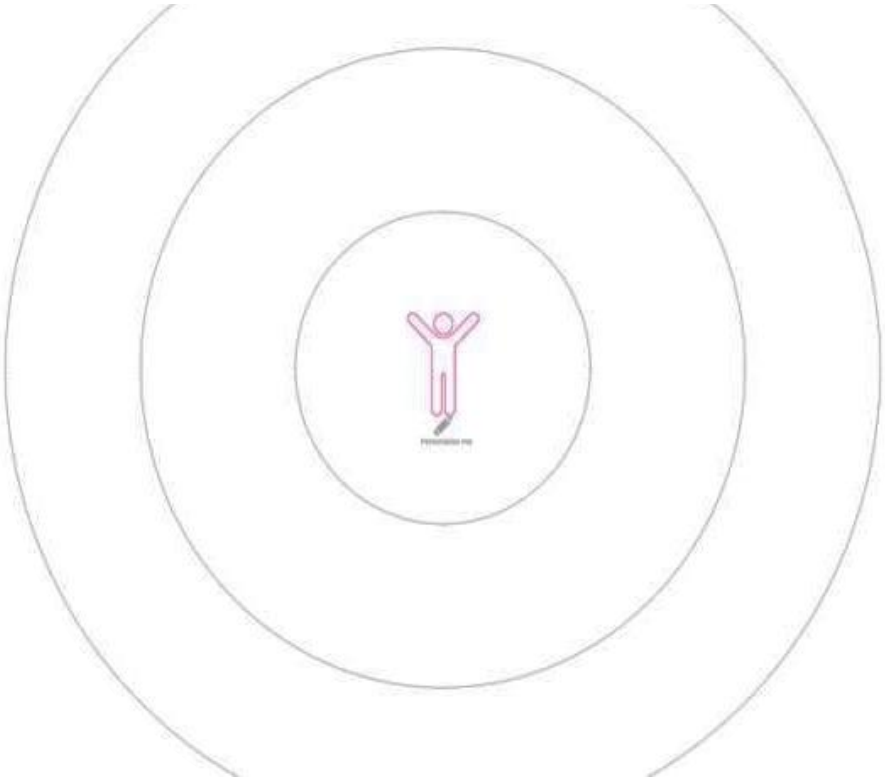


Figure 5.2 Template for examining valued and important features. What's important to ME in my community?

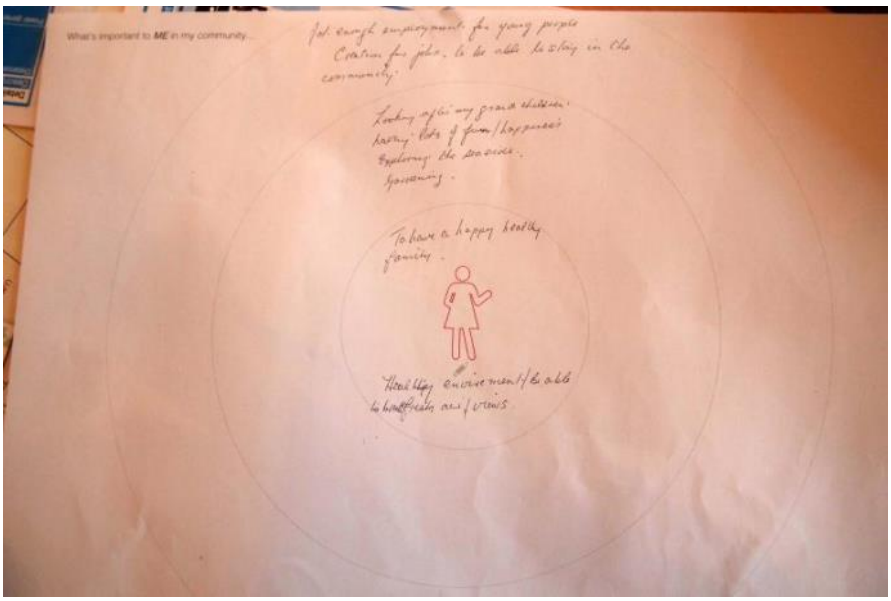


Figure 5.3 Completed picture of valued and important features

They then converted the features identified into elements on a shared map of a hypothetical coastal location (see Figure 5.4) which became the site for the scenarios for the development of different offshore renewable energy technologies. Figure 5.4 shows participants using a map to discuss offshore renewables scenarios.

Figure 5.4 Icons used on map to represent things of value identified by participants

Figure 5.5 Using the map to discuss offshore renewables scenarios

In Round 2, the social values and the potential impacts on them of offshore renewables developments that had been identified during Round 1 were presented on a map of Scotland, to facilitate comparison between locations. Other materials

were also designed to be a focus for discussion between public participants and between participants and specialists:

- A diagram of the SIA process with icons to enable participants to add opportunities engagement; and
- Examples of materials for engagement techniques.

A description of the materials used in Round 2 is given in Chapter 8. Further details about all the dialogue materials are provided in Appendix 4.

6 Findings from the Round 1 Dialogues: Values, Impacts and Engagement

Overview of chapter

This Chapter has five Sections:

- What participants valued – this focusses on what participants expressed as important to them through the concentric circles and mapping values tasks.
- Questions that participants raised about offshore renewables – this focusses on information and attitude questions asked by participants at the dialogues.
- Expressed impacts on values of offshore renewables – this focusses on the impacts, both positive and negative that participants expressed in relation to the four offshore renewable scenarios.
- Reflections on the relationship between characteristics of offshore renewables and values expressed.
- Improvements to the public engagement processes for offshore renewables – this focusses on how participants suggested they would like to be engaged with around offshore renewables and how the process could be improved.

6.1 What participants valued

This section focuses on what participants expressed as important to them; their values. The summaries here come from analysis of the concentric circle exercise and the mapping values exercise. Overall, eleven clusters of related codes were extracted from the data. These 'value clusters' are presented in Box 6.1.

Box 6.1: Value Clusters

1. **Way of life: Family / family life / intergenerational issues**
2. **Way of Life: Jobs / career / employment**
3. **Way of life: Money / cost of living**
4. **Community: Local jobs / local industry / community sustainability**
5. **Community: Transport connections / technology connections**
6. **Community: Education / shops / housing / healthcare**
7. **Community: Socialising / recreation / parks / leisure**

8. **Culture: Local identity / cultural heritage / Gaelic**

9. **Community: Friends/ being involved / supporting others**

10. **Environment: Connection to nature / landscape / views**

11. **Political and decision-making systems**

Where those themes were part of an SIA category they were put into that category, but if they did not fit we have reported them separately. Within each value cluster how participants talk about what they value, how important are the things of value and any differences between locations are discussed.

6.1.1 Way of life: Family / family life / intergenerational issues

A key cluster emerged around family, family life (including pets) and intergenerational issues. This cluster falls within the SIA 'way of life' category. Overall, there were 122 mentions within this cluster, it being one of the largest. 90 of those were in the inner circle, showing its central importance to participants.

The key words within this cluster were:

- Family;
- Children, grandchildren, partner, wife, husband;
- Family support;
- Love, relationships;
- Future family, legacy, future generations;
- Places to go with families; and
- Family activities.

An interesting feature of this value cluster was the limited elaboration on why family was important. Rather it was a given, something very implicit that did not require discussion. We would suggest that the expressed importance of family may reflect the practice of maintaining and developing "bonding capital": close ties and emotional support. This was made explicit in expressions in relation to children such as "my world revolves around my gorgeous baby" (concentric circle Stranraer) and grandchildren "grandchildren. I'm retired so this is more important to me than money" (St Andrews participant).

Across the different locations the most mentions were in Stranraer (35), with 20 in Glasgow, 19 in both St Andrews and Islay, 16 in Helmsdale and 13 in Kirkwall.

6.1.2 Way of Life: Jobs / career / employment

Jobs / career / employment was a common cluster within the SIA 'way of life' category with 49 mentions, 20 in the inner circle, 21 in the middle, three in the outer and five unplaced. In terms of the way it was mentioned, the following were the key words used:

- Jobs;
- Career / personal development / opportunities;
- Employment;
- Work;
- Unemployment;
- Work / life balance; and
- As a basis for everything.

This value cluster focussed on personal employment and in many ways not much was discussed around it. There was mention of positive experiences of work and also work / life balance being important to a few participants. Careers rather than just jobs were discussed as well as the importance of personal careers for individuals.

In terms of the different dialogue locations, participants in Stranraer had a discussion about unemployment at both a personal level and the town level and four participants had unemployment as one of their values. Glasgow and St Andrews had the most participants who mentioned jobs with 14 and 13 respectively, suggesting it was a key topic for many participants. In Helmsdale and Islay eight participants in each mentioned jobs and five in Kirkwall.

6.1.3 Way of life: Money / cost of living

Money / cost of living started as an emergent cluster within the SIA 'fears and aspirations' category as used by participants in the concentric circle exercise. After analysis however it was considered to be a better fit within the SIA 'way of life' category. Overall, there were 33 mentions, with over half (19) in the middle circle of importance, nine putting it in the inner circle, three in the outer and two not in a circle.

It was expressed in three main ways:

- Cost of living;
- Money, finances; and
- Security, financial stability.

Within cost of living it was expressed that "everything costs" and fuel and energy prices were highlighted specifically along with transport costs (ferries and planes). Bills and mortgages were also mentioned. The expense of living where they were

located was also part of this category which in turn was linked to the remoteness of places and the cost of getting in goods and services.

Money was talked about in a personal way and linked to working or not working. It was also discussed in relation to the local economy and how this can go into decline with shops closing. Security was another way that money was mentioned, in the sense that having money gave that person a feeling of security.

In terms of differences between places, none of the Islay participants had any of the money / cost of living categories in their circles, unlike the other participants. For Kirkwall costs were linked to fuel, energy and transport whereas with the other participants it was more linked to personal means and employment. In Stranraer the cost of travel to the hospital was discussed together with the feeling of stigma associated with being unemployed.

6.1.4 Community: Local jobs / local industry / community sustainability

An emerging value cluster on local jobs that would enable young people to stay in local areas was identified. This included issues related to developing a local economy and developing local industry which linked to the community sustainability code within the SIA 'fears and aspirations' category and the tourism code within the SIA 'culture' category, so these are also reported here. Overall, these were considered to sit within the SIA 'community' category. There were 30 mentions of this cluster as a value within the concentric circles, with 17 in the inner circle, 11 in the middle, one on the outer and one unplaced.

The key words for the value cluster were:

- Local jobs, local industry, tourism;
- Keeping the young;
- Training for younger people; and
- Community sustainability, community development.

In terms of local jobs there were discussions around the lack of local jobs for younger people making them have to leave or travel long distances for work, leaving behind 'top heavy' communities with an older age range and a reduced local economy. This linked with issues of community sustainability and how to keep villages alive and stop the decline in jobs so that people are able to stay where they would like to. Specific industries were mentioned either as needing support or in decline: fishing, farming, local shops and also those that are part of the local identity (whisky and fishing). In terms of the type of industry the issue of scale was raised, specifically, concern that new industry or jobs would be need to be adaptable to small areas, not be too industrial or be part of large corporations and be sensitive to the environment. Experiences with large supermarkets squeezing out local shops (Helmsdale) and the distilleries changing from local industries to being run by larger corporations who did

not employ local people (Islay) informed these discussions. Participants were very conscious of the need for local employment but understood that for it to support their communities going forward without them losing their identities, it would need to be at the right scale. The fragility of local communities was expressed specifically in Helmsdale: “there are small communities hanging on by their fingernails” (Helmsdale participant). Tourism as an industry was discussed as part of the economy (Islay) and with a feeling that more could be offered to tourists, that they come for one thing e.g. whisky but are interested in seeing more of the “real life” in the place but also with a sense that “tourism only really works if all core stuff allowed to thrive” (Islay concentric circle).

The second key area for this cluster was that of keeping local people, especially younger generations in their communities with the concern expressed that there were not jobs for younger people, or the training to enable them to stay. Young people leaving for jobs and training was discussed and the desire to have longer term employment to keep the local communities alive and to retain a good balance of ages: “It’s like a retirement home, you have to sustain an income to live here, loads of people return but there is nothing here [for young people], I don’t see what could be created to help people to stay” (Helmsdale participant).

There was a marked variation across the locations with no mention in Glasgow of local jobs, local industry or community sustainability and only one mention in St Andrews and Stranraer. In Glasgow this is perhaps unsurprising given it is a city and St Andrews is an affluent town with good connections. Stranraer participants discussed issues of unemployment but there seemed less sense of people wanting to stay in the area. The cluster had the most mentions in Kirkwall (ten), and Helmsdale (nine) with six in Islay in the concentric circles. In Helmsdale and Islay the issues came out in the discussions of the concentric circles, highlighting the specific issues of remote and island communities. Islay was the only place where tourism came up in the concentric circles (six mentions) which is unsurprising given the dominance of tourism associated with the whisky industry as well as the island’s wealth of birds and wildlife.

6.1.5 Community: Transport connections / technology connections

Within the SIA ’community’ category a further cluster relating to transport connections emerged focussed on differing levels of accessibility of places and the importance of good transport connections. A related theme was that of technology connections: internet / phone and that is reported here as well. Within the cluster there were 35 mentions of transport connections and 13 of technology connections within the concentric circles, with most of these being in the middle circle. The key words for this cluster were:

- Transport, public transport, bus, plane, train, ferries;
- Car, driving, roads;

- Accessibility to specific services; and
- Broadband and phone connectivity.

With respect to transport and specifically public transport, both its importance and the lack of good services were highlighted. Transport was considered to be important for older people and those living remotely. All means of public transport were mentioned. Public transport was linked to private transport and cars / driving came up as an important issue together with roads. Specifically, having enough roads and good roads were valued: “my car, if you didn’t have it you couldn’t get out of here, look at how many [how few] trains we have” (Helmsdale Participant).

In discussing this value cluster participants brought up issues of accessibility and remoteness, highlighting the need to be connected to other places e.g. bigger towns, the rest of Scotland and services e.g. health services, education, jobs: “sometimes in Stranraer you can feel quite excluded and isolated, so it’s important to feel connected to the rest of Scotland” (Stranraer Participant). The issue of access to healthcare was discussed specifically in Stranraer. Being able to leave easily was also an issue that was raised, specifically on Islay: “most people can’t afford planes. So to leave is a huge undertaking, a car is paramount” (Islay Participant).

Technological connections were important to a minority of participants, specifically internet and phone: “and wifi, that’s important so you can use your phone” (Glasgow Participant).

Across the locations all mentioned the importance of transport connections, including participants in Glasgow who felt quite strongly that people in a community such as the hypothetical one shown on the scenario map would need to have good connectivity, given its remoteness. Transport was mentioned most in Islay (11) and least in St Andrews (two) in the concentric circles. In relation to technology connections these were not mentioned in Islay or St Andrews but mentioned most in Glasgow (seven) followed by Helmsdale (three), Stranraer (two) and Kirkwall (one).

6.1.6 Community: Education / shops / housing / healthcare

A value cluster emerged relating to the importance of key local amenities and services especially education, shops, housing and healthcare. Within Vanclay’s (2002) list of SIA categories ‘healthcare’ (including health, hospitals, access to GPs etc) was covered within the category ‘environment, health and wellbeing’. Health and wellbeing have subsequently become a separate category. However, for our initial analysis, it was reported within this ‘community’ category, given healthcare’s importance as a vital service used by communities. The key words used in the concentric circles to describe this were:

- Learning, studying, education / furthering education, university, schools;
- Shopping, local amenities / facilities, supermarkets, big shops;

- Housing; and
- Health, staying / being / eating healthy, fitness, staying active / walks to keep fit, GP, hospital facilities, NHS.

The importance of local services, healthcare was mentioned the most (40 times). It could therefore be construed as the most important local service for the dialogue participants. This is quite intuitive given the central importance of health and healthcare contributing to overall wellbeing. During the mapping values exercise, participants often used their local circumstances to explain how and why specific aspects of health values (e.g. hospitals, GP surgeries etc) had been mapped: "access to good local health services [is important] – people have to go to Dumfries for everything to do with hospitals" (Stranraer Participant). The discussion around healthcare services at the Stranraer dialogue was noted as being particularly animated and participants highlighted bad experiences with healthcare services: "…my health service could be a lot better. A lot of people have to go to Dumfries and Galloway – my daughter had to go […] to get an epidural" (Stranraer Participant). Along with St Andrews, the Stranraer dialogue was where health services were mentioned most during the concentric circles exercise (12 and 11 times respectively). Participants in the Glasgow dialogue were able to imagine themselves living in a more remote coastal location and the possible implications in terms of health and access to healthcare services: "a local GP, a local doctor is important…" and "when you're living in a community like that you would want to be near emergency services" (Glasgow Participants).

Education was another key service valued by participants within this value cluster – it was mentioned by 28 participants in their concentric circle diagrams. Again, this is intuitive given the critical importance of education, especially given the related theme on local jobs / industry and community sustainability – i.e. the need to ensure that the local population (and the local young population in particular) is suitably equipped to make the most of new job opportunities (e.g. as a result of offshore renewables development) was seen as a key value.. There are also links between access to education and the theme on transport connections: "if you're going to be living there then you need a school as well – you don't want young kids to have to travel too far" (Glasgow Participant). Participants made links between access to education and subsequent access to wider opportunities: "you need education to get access to services" (Islay Participant).

Access to shops / shopping and housing were also evidenced within this value cluster though not as strongly as healthcare or education (mentioned 18 and six times respectively). Housing was discussed most in the Islay dialogue including a comment about affordability and new housing. The value of having access to shops / shopping was discussed most in Stranraer and Glasgow. In Stranraer, the discussion around shops and shopping during the mapping values exercise focussed on negative issues related to Stranraer's economy, highlighting the important links between local jobs / industry / economy (see above) and the provision of shopping

related local services: “most shops [are] shut down. There’s no good shops in the town, you have to go somewhere else” and “local shops are too expensive – they put up prices because they are struggling” (Stranraer Participants). In Glasgow, the participants were more positive and focussed on specifying the types of shopping related services they would expect to see / want in the hypothetical community, perhaps reflecting their ready access to shops in Glasgow. Indeed one younger male participant in Glasgow suggested that: “I couldn’t live in the countryside as it doesn’t have any shops”.

6.1.7 Community & culture: Socialising / recreation / parks / leisure

A value cluster was identified within the SIA ‘community’ and ‘culture’ categories relating to various activities, amenities, pastimes and services that combine to contribute to the cultural and social life of a community. Various SIA ‘community’ and ‘culture’ codes cluster to form this theme, especially: art and photography / entertainment / music, dancing and singing (culture); parks and recreational facilities / socialising and places to do that e.g. pubs (community); and time to myself (way of life). Two bottom-up (data-led) codes under ‘emerging values’ also clustered under this theme: sports, recreation and reading; and travel. The key words used in the concentric circles to describe this value cluster were:

- Travel: travelling / travel abroad, holidays / going on holiday, adventure, touring, visiting family abroad, visiting new places;
- Sports / recreation / reading: football team, leisure / free time, hobbies, participating in and watching sports (football, rugby, cricket, running, swimming, golf, motorsports, cycling etc), relaxing, camping, festivals, reading / books, keeping fit, food / eating well, highland games;
- Culture: art and photography: art, living somewhere with art and culture, photography;
- Culture: music, dancing and singing: music / live music, gigs / concerts, dancing, highland games, singing, local music / musicians;
- Culture: entertainment: cinema, films / movies, entertainment;
- Community: parks and recreational facilities: quiet areas, parks, nice places to visit / sit / enjoy, playing fields, golf course, community halls, activities for families; and
- Community: socialising and places to do that: friends, socialising / being social / meeting up, pub / bar, eating places, clubs, cafes.

The most frequently mentioned sub-issue within this value cluster was ‘sports / recreation / reading’ (mentioned 87 times across all concentric circle data). This could potentially be assigned to several of Vanclay’s (2002) SIA categories (e.g. culture, community, and way of life) though it has been reported here as an ‘emerging value’ evidenced in participants’ concentric circles diagrams. A broad

range of sports and recreational activities were mentioned on participants' concentric circle diagrams (see above). When it came to the mapping values exercise however there wasn't a great deal of discussion about these activities, perhaps because many of them can be undertaken at home (e.g. reading, watching sports, relaxing, keeping fit) or may require travel elsewhere (e.g. festivals). Activities that require specific facilities, infrastructures, landscapes etc (e.g. walking, camping, golf) were discussed to a degree: "I like to walk up the Braes, anywhere I get the opportunity" (Glasgow Participant); and "camping – there should be camping" (St Andrews Participant). In the Helmsdale event there was some discussion about how football is an important part of youth culture in the area, particularly in relation to the inter-community links created by playing other teams in the area. This highlights how sport and culture often go hand-in-hand and also how sport can contribute to community capital (Twigger-Ross et al, 2014), especially bridging social capital e.g. between a football / sport related 'community of interest'.

Socialising was another important sub-issue identified within this value cluster (mentioned 22 times across the concentric circle data). Socialising was identified as a sub-code under the SIA 'community' category and includes the importance of places and venues where socialising can take place. This sub-issue was particularly prevalent in the Glasgow dialogue (mentioned in 11 concentric circles) where pubs and drinking were frequently discussed forms of socialising during the mapping values exercise: "on the way home from work on a Friday I want a pub so I can nip in for a couple of pints" and "I've put down wine, bed, holiday, socialising, friends, gigs […] my wine glass is right in the middle" and "you need shops so you can get your milk and stuff, and your kebabs on the way back home from the pub" (Glasgow Participants).

6.1.8 Culture and community: local identity /cultural heritage/Gaelic

A further value cluster under the SIA 'culture' and 'community' categories was identified, relating to those valued features of a community that contribute to local identity and cultural heritage. This also incorporates some codes from the SIA categories 'way of life' and 'environment, health and wellbeing' though the focus is very much on the culture and community aspects of local identity and heritage. The key words used in the concentric circles to describe this value cluster were:

- Gaelic: Gaelic, native Gaelic language;
- Local identity: keeping Islay's character, passion for Islay, representing Islay (at events), retain Islay values and identity, identity / local identity;
- Cultural heritage: museum, highland games, local charity events (flower show, harbour day etc), culture / traditional culture, heritage, traditional gathering (ploughing match, sheep shearing, sheep dog trials), traditional farming;
- Names of specific places: Ayr, Edinburgh, Islay, Saligo Bay (Islay), Loch Gorm (Islay); and

- Honesty / safe environment: safety, security, honesty, healthy environment, freedom.

One of the most noticeable features of this value cluster was its more frequent occurrence at the dialogue events that took place in remote, smaller settlements. It was evidenced particularly strongly in the Islay dialogue where it was mentioned in 39 instances across the concentric circles data (out of 56 instances in total across all six dialogue events). Conversely, this value cluster didn't come up at all in the Glasgow event (large urban area / non-coastal) and was only mentioned four times in St Andrews and six times in Stranraer (coastal / larger urban areas). The data from the Islay event suggests that local identity, culture and cultural heritage are all important values for the participants: "that's about the uniqueness of what makes Islay". The values identified so strongly in the Islay dialogue were evidenced to a lesser degree in Kirkwall, which is also a more remote, smaller settlement. In particular, the notion of honesty / safe environment (part of the SIA 'way of life' category) was evidenced strongly in the Kirkwall event (six instances out of 12 instances across all six dialogue events). This was in part linked to Orkney's separation from the mainland: "safe atmosphere from children – separation from the mainland" (Orkney Participant) but also due to notions of honesty and self-policing: "[the] community polices itself [though it's] still important to have a police presence" and "freedom, safe community, spaces to escape" (Kirkwall Participants). The issue of local identity also came up (three mentions): "it's where you live [it's] good for the soul" (Kirkwall Participant).

6.1.9 Community: friends/being involved/supporting others

A key value cluster that emerged within the SIA "Community" category was that of friends/being involved/supporting others. The essence of this was around social networks or social capital – the bonds of trust and reciprocity between people. Across all the six events there were 85 mentions in this cluster, with the majority (59) in the "friends" theme.

- Friends: friends, neighbours;
- Being involved: community spirit, working in the community, talking to others, meeting people, committees; and
- Supporting others / knowing everyone: friendly community, carer / caring, working together as a community, goodwill, look after less fortunate, provide support, sense of belonging.

A key aspect of importance to many of the participants was "friends". This was mostly located within the inner circle of the concentric circle showing its value to the participants. Islay and Glasgow had the most mentions with all participants in Glasgow mentioning friends as important. This may reflect city living where people are less likely to be living near family. The friends theme was often linked to the "family" theme and taken as central to what was important to participants. Across the

six locations the friends was mentioned most in Glasgow (17) and least in Kirkwall (5) and Helmsdale (6) with St Andrews (9) and Islay and Stranraer with 11 mentions.

This also links to related notions of community around supporting others, knowing everyone in the community and being involved: “I want a safe community and to feel part of something, sense of belonging, sense of sharing. If I needed something I know my neighbour would help me” (Islay Participant).

And:

> “this is a good village – there’s community spirit here. I moved here 30 years ago – it’s amazing I’ve noticed that everyone cares here…..60% of people here are retired so you have to look after each other….If you don’t see people about you tend to check-up” (Helmsdale participants)

In Glasgow there was a range in terms of how well people knew each other as well as highlighting that communities can be around interests e.g. work as well as place:

> “I don’t know people that live in my close – in a community like that [the hypothetical community on the map] you know everybody”
>
> “I live in a cul-de-sac and I know everybody – I like that, when people are away you check on their houses”
>
> “I have an important community around my work” (Glasgow participants)

Across the locations, Islay had the most mentions (10) in terms of both supporting others and being involved, Helmsdale and Kirkwall came in with 6 each. Interestingly the larger locations Stranraer, Glasgow, and St Andrews all had only 2 mentions for these themes.

Many of the values / features identified as being important in this theme cannot readily be mapped or identified physically within a geographical location. This is in distinct contrast to the theme on social and cultural life for example which often relates to the key physical assets where social / cultural events and activities take place (e.g. pubs, cinemas, bars, cafes etc). In essence this cluster is about networks and relationships within the local area that combine as community capital (TwiggerRoss et al, 2014) / social capital (Woolcock and Naryan, 2000). In particular, social / community capital is often described as the “glue” that binds communities together and in this case helps to give an overall sense of identity and culture.

6.1.10 Environment: connection to nature/landscape/views

This value cluster has a distinct focus on the natural environment component of Vanclay's (2002) SIA categories in contrast to the preceding clusters which are much more about various aspects of social value (community, culture, way of life etc). Within its focus on the natural environment, this theme considers the natural environment's role contributing to health and wellbeing (use values) but also includes some consideration of the importance of the natural environment / biodiversity for its own sake (intrinsic values). The key words used in the concentric circles to describe this value theme were:

- Connection to nature: visiting beaches and hills, being outdoors, garden / garden wildlife, experiencing nature with children, sea – real physical connection to nature;
- Environment, landscape, weather: countryside / natural spaces, environment, sun / weather / summer, fresh air, outdoors, unspoiled scenery, the woods, nature / wildlife, low pollution, access, wilderness, landscape / seascape;
- Fishing: fishing / all types of fishing / sea angling;
- Birds: bird watching;
- Sea mammals: whales, dolphins, porpoises;
- Sea, coast, beaches: living near / being next to the sea / beach, shore, beaches, sea and river, sand dunes;
- Views: scenes, views, scenic, landscape / seascape, visual impact;
- Walks: walking / walks, walks to keep fit, long walks with son, walking around town, walking the dog, hill walks, walking in beautiful places / country walks;
- Clean environment: clean / cleanliness, pollution free, litter, clean beaches / environment; and
- Peace and quiet: quiet areas to relax, peaceful living, calm, not stressed.

Similarly to the cluster related to local identity and cultural heritage, this cluster on connections to nature / use of the natural environment occurred more frequently in concentric circle data from dialogue events that took place in remote, smaller settlements, suggesting that participants in these locations are somehow more aware of their natural environment and the role it plays in their daily lives: "landscape is important to me – the sea and the beaches" (Islay Participant); "coastline – it's all about the coastline, clear space for people to walk" (Kirkwall Participant); and "I like going along the beach, the peace and quiet" (Helmsdale Participant). This ties in closely with policy and literature on the subject of peoples' relationships with biodiversity / natural capital / land use / ecosystem services. For example, the Scottish Government's own Land Use Strategy (Scottish Government, 2011) includes a specific objective on connecting urban communities with the land as well as a

principle on "…broaden[ing] our understanding of the links between land use and daily living" and Guerry et al (2015) highlight how the ever more urban nature of society reduces our collective understanding of natural capital's vital role sustaining human wellbeing.

Despite this, during the mapping values exercise participants from the dialogues held in more urban / larger settlements were quick to highlight the value and importance of natural environment features: "I'm fond of the worms and the great ground [land] – leaving things as they are" and "you want to leave the sea as it is – natural" (St Andrews Participants). This perhaps suggests that although connections to nature / the natural environment aren't critical values for these participants (to the extent that they were considered within their concentric circles), they are still important aspects in a more abstract sense relating to their existence or option value – i.e. the importance of knowing that something (e.g. an attractive coastal landscape) exists and that it would be available for use if required / desired.

Within the various codes grouped under this cluster, 'environment, landscape, weather' occurred most frequently across the concentric circle data from all dialogue events (50 instances). Many of the values related to this code are captured in the discussion above. Other codes that were mentioned more frequently were 'sea, coastline, beaches (13 instances) and 'clean environment' which is covered within the SIA 'way of life' category (12 instances). Within the data there is a degree of overlap between 'environment, landscape, weather' and 'sea, coastline, beaches' given that the latter is, in effect, a sub-set of the former in coastal settings: "I put a wee greeny landscape one which I thought was the beach" (Glasgow Participant). The notion of a 'clean environment' often encompassed aspects relating to problems: "so many beaches are polluted" and "litter is a big thing in St Andrews and it has been for years" (St Andrews Participants) as well as descriptions of what a clean environment might be / look like: "a clean environment – a pollution free place" (Glasgow Participant) and "I want to keep the sea clean and free of pollution" (Stranraer Participant).

Some codes were mentioned less frequently and were more focussed on specific locations. 'Fishing' received nine mentions, most of which were in Helmsdale which has a strong fishing heritage: "obviously when I first come here we had double the [fishing] boats, we used to have three, now we don't even have one" (Helmsdale Participant). The codes 'birds' and 'sea mammals' were evidenced very infrequently in the concentric circles data (two and one mentions respectively) and only at the Kirkwall event: "whales, dolphins, porpoises" (Kirkwall Participant). However during the mapping values exercise, these aspects of the natural environment were mentioned in the St Andrews and Helmsdale events, despite not being included as personal values in the 'what is important to you' / concentric circles exercise: "there's whales around the top and dolphins" (St Andrews Participant).

6.1.11 Political/ decision-making systems

'Political/ decision-making systems' is a stand-alone SIA category from Vanclay's (2002) framework and we use that title for this value cluster. Linked to it was the theme of "equality" from within the Fears and Aspirations category as that related to the themes here. It received some attention during the concentric circles exercise within four (of six) dialogues but with only 14 mentions overall it did not seem to be a core category within the value mapping. However, it was a consistent theme through the scenarios work as reported later in this document. It also has important links with the two related theoretical frameworks considered: linking capital within the social capital framework (e.g. Woolcock and Naryan, 2000) and institutional resilience / capacity within the resilience framework (Cutter et al, 2010; Twigger-Ross et al, 2014). The key words used in the concentric circles to describe this value theme were:

- Politics;
- The future of Scotland, self-autonomy;
- Government, Scottish Government, UK Government;
- Unnecessary government organisations, waste of resources on officials;
- Current affairs, world outwith me, being informed;
- True democracy, community action, changes for the better; and
- Equality.

The majority of mentions (8) were in the middle circle with 5 in the outer and just one in the inner circle.

6.1.12 Other values

It was felt that a number of the themes could not easily be assimilated to the SIA categories or to resilience capacities. These are:

- Global values e.g. protecting essential resources, avoiding damaging climate change;
- National values e.g. national economic development, technological development, skills and capacities; and
- Equity / fairness / who benefits / distribution of costs and benefits (which is different from the category of 'equality' which is included in SIA's 'Fears and Aspirations').

One of the concerns related to this theme was about whether the community or communities nearest to the development – and which would therefore be most affected by any negative impacts – would get any of the benefits. For example, housing for workers and increased economic activity might be developed further

away from the local communities, so they would see none of the benefit of the money.

- Spatial conflicts (e.g. between activities using the same area of the sea); and
- Community assets or resources and associated rights of communities.

Further work would need to be done to unpack these themes and understand how they shape people's perceptions of their lives and future change. Some of these come through in the next section which discusses the types of impacts identified on these value clusters.

6.2 Talking about offshore renewables – questions raised by participants during the scenario session

The following two sections look at how dialogue participants thought that the development of offshore renewables might affect the things they value. These conversations were prompted by the consideration of four hypothetical future scenarios for offshore renewables development[26]. Further details of the Round 1 approach and materials are provided in Chapter 5 and Appendices 3 and 4.

The first section examines the questions that participants asked about the scenarios. These vary considerably, from straightforward information-seeking questions to questions that highlight concerns or interests and others that seek to make a point. During the four scenario sessions, participants developed their knowledge and understanding about what offshore renewables development would involve. The questions they asked are an important illustration of the types of issues that participants were interested in finding out more about.

[26] Whilst this dialogue project was prompted by concerns in relation to SIAs undertaken at the plan level (see Chapter 1), it was recognised that engaging dialogue participants on social values and impacts at this more strategic level would be difficult due to the abstract / less defined nature of proposals (e.g. the focus on broad search areas for offshore renewables rather than specific development proposals with defined parameters). Instead, the Round 1 discussion focussed on the four hypothetical scenarios for offshore renewables developments / projects. These scenarios were developed in close collaboration with Marine Scotland and were designed to be entirely realistic in terms of the scale and magnitude of development proposed (e.g. the area encompassed by onshore and offshore development, number of jobs, additional vessel movements, port and harbour requirements etc). The scenarios provided a vehicle by which social values and impacts could be discussed at a scale and level of detail that was meaningful for the participants. The Round 1 dialogues were not designed to replicate the planning / consenting process for development in the marine environment, but the scenarios undoubtedly prompted discussion about projects. Although Marine Scotland specialists provided relevant technical input, no developers involved in offshore renewables projects (or organisations representing their interests) participated in the dialogue so some comments relevant to project level issues were not scrutinised or followed up within the Round 1 events. Readers should note therefore that the quotes within this section did not benefit from a developer's perspective to support a more balanced assessment / scrutiny / validation.

The range and types of issues that participants asked questions are presented in relation to the values categories and themes. As noted, these questions arose from the scenario sessions (see Chapter 5) and where they relate to specific aspects of the scenarios that is noted. What is really interesting about the questions is that it shows how the participants were thinking and talking about the issues, showing the nuances of the conversations and reflecting how people generally engage with these issues when they are provided with time and information to consider them.

6.2.1 Information questions about the offshore development scenarios

Participants were interested to find out more about the generic offshore development scenario which explored potential issues around the various generic components of an offshore energy development (e.g. substation, survey work, cabling etc.). This, the first of four scenario sessions, generated substantially more participant questions than other scenarios despite being generic and not focussed on a specific technology. This was perhaps because it was early on and participants were still feeling fresh and fully engaged but also because participants used the generic scenario to ask technology specific questions.

Many of the questions raised by participants were highly specific, querying certain aspects of the generic scenario or the offshore renewables technologies they were familiar with or had been introduced to via the Marine Scotland presentation in the preceding session. The intention often seemed to be to better understand possible implications for specific things of value (e.g. nature / the marine environment, views, landscapes etc.) Marine Scotland personnel were available to answer questions and address participant concerns as the intention was to focus on general issues. No one representing developers attended any of the dialogue events to put forward this perspective.

Key example question topics and questions include:

Questions about the possible implications of offshore renewables development for nature / the marine environment:

> "Would you take into consideration areas where there are a lot of seals? Such as Tentsmuir near here?" (St Andrews Participant)

> "If this [the generic development] was to happen would the environment be put back? Would it be something out at sea or would the land look different? When tourists come back, would they come back and see what they can see now?" (Stranraer Participant)

> "What would happen to the beaches – would there be more rubbish on the beach?" (Helmsdale Participant)

> "[In relation to tidal energy] the downside would be the effect on the marine life then? Fish and mammals." (St Andrews Participant)

Questions about the possible visual impact of offshore renewables development and potential implications for local views / landscapes / sense of place:

> "I'm not good with scales... how far away are things?" (St Andrews Participant)

> "How do the offshore cables affect the scenery? When they are being laid?" (St Andrews Participant)

> "Does that [the cabling] have to be overhead?" (Islay Participant)

> "Would it [the generic development] change the feel of the place?" (Islay Participant)

> Questions about possible disruption during construction and potential implications for transport infrastructure / accessibility and key local economies (e.g. tourism):

> "Obviously this is a massive upheaval...what is the timeframe?" (St Andrews Participant)

> "Would there be traffic jams? The roads as they are currently unsuitable [to facilitate development on this scale]" (St Andrews Participant).

> "Would they need extra ferries and are the roads capable of taking the extra traffic and influx of workers / goods?" (Islay Participant)

> "What would be the exclusion zone? Would diving be allowed?" (Kirkwall Participant)

There were also questions about specific technical issues in relation to the generic scenario or the offshore renewables technologies. Key examples include:

Questions on the electricity output / economics of the development and the relationship between electricity generation and demand:

> "What's the difference in output – in wind turbine vs tidal energy? And what's the difference in cost?" (St Andrews Participant)

> "Will this power generated power the island?" (Islay Participant)

6.2.2 Questions expressing participants' feelings towards offshore renewables development

Participants asked a number of questions concerning feelings about changes that might take place as a result of generic or technology specific offshore renewables development. Many of the questions relating to feelings were about a specific aspect of the development or a specific thing of value that might be impacted. Key examples include:

Questions about participants' feelings (negative) towards the scenarios in relation to the distribution of costs and benefits (note: in essence these are technical questions relating to community benefits, electricity market regulation, procurement / contract law etc. It would have been useful to have a developer perspective here to help scrutinise / tease out participant concerns, beyond the useful input provided by Marine Scotland personnel[27]):

> "Will we benefit more if it's closer inshore or would we regret it?" (St Andrews Participant)

> "[In relation to scenario Wind 2] multi-national companies are benefitting – why are we not?" (Helmsdale Participant)

> "With them [the renewable energy developers and the construction workers] being so far away and not having a base in Scotland, do they actually care about the town they are affecting?" (Stranraer Participant)

6.2.3 Questions about local jobs/local economy/community sustainability

The issue of local jobs / jobs to keep young people in the area is closely related to many of the issues considered in the sub-sections above, especially the question of 'community sustainability' and the resilience categories (or capacities) as per Twigger-Ross et al (2014) that are necessary for sustainable communities. Key examples include:

Questions about problems that local people would face when trying to access new job opportunities / concerns about local people being out-competed (potential links to economic resilience) (note: many of the comments about local jobs were made in the context of the discussion of the two wind scenarios; in the second, job creation and economic development related benefits do not go to the local community or indeed Scotland):

> "Why would it [job opportunities] be [go to] workers from outside? The local area would be pushing to get people trained up" (Islay Participant)

[27] Ibid

> “So that means that none of the locals could be guaranteed a job?” (Islay Participant)

Questions about the number and type / quality of jobs for local people as a result of the offshore renewables development and guarantees that jobs would go to the local community (note: see comment against the question topic above):

> “Could you safeguard benefit to the local community? I’d want this to be a local benefit more than regional or national” (Islay Participant)

> “What jobs will it bring?” (Kirkwall Participant)

> “How many local people are still employed, or how did [it / the development] expand the local area?” (Helmsdale Participant)

> “What about the jobs we already have? Are they protected?” (Stranraer Participant)

> “Would there be more servicing jobs, are there not more things that could get broken / go wrong [with the generation technologies]? More jobs for people in the town so more permanent, ongoing jobs?” (St Andrews Participant)

Questions about if / how training opportunities would be provided to help local people (including / especially young people) to access new offshore renewables related employment opportunities:

> “Training – would it make sense to include the facility of training of young people?” (Helmsdale Participant)

> “It’s great if people [can] get jobs but what if they don’t have the experience [necessary to secure the job]?” (St Andrews Participant)

Questions about what would happen once the more intensive construction phase is finished and the temporary population has left / concern that the development would lead to short term improvements only and a ‘boom and bust’ scenario (potential links to economic and social resilience):

> “If you had an increase in size, would the town be able to cope with this increase? And if it decreases again after say 2 years or so, then would that take us back to where we started?” (Stranraer Participant)

> “Could the housing be handled through the housing association so it remained more in keeping with the local area?” (Islay Participant)

6.3 How participants thought offshore renewables might affect things that matter to them

This section looks at what participants said about the way that they thought offshore renewables might impact, positively or negatively, on things they identified as important. In analysing the impacts, we refer to the value categories discussed earlier in this chapter.

Within each theme, how participants talk about potential impacts (positive and negative) on what they value and any differences between locations are discussed. Where relevant, themes are described in relation to the scenarios for the development of offshore renewables in which they came up. The relationships between features of the scenarios (e.g. scale, visibility, type of technology) and impacts on social values are explored in the final section of this chapter.

6.3.1 Impacts on way of life: Family / family life / intergenerational issues

Family and family life were mentioned less frequently in relation to the offshore renewables scenarios than they were when the focus was on social values as such. The key words for the theme also shifted away from family members, family activities and intra-family relationships and support, to focus on the sustainability into the future of families and communities, including linking up with the theme of jobs to keep young people in the community:

- Family;
- Local jobs, jobs to keep young people;
- Honesty, safe environment; and
- Future family, legacy, future generations,

Often the value of family and family life was talked about in relation to other people rather than in terms of impacts on participants' own families and family life. It was generally assumed that families were important and valued.

The presence or increase in the numbers of families in a location was highly valued in more remote locations, such as Helmsdale, where participants suggested that their communities might become unsustainable if the number of inhabitants were not increased. One participant described the potential benefit of an increase in the jobs available for local people in the context of an offshore renewables development: "10 jobs for local people are 10 people that wouldn't need to move away. 10 families would become 20 families" (Helmsdale Participant).

The influx of paid workers, trades people and professionals, with their families was equated with stable communities, in contrast with situations where these people are not accompanied by their families. Single people were not seen as bringing as high a level of economic activity to the area but the main concern that came out across the

dialogues, recognising the limitations of the approach[28], was that they would only stay as long as work was available and would not contribute to make the community more sustainable: “I don’t think it’s going to be so much families coming in, it’s maybe just tradesmen” (Glasgow Participant) and “[The people working on offshore renewables projects will do] the same as every other worker that comes to Islay: they come, they work, then get off” (Islay Participant).

The potential for an increase in crime or anti-social behaviour associated with the influx of people from outside the community was discussed. However, only in Kirkwall was the possible impact on people’s way of life and children made explicit. The participant who raised the point referred to his experience in Bray, where there was an influx of workers from outside the community: “I experienced that in Bray; for example, ex-prisoners were used for the workforce – they were regular offenders. This wreaks havoc in a community e.g. being told ‘Don’t go out after 11pm’. Fights among incomers and with locals. Safety of children” (Kirkwall Participant).

None of the participants said that they might have to change the way they look after their children, despite the contrast with the current levels of trust and safety in some of the locations: “People are proud of letting their kids go out in the local community” (Islay Participant).

While the criteria and conditions for ‘good’ family life were not explicitly discussed, some participants did suggest that families would require services and provisions that might need to be considered when planning or developing an offshore renewables project: “Would workers come as families? More clarification needed! Would we need to increase local services?” (Kirkwall Participant) and “If they [people working on offshore renewables projects] brought their families, there would be more for the kids to do – in a village this size you would need a new school” (Helmsdale Participant).

One of the younger participants said that keeping more young people in the area would make the community more lively:

> “Most of my age group left school and left the place F: what would happen if they stayed?
>
> P7: It would revitalise, these communities are dying” (Helmsdale Participants).

However, there were participants in all the dialogues who recognised that young people will often want to leave to work in other places. This was seen as less of a problem in larger towns and cities (Stranraer, St Andrews, Glasgow). One participant in St Andrews questioned whether training provided in the context of offshore

[28] Ibid

renewables development should focus on providing skills relevant to the local economy, suggesting that it was more important to think about the national level: “It depends whether you view local as being to your own town or to your country. Are you training children to stay within the local area, or to go somewhere else in Scotland? That’s important when you’re thinking about education” (St Andrews Participant).

Another aspect of family mentioned frequently were the relationships between generations. Again, this was often linked to the sustainability of communities and legacy, that is, the kind of society or environment that people will leave for their children, grandchildren and future generations: “We would like to see the landscape, marine life, sea life protected; minimal environmental damage for future generations (St Andrews Participant). The idea of legacy was sometimes given as the reason for participants’ concerns about the natural environment, local resources, types of employment or the kinds of benefits that might be provided in the context of a development: “If we lost our harbour, it’s a long heritage, our sons of sons went fishing out there” (Islay Participant) and “It’s not going to bother me but I would want something guaranteed for the younger generation” (Helmsdale Participant).

6.3.2 Impacts on way of life: jobs / career / employment

There was a lot of interest from the dialogue participants in the kinds of jobs and employment opportunities that might be opened up by the development of offshore renewables. Each of the scenarios was described in terms of the number of jobs it might create and the likely proportion of jobs that would be based in Scotland. These were referred to as ‘local jobs’ and there was some expectation on the part of many participants that these jobs should go to local people: “It’s more acceptable if the jobs go to local people” (Glasgow Participant).

In the course of each of the dialogue events, participants considered whether and how the kinds of jobs and employment created by offshore renewables development might benefit them. There was an expectation that the jobs would be ‘good’ jobs in the sense of providing job satisfaction and motivation:

> “X, if you got a job with one of these, and they asked you to move, would you?“
>
> “Yes”
>
> P2 “[Jobs] create some self-respect: [you] get up in the morning going ‘right!’ rather than do nothing, or get paid next to nothing.“ (Stranraer Participants)

Many participants realised that most of the jobs would require skills and training which local people would need to be helped to develop before they could benefit. For example, in Islay participants suggested a number of measures to ensure that local people would be able to get the jobs created: “Positive discrimination or something to

ensure local people benefited" and "Apprenticeships offered on more technical areas where locals could play a role. […] Have local people be part of the process and trained in the project so that they could maintain the development as a long term employee" (Islay Participants). A developer perspective was not available at the dialogue events to confirm (or otherwise) whether these types of opportunity are routinely made available to local communities[29].

Getting training in order to access jobs is both demanding and a risk. In Stranraer one participant commented that training might be provided by the developer but that there would be no guarantee of a job for those who had been trained. A participant in St Andrews questioned whether it would be worth getting training for the kind of short-term job that was likely to be available: "Some young people would be interested in the training, others are going to University and wouldn't be interested" (St Andrews Participant).

The development of offshore renewables was also seen as potentially having knock on effects on employment, by stimulating local economic development and the expansion of employment in local businesses and services. This kind of business was valued in itself by some participants, because the businesses were seen as more sustainable sources of employment: "It will bring people and industry into the area. You have to bring in the positives otherwise you can't go forward." (St Andrews Participant) and "It might make the small businesses more popular. And then they can hand it down to the next generation instead of losing that completely" (St Andrews Participant).

Many participants remained dubious about the employment benefits that offshore renewables developments were likely to provide for local communities: "All I can see coming out of this is a couple of jobs for a few people" (Islay Participant). There was also concern that some existing local jobs might be threatened by offshore development, particularly jobs in the fishing industry, and that these should be protected: "We would want to see nature protected because its natural habitat for animal and marine life, because it generates jobs [fishing, etc.] We would also want to see farm land protected. It creates fresh produce and local job opportunities" (Glasgow Participant). Again, a developer perspective was not available to discuss participants' concerns[30].

6.3.3 Impacts on way of life: money / cost of living

Money and the cost of living were not brought up very frequently in relation to the potential impacts of the development of offshore renewables. There were 15 mentions of these topics across five of the six locations: they were not mentioned in

[29] Ibid
[30] Ibid

the Stranraer dialogue. In many cases, participants were unclear whether offshore renewables would have an impact on energy prices and asked for more information about this. Marine Scotland staff were able to provide some insights[31].

For those participants who thought that the development of offshore renewables development might mean cheaper energy for local people, this was considered a 'potential benefit'. Some participants felt that any offshore renewables development should provide benefits for the community and several times this was framed in terms of reduced prices for energy or money coming in to the community: "Lower / stabilise electricity bills – offer lower tariffs to local people, Someone's making money that should be shared" (Kirkwall Participant) or "I could put it in capital letters: CHEAPER, RELIABLE ELECTRICITY" (Islay Participant).

Several of the comments on the potential impacts of offshore renewables on local people's cost of living or money reflect a concern that benefits should be shared, rather than individuals or companies getting a windfall. In Islay, where participants said that current energy provision is unreliable, one participant worried that unscrupulous developers might increase prices in the long term: "Wind farms want a return, after 15 years it becomes an open market – these industries have enjoyed these dividends – how can we make sure these wealthy land or sea bed owning owners do not put up the price? – how can we prevent ourselves being held to ransom after 15 years?" (Islay Participant). A developer perspective was not available to discuss perceptions that this kind of practice might occur and to help participants tease out the issues[32].

Many participants felt that there should be a clear economic benefit for everyone in the community from any development: "I think they [the renewable energy company / developer] should fix the roads and reduce electricity costs for everyone" (Helmsdale Participant). From the perspective of participants in the Glasgow dialogue, the benefits to the immediate locality were linked to wider, long-term benefits: "Because I'm in the town I don't think it would really impact on me, I'd be thinking about all the benefits, about all the jobs it's going to create, the more money that's going to get spent in the shops… I see it as a positive thing, benefitting people in the future" (Glasgow Participant)

6.3.4 Impacts on community: local jobs / local industry / community sustainability

With 165 mentions, 'Local jobs, jobs to keep young people' is the code that appears most frequently across the all the scenarios and all locations. A high number of mentions were also recorded for other codes related to local economies: Local

[31] Ibid
[32] Ibid

industry – 34 mentions; community sustainability – 76 mentions; and Impact on local economy – 80 mentions. The way in which the development of offshore renewables was seen as potentially impacting on local employment and the ability of young people to find work in the local area has been discussed earlier. In this section we focus on:

- Quality of employment;
- Skills and training;
- Who benefits / Local versus national jobs; and
- Loss of jobs / employment.

The interest expressed by participants in the creation of new jobs was tempered by a concern that these should be the right kinds of jobs. Here the issues raised most often referred to stability of employment; this was related to the interest in seeing jobs created that would enable young people to remain in their local communities. Pay levels and job satisfaction were also mentioned and participants seemed to assume that jobs in this industry would pay well and be motivating. It should be noted that a developer perspective was not available to elucidate on the type and range of job opportunities associated with an offshore renewables development[33].

The construction phase would create a large number of jobs but participants commented that this was not likely to result in a lasting increase in employment and might involve the arrival of large numbers of workers from outside the community who would leave as soon as the work was finished. Sudden changes in the job market are a common cause of concern, as people feel that they are not in control: “I think I would be more worried about what happens when the construction is finished and there’s so many people left without jobs at the end of three years.” (Glasgow participant)

Another factor that participants took into account in evaluating the jobs that would be created was the possibility of local people acquiring transferable skills that would make them better able to get other jobs in the future. Several participants said that they personally would be willing to retrain for a job in the renewables industry. However, they were also conscious that training might give them skills that could not be used locally and might mean they had to move away after the initial work was finished: “But there is not so much benefit in this scenario. Especially if the jobs are not long term and so any training means that they leave. Want jobs to keep people in the town ideally” (Stranraer Participant)

Some participants were sceptical about the practicalities of getting local people trained up in time to do the skilled work required and felt that developers would be

[33] Ibid

more likely to bring in teams of trained and experienced workers from similar projects elsewhere, with no benefit to local workers and the risk of conflict between the incomers and the local community (a developer perspective was not available to scrutinise this issue[34]). Alongside the jobs that might be created, some people mentioned the risk of losing existing jobs, particularly in the fishing industry, if small boats were obliged to change their routes or were excluded from certain areas of the sea. It is interesting to note that participants at the Glasgow dialogue were very interested in the potential impacts on fishing activities and concerned about knock-on effects for the hypothetical community: "I think the impacts on the fishermen would devastate this wee place" (Glasgow Participant).

In Stranraer participants expressed a desire to protect all existing economic activities, perhaps because of the town's recent experience of losing its ferry service and the jobs associated with that.

Concern about sudden changes in local employment and local economic activity could be exacerbated by a sense of lack of control over the situation. Gradual, incremental change tends to be less feared than rapid or sudden change, which brings with it threats to security and possibly to personal status.

6.3.5 Impacts on community: transport connections/technology connections

The main code examined for participants' views on the potential impact of offshore renewables was Community: Transport connections, accessibility, driving. Two codes that were added as 'Emergent themes' were (1) Technology, broadband, internet and (2) Travel, both of which reflect participants' interest in being connected to other people and places. This cluster of codes also has links to two themes within the SIA impact category Fears and Aspirations: Freedom and Being too insular. Having access to transport and being able to get to other places was seen as important both for practical reasons (such as getting children to school or being able to rely on the delivery of food and other products) as well as mental health and spiritual wellbeing associated with being able to travel, seeing other places and cultures. In several locations participants said that transport links were vital to give them access to key services such as hospitals and medical care as well as to culture and entertainment (theatres, concerts, university and colleges).

The development of any kind of offshore renewable energy would involve a good deal of transport activity, with the type of transport used depending on the characteristics of the development (distance from the shore, nationality of the company responsible for installing and maintaining the technology, etc). Some participants said that this would mean improving transport and technology connections in the area, to support the increased activity: "There might be

[34] Ibid

opportunities for better local services, helicopter connection to local holidays, brought by the new technologies" (St Andrews Participant) and "We'll benefit from the jobs, the upgraded roads" (Helmsdale Participant).

Several participants said that if roads, trains, ports or other transport infrastructure were upgraded as part of an offshore renewables development, this would have knock on benefits for the areas, in terms of facilitating business, making it easier to organise or provide social, recreational, sporting and cultural activities etc. However, other participants were concerned that the current state of transport and communications connections was very poor and that if the developer did not take on the responsibility for upgrading it, the development would leave the community with worse connections than before, as the additional activity would mean that existing infrastructure deteriorated more rapidly.

Participants were unclear about what conditions could be imposed on developers: some questioned whether developers could be required to upgrade transport infrastructure while others stated that this should be a basic requirement. A developer perspective / representative was not available at the dialogue events to explain and scrutinise this community benefits issue[35].

6.3.6 Impacts on community: education / shops / housing

Three sub-codes of the SIA 'Community' category were examined as a cluster: education / shops / housing. In all locations participants talked about the potential positive impacts of offshore renewables, pointing out that the growth in the local population would lead to an increase in the provision of valued community facilities such as education, local shops and housing. This was sometimes associated with an opinion that development and increase in population are good in themselves: "Benefits to local communities is key. There might be opportunities for education, benefits for local businesses to get connected, cultural diversity to the local area, important in isolated coastal towns, where awareness of the wider world is limited. " (St Andrews Participant) and "Filling station, broadband, money into the primary school. Schools regenerate." (Helmsdale Participant)

Some participants shared the view that the growth and increase in services and infrastructure associated with the development of offshore renewables would be positive but wondered whether these benefits would go to the local community or would just be for those directly involved in the new developments: "People building houses: would it be similar for the developers and the substation? Community gain. What's in it for the community? We might need a new cinema, a new school?" (St

[35] Ibid

Andrews Participant). There was no opportunity for participants to discuss these comments and opinions with a developer[36].

While more participants expressed positive comments about the impact on schools, shops and housing, there were those who felt that the development would be more likely to put a strain on already stretched resources: "[having] more people in [the community] would put strain on health services. Then there's the schools, we have shared classes at the moment – maybe more people would affect this" (Helmsdale Participant)

A concern raised in a number of locations, sometimes referring to the experience of the development of the North Sea oil industry, was the change in community relations that might result from big differences between the incomes of highly paid people working on offshore renewables and local people whose jobs and incomes would not change. This was seen as possibly leading to tensions between new arrivals and existing residents, for example over access to housing.

The dialogue brought out potential differences between local people: for example, in Islay there was disagreement over whether school teachers would be pleased to see an increase in the numbers of children going to school. Some participants there might be said that knock-on effects of developments occurring in one location for nearby countryside or villages. Increased provision for a bigger population of workers could mean changes to an area beyond the locality where the development is situated: "If more people are coming to live in the town, they might move out to the village.... to avoid the disruption...but there might be more people wanting to move out to the village. The village might expand as there's more people in the area...My sister lives in Aberdeen and they've built houses in the area to accommodate those people working in the oil rigs. If they were building in the village...it would take away the green land and it would become like a big town. At my sister's, every space is built on – it's unbelievable." (Glasgow Participant)

6.3.7 Impacts on community: socialising / parks

Socialising outside the home was mentioned as an important activity by some participants in all the groups. In looking at the potential impacts of offshore renewables, some participants also highlighted ways in which these social activities might be affected: "I would choose to drink elsewhere" (Kirkwall Participant). People might change their activities in order to avoid the people who had come in to work on the developments.

While parks and recreation were mentioned as important facilities for local communities, few of the participants suggested that these might be affected by

[36] Ibid

offshore renewables. Four participants (in Glasgow, St Andrews and Stranraer) said that there might be opportunities to get developers to invest in parks and recreational facilities. One participant in Glasgow was concerned that development of the sea shore might prevent access to beaches. Another thought that an increase in the local population and in the money circulating as a result of the development would boost socialising because more businesses would offer opportunities to socialise, e.g. wine bars. From yet another perspective, a participant in Helmsdale argued that children would have more to do if there were other children around.

These values link with a more general value given to leisure activities including sports and recreation, travel and culture, entertainment and music and way of life, which usually involve some element of socialising. A developer's viewpoint on these issues was not available[37].

6.3.8 Impacts on culture: local identity / cultural heritage / Gaelic

Impacts on local identity were only mentioned once in each place, and not at all in Stranraer or Glasgow. However, these few mentions revealed a strong sense of identity and an undercurrent of concern about this being changed: "I think that you have to think that St Andrews is not like most coastal towns. Other towns might benefit from this kind of thing, but not St Andrews" (St Andrews Participant) and "So change is OK but also conserving the uniqueness of the place – social networks and relationships" (Islay Participant). This participant is one of the very few people who talk about social and community relationships as being an important value which needs to be protected.

Despite culture and cultural heritage being seen as important by many participants, there was little discussion of how they might be impacted by offshore renewables. There were no mentions of impacts on Gaelic, whose importance was mainly brought up during the dialogue in Islay. However, two participants in Islay mentioned impacts on the local culture and way of life: "[I] wish to protect the way of life, culture. I wish to ensure that the community wouldn't change for the worse" (Islay Participant). A participant in Kirkwall expressed concern that offshore renewables might affect cultural heritage such as Neolithic sites and argued that developers would have to be sensitive in dealing with that heritage. Impacts (positive and negative) on cultural heritage would be picked up through project Environmental Impact Assessments (EIA) as part of the planning / consenting process, however a developer perspective was not available to tease out these issues[38].

The only person who suggested that offshore renewables might have a positive impact on local culture was a participant in St Andrews who talked about the potential

[37] Ibid
[38] Ibid

benefit for 'isolated coastal towns': "Benefits to the local community …Cultural diversity to the local area is important in isolated coastal towns where awareness of the wider world is limited" (St Andrews).

6.3.9 Impacts on environmental values: connection to nature/environment, landscape weather / fishing / birds / sea mammals / sea coastline beaches / views / walks

Across the dialogue locations, participants tended to think of more potential for negative impacts on environmental values such as nature, the landscape and wildlife. Many participants expressed their concerns strongly: "Areas of Outstanding Natural Beauty can be affected. That is a blot on the community" (Helmsdale Participant). This view was based on participants' perception of a local onshore wind energy development. The environment and wildlife were frequently named as things that participants would want to see protected in the context of a development. Some participants said that there would be negative impacts on wildlife while others felt that there was a lack of knowledge on this: "No one knows about the impact [of renewables] on shellfish at the moment – there are impacts on the whales and dolphins" (Helmsdale Participant). In both cases, this was generally seen as a reason for not pressing ahead with projects.

The conflict of opinion between those who find wind turbines as attractive and those who think they are ruining landscapes and views was replicated across the dialogue groups: "The view [should be] protected and the beauty spots." (Islay Participant); "I have more of an issue with the developments on shore that with what's in the sea. Not many people here have a sea view." (St Andrews Participant); and "I like the way the wind turbines look, I think they are calming. They would bring a lot of things to the area which are needed. They would just become part of the landscape" (Glasgow Participant). Marine Scotland personnel were able to provide some clarification on these types of impact at the dialogue events however a specific developer perspective was not available[39].

6.3.10 Impact on political or decision-making systems

A number of participants' comments indicated that they felt that the benefit of offshore renewables projects would not go to ordinary people but to big companies and people in power or the Government. These beliefs are likely to lead to resentment, loss of trust in those institutions seen as being involved and opposition to the proposed development:

> "Resentment builds up, [people] try and put blockers in to the next project." (Islay Participants)

[39] Ibid

A few participants were or had been involved in local community organisation or campaigns (in Kirkwall, Helmsdale and Stranraer). While several participants indicated that they would be willing to participate in events like the dialogue where they could learn about issues and contribute their views, there seemed to be little appetite for organised action or campaigning. It was a participant in Glasgow who suggested that local people might mobilise to try to influence developments: “It would be an issue, you might not have much of a say on what’s getting built... I might get stirred up if I’d moved there because it was nice and quiet. I might go to my local MP and find out what’s happening, how long it was going to take, what was going to happen.” (Glasgow Participant)

6.4 Relationship between different offshore renewable scenarios and social values

Reflecting on the way that dialogue participants talked about the offshore renewables scenarios in relation to the things that are important to them suggest that there are characteristics of this kind of development that are likely to be associated with positive or negative impacts. Specifically,

- Innovation and technological expertise were positively evaluated, especially where these were associated with national development and capacities. This came out strongly in relation to tidal energy developments: most participants felt that there might be multiple benefits to the national economy, to knowledge management and ownership and to national pride and reputation from being at the forefront of this kind of technological development. However, several participants raised questions about the feasibility of developments in this field of technology, pointing out the risks of investment in a less tested technology. This indicates that the people consider a range of different factors when thinking about what might have an effect on their lives and their interests.
- Characteristics of offshore development scenarios that were felt to be less beneficial to local communities and economies and potentially to be associated with negative impacts were:
- Speed and suddenness of change o Large scale of development
- Involvement of foreign companies or institutions that are seen as distant from the local area
- Lack of transparency about the development
- Major and sudden changes tend to be associated with greater disruption and therefore impacts on people’s lives. Involvement with what is happening may lead to acceptance of the short-term disruption because of the perceived long-term benefits. However, without this kind of engagement, those affected may oppose the project.

- The characteristics of the development in terms of its **closeness or distance from the community** generated contradictory responses, as observed in the dialogues. On the one hand, people said they would prefer developments to take place far away, where they would not be seen or would be less visible and would impinge less on local activities. There were participants who welcomed the second Wind scenario because the development would happen far away and would there not be noticed by the community. On the other hand, participants tended to be more suspicious of activities that were seen as ignoring or not engaging with local communities. One participant in Stranraer talked about feeling that the community had been 'blanked' by the second offshore wind scenario because they felt that no effort would be made to involve members of the coastal communities.
- While the maps allowed participants to talk about the things they value in a spatial context, the location remained generic and this limited the depth of discussion about potential impacts on those values. The number of questions from participants to some extent reflects the need for further, more specific information in order to arrive at assessments of impact.

These observations confirm much existing research on public perception of risks and on the benefits of engagement.

6.5 Improving Government engagement with members of the public on the social impacts of offshore renewables

Participants made a number of suggestions for ways of improving the Government's engagement with members of the public. The analysis of Round 1 data from session 7 on 'how would you like to engage with the Scottish Government' has identified a number of data led (bottom-up) codes. These codes have been clustered into the following main themes: principles / values for engagement; stakeholder typology; barriers to engagement; strategies for engagement; and information. A more detailed analysis of the constituent codes and sub-codes within these themes provides useful insights into how the dialogue participants would improve communications and engagement on the social impacts of offshore renewables developments. Many of these suggestions relate to the planning of offshore renewables (and marine planning more generally) at different scales, including the project level (specific development proposals). It would have been useful to get a developer specific perspective on the helpful issues and suggestions raised though this was not possible within the scope of the project[40].

[40] Ibid

6.5.1 Principles / values for engagement

This is a substantial theme within the data analysed to date – 13 data mentions (the units of analysis used in the Dedoose software (see Chapter 4) have been coded as 'principles / values for engagement'. The overriding issue for participants is that the public should be involved in decision making on the development of offshore renewables – the sub-code 'public to be involved in decisions' was evidenced in 12 of the 13 data mentions within this theme.

6.5.2 Range and types of stakeholders who should be involved

In seven data mentions the range and type of stakeholders that participants thought should be involved in offshore renewables decision-making were expressed. Four broad categories of stakeholders were identified altogether as outlined below. The number of mentions has been noted, to give some idea of how often this topic came up in the discussion; the use of numbers is not intended to suggest any ranking of stakeholder types.

National level stakeholders (evidenced in three mentions)

> "Consultation from Scottish Government, but of the whole country – not just the people affected" (Islay Participant)

Multi-generational stakeholders (evidenced in two mentions)

> "How could we persuade people [to participate]? Focus on the different generations" (extract from discussion at the Helmsdale dialogue)

Local communities (evidenced in six mentions)

> "[It would be] useful to have people from the community" (Kirkwall Participant)

> "A public liaison group – you could have that in every community" (Helmsdale Participant)

Young people (evidenced in six mentions)

> "In schools – go into kids in schools" (Stranraer Participant)

> "Young people are very motivated and knowledgeable" (Kirkwall Participant)

6.5.3 Barriers to engagement

This theme was evidenced in six data mentions. It describes a range of reasons and barriers that participants felt might discourage members of the public and affected communities from participating in public policy decision-making around offshore

renewables via consultation and engagement processes. Five main barriers were identified as outlined below:

Lack of confidence (evidenced in five mentions)

> "Most people have views but wouldn't put their views forward" (Kirkwall Participant)

Concern that Government / Councils / Institutions are only interested in money (two mentions)

> "Council is just interested in the money – [the] locals know what is best for the community" (Kirkwall Participant)

Concern that community / individual views will not be listened to (three mentions)

> "I can't see them [the Council] sticking up for us" (Stranraer Participant)

Low participation rates (two mentions)

> "How could we persuade people [to participate]?" (Helmsdale Participant)

> "How do we pull those young people in [and encourage them to participate]?" (Helmsdale Participant)

Perceptions of public / lay knowledge (three mentions)

> "[Lay] people can wrestle with complicated issues – there is an assumption that people can't cope with information" (Islay Participant)

6.5.4 Strategies for engagement

This is a substantial theme evidenced in 15 mentions. It captures participants' discussion around the range of different approaches and strategies that might be useful for engaging the public on proposals and decisions about offshore renewables development. One of the most important issues evidenced within this theme was the need for early engagement (14 mentions). Participants discussed how "… If people think they're being considered from the beginning, they're more likely to follow" (St Andrews Participant) and also how "they [the local community] would want to know in advance if there will be developments, for example people who might think that there is a job coming along" (Stranraer Participant). The latter of these two points is particularly interesting as it implies that participants would favour early engagement not so that they can challenge or object to a proposal but so that they can be prepared in order to capitalise on any opportunities. There was also an

acknowledgment that during the early stages of development the information will be incomplete and less detailed but that this is still useful: “the earlier the communication the least amount of detail that is known or can be given but if it’s held over a longer period of time then more people will know” (Islay Participant).

There was some discussion about how consultation and engagement on proposed offshore renewables developments should utilise democratic processes and involve politicians at various levels – local councillors, Scottish MSPs and UK MPs: “…engaging with your local MP or MSP – these could work as a representative” (Islay Participant). This specific issue reflects consideration of institutional resilience / capacity (Cutter et al, 2010; Twigger-Ross et al, 2014) and linking social capital concepts (Woolcock and Naryan, 2000) whereby looking for support and representation from politicians across various levels of governance reflects the conscious use of different hierarchal network structures that exist beyond the community for the achievement of community ends.

Beyond the more general aspects outlined above, there were a number of specific suggestions for practical engagement strategies that could be adopted in the context of offshore renewables development / decision-making. These were:

Engaging young people / making it accessible for young people (four mentions)

> “There should be a meeting that explains things properly so young people understand” (young male participant in Helmsdale)

Community liaison group (five mentions)

> “[A] public liaison group – you could have that in every community” (Helmsdale Participant)

Multi-stage engagement (five mentions)

> “Engage with the community – presentation should be done as early as possible so they are informed on the issue. Then later, hold something like this public dialogue” (Islay Participant)

Broad engagement beyond communities directly affected

> “There should be a national conversation, if Scotland is going to be at the forefront...the nation would get behind it.” (Glasgow Participant)

Public meetings / public dialogue (four mentions)

> “…hold something like this public dialogue” (Islay Participant)

> “Have a meeting” (Helmsdale Participant)

Social media / word of mouth (one mention)

"…backed up with the use of social media" (Stranraer Participant)

"Word of mouth" (Stranraer Participant)

6.5.5 Information

The final theme identified is concerned with the type of information that participants thought should be provided (e.g. to help members of the public and affected communities understand the nature, scale, issues / impacts etc.) of a proposed offshore renewables development. This was a substantial theme evidenced in 13 mentions. Participants thought that information should be provided on the technologies to be adopted and the nature of the impacts (two mentions): "I think some of the basic information about the technology …[and] impacts about the technology [should be provided]" (Stranraer Participant). There were suggestions that information should be easily accessible (two mentions): "information on development should be easily obtained" (Islay Participant). Also, some participants thought that the information provided should be detailed (two mentions): "…[for] communication as much detail as possible" (Islay Participant).

Box 6.2: Summary of findings

Value clusters

The value categories were interrelated providing a holistic view of what was important to participants.

1. Way of life: Family / family life / intergenerational issues
2. Way of Life: Jobs / career / employment
3. Way of life: Money / cost of living
4. Community: Local jobs / local industry / community sustainability
5. Community: Transport connections / technology connections
6. Community: Education / shops / housing / healthcare
7. Community: Socialising / recreation / parks / leisure
8. Culture: Local identity / cultural heritage/Gaelic
9. Community: Friends / being involved / supporting others
10. Environment: Connection to nature / landscape / views / seascape
11. Political / decision-making systems

Key questions raised by participants

Across the scenario sessions participants showed through their questions how they were considering the different issues around the developments and potential impacts. The main questions related to three areas: Information questions about the offshore development scenarios, questions expressing participants' feelings towards offshore renewables development and questions about local jobs/local economy/community sustainability.

Key impacts identified

Impacts were examined in relation to the value categories and were discussed in both positive and negative ways.

- Mixed opinions were expressed about impacts on local jobs and community sustainability. Participants could see the potential for jobs to keep younger people located locally as well as the potential for training for local people which could help revitalise their local areas. However, there was concern about who would actually benefit, where the jobs would go in reality and considerable scepticism as to whether their local communities would benefit.

- In relation to impacts on connections and services (Categories 6 and 5), the potential for growth in communities and the associated expansion of services was recognised, but many comments emphasised that this should be proportionate to the existing size of place. Opportunities for improved connectivity (transport) were welcomed but participants questioned how much influence could be put on developers to carry out any upgrades and concern was expressed that existing infrastructure could deteriorate further.

- Political/decision making, fairness (Category 11) was a key issue that was raised, with discussion around power and politics, who would really benefit: local people or developers.

- Impacts on wildlife (category 10) were mainly considered to be negative or insufficiently understood.

There was less direct discussion around impacts on families and networks (categories 1 and 9) but participants considered the issues associated with the influx of workers. Increasing numbers of families was seen as a positive but concern was expressed about the potential impact of the arrival of large numbers of single people.

Key questions raised by participants

Across the scenario sessions participants showed through their questions how they were considering the different issues around the developments and potential impacts. The main questions related to three areas: Information questions about the offshore development scenarios, questions expressing participants' feelings towards offshore

renewables development and questions about local jobs/local economy/community sustainability.

Key reflections on the relationship between characteristics of offshore renewables and values expressed

Innovation and technological expertise were positively evaluated, especially where these were associated with national development and capacities. Characteristics of offshore development scenarios that were felt to be less beneficial to local communities and economies and potentially to be associated with negative impacts were: Speed and suddenness of change; Large scale of development; Involvement of foreign companies or institutions that are seen as distant from the local area; Lack of transparency about the development.

Key aspects of engagement approaches

Participants identified the following issue with respect to engagement: principles/values, range and types of stakeholders, barriers to engagement, strategies for engagement together with the information they felt would be needed to engage effectively.

7 Reflections on Round 1 Dialogue and Implications for Round 2

Overview of chapter

This chapter provides a reflection on learning from the Round 1 dialogue about:

- Values and impacts explored
- Reflecting on the analytical framework

7.1 The final section discusses how this learning fed into and informed the design of Round 2. Values and impacts explored

The Round 1 dialogues enable participants to talk freely about the values that were important to them and provided us with a useful set of value clusters. These indicate that what is important to people goes well beyond the socio-economic issues which have often been the main focus of social impact assessment.

Looking at how the value clusters emerging from Round 1 compare with Vanclay's categories, we found that while the sets of values map quite well onto these categories, there is a clear emphasis on two categories (Way of life and Community), while two further categories (Personal and property rights and Fears and aspirations), while relevant to a number of clusters, were not generally used as headline categories but seemed to work better as cross-cutting themes. This is reflected in Table 7.1.

Table 7.1 Match between public dialogue value clusters and Vanclay's SIA categories

SIA category	Value cluster	Description
Way of life	Family / family life / intergenerational issues	This covers family (children, grandchildren, partners/spouses), family life (including pets) and intergenerational issues. Important characteristics of this value cluster are family support, love, relationships; future focus in terms of future generations and legacy; and activities with families.

	Jobs / career / employment	This covers jobs and employment from a personal perspective, in terms of careers and personal development, the individual experience of both employment and unemployment and work/life balance
	Money / cost of living	This covers money and finances from an individual perspective, including personal expenses and the elements of financial stability and security or insecurity. While this value cluster focuses on the individual perspective, individuals see their own financial stability and security as being closely related to the local economy.
Community	Local jobs / local industry / community sustainability	This value cluster covers jobs and economic activities from the perspective of the local community and economy. An important characteristic emphasised by members of the public is the sustainability of local economic activities and its role in supporting wider community sustainability and development. This makes training, particularly for younger people, a key factor. Some elements that may vary depending on location are: Type of valued economic activities (e.g. tourism, innovative technologies, etc.) Scale of economic activity is particularly important for small communities

Transport connections / technology connections	This value cluster covers the transport connections and communications technologies (internet, phone) that make places accessible or inaccessible. Transport connections included the quality of infrastructure (e.g. roads) and services (e.g. public transport, planes, trains and ferries). Communications technologies include broadband and phone connectivity.
Education / shops / housing / healthcare	This cluster covers key local amenities and services. Education includes educational institutions such as schools and universities as well as studying and learning. Shopping includes local shops and facilities and the range of types of shops and goods available. Housing refers mainly to availability but also to the type or quality of housing. Healthcare covers both being and staying healthy and active as well as healthcare facilities and services such as GPs, hospitals and the NHS.
Socialising / recreation / parks / leisure	This value cluster covers recreational activities, amenities, pastimes and services that combine to contribute to the cultural and social life of a community. It includes both the facilities for socialising and recreation (e.g. parks, playing fields, golf courses, community halls, pubs, etc.) and activities ranging from dancing, photography and other cultural activities, through travelling, participating in and watching sports to meeting up with friends.

	Local identity / cultural heritage / Gaelic	This relates to features of a community that contribute to local identity and cultural heritage, with a focus on the culture and community aspects. The main features mentioned by dialogue participants were: native Gaelic language (but only on Islay), place names, cultural heritage (museums, archaeological sites) and retaining local values and identity through activities such as highland games and ploughing matches and through traditional farming practices. Honesty / safe environment: safety, security, honesty, healthy environment, freedom.
	Friends / being involved / supporting others	The essence of this value cluster is its emphasis on social networks, social capital or the bonds of trust and reciprocity between people. The elements of the cluster are having friends and neighbours; actively engaging with others by talking to people, going to meetings and working in the community; and supporting other people, this contributes to creating a sense of belonging and goodwill within the community.
Environment	Connection to nature / landscape / views	This value cluster focuses on the natural environment, both in terms of its role contributing to health and wellbeing (use values) as well as the importance of the natural environment for its own sake (intrinsic values). The main aspects were described as having a real physical connection to nature, for example through being outdoors and engaging in activities such as fishing, bird watching and walking; elements of the natural environment including birds, sea mammals, beaches, etc as well as landscape / seascape,

		weather and lack of pollution. Connection to nature was also associated with the quality of peace and quiet.
Political and decision-making systems	Political / decision-making systems	This category covers political and decision-making institutions and processes (Government, government organisations), the activity of politics at both the national and local community scales (democracy and community action) and the outcomes or expression of this activity (the future of Scotland, current affairs, changes for the better). The focus on the links between decision makers and institutions with communities and their organisations makes this value cluster relevant to both social or community capital and institutional resilience.

Seven of Vanclay's higher-level categories (Way of life, Community, Culture, Health and wellbeing, Environment, Political and decision-making systems and Personal and property rights) form a useful framework for structuring the range of social values. The remaining category, "Fears and Aspirations" did not map clearly across to the value clusters and we found that much of the content of this category fitted into value clusters under other categories, as fears and aspirations about, for example, the future of the local community, personal or family health and wellbeing, etc. The category seems to be more about how people discuss their values, what their fears and aspirations are in relation to the values and the impacts on them. This category appears to cut across the other value clusters and on balance we felt that it was clearer to group the values that relate to it under the more tangible categories.

Working with a small number of categories facilitates understanding of the different impact types. However, the categories need to be unpacked and described as meaningful impacts or groups of impacts and this is the function of the new value clusters emerging from the Round 1 dialogue.

Starting from what is important or valued (rather than from the types of impact) these clusters reflect the way that people talk about the things that matter to them and think about how these might be affected in the future, both positively and negatively. Each cluster is significant in its own right; looked at in relation to other clusters, it is possible to see how impacts on values interact to create cumulative or knock-on effects, for example in terms of local residents' perceptions of the implications of offshore renewables plans or strategies for their own lives.

The achievement of the Round 1 dialogue is to provide descriptions of the values within each of these categories in terms that reflect the lived experience of people in Scotland, particularly those living in coastal communities in different parts of the country. The clusters of values provide a set of reference descriptions that can be used to prompt discussion, to examine how particular values are expressed in different contexts or settings and to explore how the values could be impacted by activities - in the case of this project by the development of offshore renewables. By taking a bottom-up approach we have ground-truthed the categories, showing how people talk about them, both in terms of their intrinsic value or importance and of how they may be impacted.

Further, within the discussion of the scenarios, participants were asked to look at the impacts of offshore renewables on the things they had identified as important. The findings on impacts provide useful material on the types of issues that are likely to be raised within SIAs of offshore renewables plans and strategies.

7.2 Reflecting on resilience and social capital

While SIA impact categories proved to be valuable as a structuring tool, we found that it did not help us to understand the relationships between the different things of value or to get a sense of the significance of impacts on them or of a combination of impacts.

As discussed in the chapter 2, a resilience capacities approach (focusing on five core types of resilience capacities: social, economic, institutional, infrastructure resilience capacities and community capital) looks at the factors that help communities to function effectively. Some of these capacities, or lack of them, came out strongly in the workshops, for example in the discussions of transport and communications connections (infrastructural resilience capacities), relationships with support structures and decision-making institutions outside the community (institutional resilience capacities) and community networks and support (community capital). Similarly, many of the participants' questions focused on economic and social resilience categories, such as the type, number and quality of new local jobs (economic resilience) and the importance of suitable local employment opportunities for retaining younger people and young families to help maintain a more even age structure within remote coastal communities (social resilience).

This suggests that resilience may be useful not just for thinking about coping with emergencies (resilience as resistance or as the capacity to bounce back from shocks) but that it is also relevant to sustainability, as the capacity to adapt and transform in order to ensure the maintenance and identity of the individual or community. The concept of resilience capacities provides a way of considering values in terms of the functions they facilitate or enable rather than focusing on individual or social preferences and priorities.

Within this framing, social capital can be equated to the key resilience capacity of 'community capital'. This is the way that Cutter et al (2010:9) use the term: 'community capital, captures the relationships that exist between individuals and their larger neighborhoods and communities. The community capital sub-index embodies what many refer to as social capital.'

In terms of the analytical framework, resilience capacities provide a way of linking the things that people within a particular community or area consider are important to sustainability: the more vulnerable to external impacts these capacities, the less resilient or sustainable the community. Key things that are important for each of the five resilience capacities could be identified at the start of the SIA process and used to scope the situation of the community and identify vulnerabilities or potential (that is, which capacities need to be strengthened and which need to be protected). SIA impact categories could then be used for the assessment, as mapping impact categories would provide a means of getting the granularity required. Table 7.2 shows how the resilience capacities map onto Vanclay categories and the value clusters emerging from the dialogue.

Table 7.2 Mapping resilience capacities onto SIA categories and value clusters

SIA category	Resilience capacity	Value cluster
Way of life	Social resilience	Family / family life / intergenerational issues
	Economic resilience	Jobs / career / employment
	Economic resilience	Money / cost of living
Community	Economic resilience	Local jobs / local industry / community sustainability

	Infrastructure resilience	Transport connections / technology connections
	Infrastructure resilience	Education / shops / housing / healthcare
	Community capital	Socialising / recreation / parks / leisure
	Community capital	Local identity / cultural heritage / Gaelic
	Community capital	Friends / being involved / supporting others
Environment	(Natural) Infrastructure resilience	Connection to nature / landscape / views
Political and decision making systems	Institutional resilience	Political / decision-making systems

During the Round 1 workshops several comments reflected a lack of trust or clarity about the functioning of institutions and their processes that is relevant to the resilience framework. This relates to institutional resilience or the institutional arrangements and governance that exists in a place for the management of public interest issues (such as development) and the capacity of citizens to engage with these processes (Twigger-Ross et al, 2014). This is an example of 'linking' capital which enables social networks (e.g. a community group) to connect 'upwards' through hierarchal structures in order to gain access to resources, ideas and influence over decision-making through formal institutions (e.g. local authorities, Marine Scotland etc) that exist beyond the community (Woolcock and Narayan, 2000).

In some cases the questions asked by participants reflected a general lack of awareness about the processes and governance opportunities available to members of the public and affected communities: "would the local peoples' input be taken on-board?" (Islay Participant); and "before this stage, there would be lots of research done?" (St Andrews Participant) These questions evidence a general lack of clarity of process which in itself is indicative of poor linking capital and limited institutional resilience / capacity, both of which would limit peoples' potential to participate in the decisions (e.g. onshore and offshore development planning) that affect their communities and the things they value therein.

In other cases however participants' questions were much more confrontational and focussed on a lack of trust in institutions and their processes: "is it the government

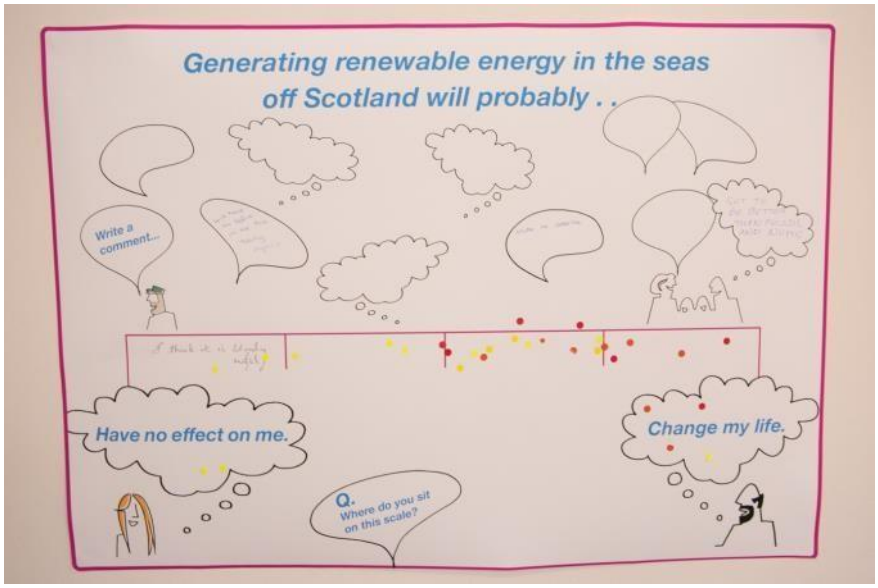
decides what you do? You're saying that they listen to us but I don't think they do? They need to tell the truth" (St Andrews Participant); "sorry, why don't you [the expert] know what the impact is going to be?" (Helmsdale Participant); "multi-national companies and the Scottish Government are benefitting – why are we not?" (Stranraer Participant); and "are local people actually listened to or just the developers?" (Islay Participant). This lack of trust could deter people from participating in decision-making, for example if there was a feeling that their opinion wouldn't be listened to. Combined with a lack of awareness about process and how to input to decisions affecting public interests, this lack of trust could arguably result in poor linking capital and institutional resilience / capacity as well as reticence and / or animosity towards institutions.

7.3 Changes in participants' knowledge and views about offshore renewables and the role of public engagement

It was clear from the discussions at all the Round 1 workshops that most participants had engaged deeply with the topic and many had developed their knowledge and understanding. The posters used to capture the change in participants' responses in relation to three key questions, reflect this process. When they arrived at the start of the workshop, participants were asked to put one yellow dot on each of three posters, to indicate where they positioned themselves in relation to the question on the poster. At the end of the session they were asked to repeat the exercise using a red dot, so that any overall changes within the positions of members of the group could be identified.

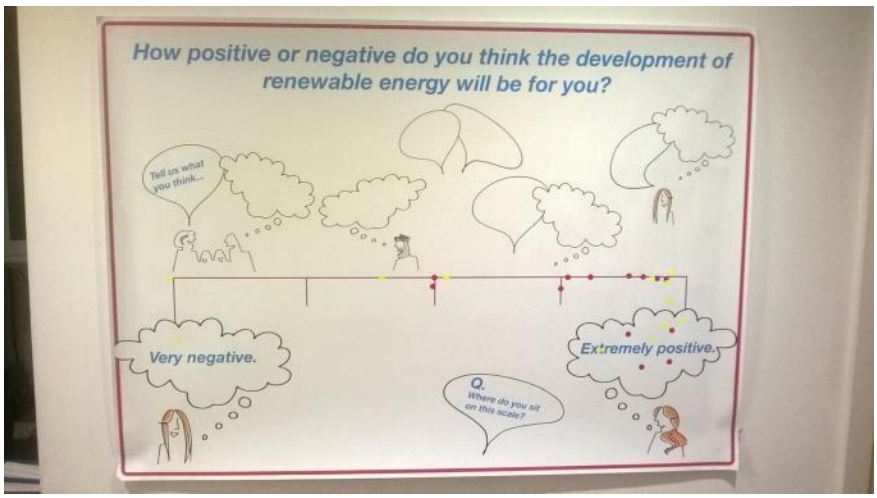
A sample of the completed posters is shown below, with a discussion of how opinions appear to have changed over the course of the workshops. A Set of posters from the Round 1 locations can be found in Appendix 7.

Poster 1: Generating renewable energy in the seas off Scotland will probably [scale: Have no effect on me -> Change my life]. Note: The example poster is from the Stranraer dialogue.



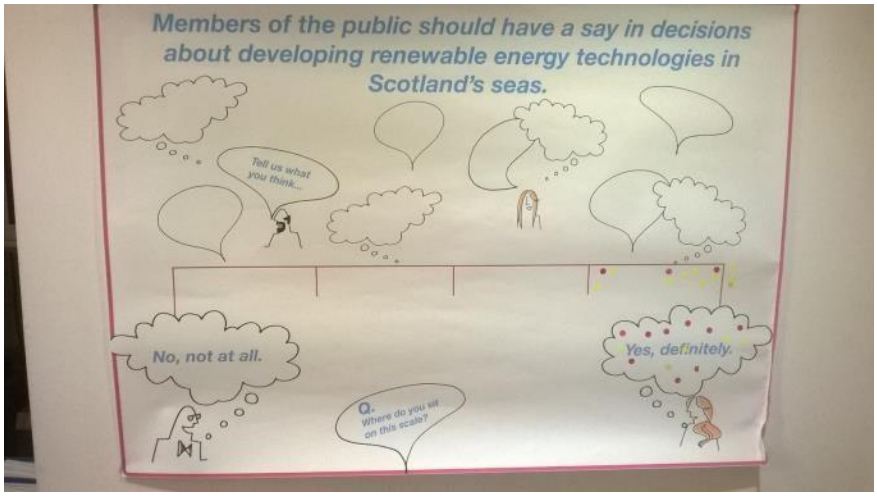
In three workshops (Islay, Stranraer and St Andrews) there was an overall move from the opinion that renewable energy will probably 'Have no effect on me' towards 'Change my life'. In Helmsdale, on the other hand, participants' opinion changed in the opposite direction, with a greater concentration of red 'After' dots towards the view that renewable energies would have no effect. In Kirkwall, most participants put their dots around the middle of the scale both before and after the workshop.

Poster 2: How positive or negative so you think the development of renewable energy will be for you? [scale: Very negative -> Extremely positive]. Note: the example poster is from the Islay dialogue.



While participants in Kirkwall maintained a generally positive view of the implications for them of the development of renewable energy, in the other workshops there was a clearer move towards a more positive stance over the course of the day. Across the workshops, six participants started at the 'Very negative' end of the scale and 23 placed themselves at the 'Extremely positive' end. At the end of the day there were no participants (red dots) at the 'Very negative' end of the scale and 46 at the ''Extremely positive' end.

Poster 3: Members of the public should have a say in decisions about developing renewable energy technologies in Scotland's seas. [scale: No, not at all -> Yes, definitely]. Note: the example poster is from the Helmsdale dialogue.



In Kirkwall at the start of the workshop, participants' yellow dots were concentrated at the 'Yes, definitely' end of the scale, with only one sceptical about public involvement. At the end of the day, all the red dots were towards the 'Yes, definitely' end of the scale, but six people (red dots) had moved more towards the centre of the scale.

In Islay, Helmsdale and St Andrews, participants placed their dots at the 'Yes, definitely' end of the scale both at the start and the end of the workshop.

While most participants in Stranraer placed their dots near 'Yes, definitely' at both the start and the end of the day, about a third placed themselves towards the centre of the scale, with one person placing themselves at the 'No, not at all' end. At the end of the day, all the red dots were placed at the 'Yes, definitely' end of the scale.

In St Andrews, dots were concentrated at the 'Yes, definitely' end of the scale both before and after the workshop.

7.4 Focus for Round 2

Round 1 provided very useful information on values and the perceived impacts on those values from offshore renewables, and focussed on listening and recording the participants' views and developing findings in an inductive, bottom-up way. What was important for Round 2 was to take that data and consider the implications for improving the SIA process. Three key areas came out very clearly and provided the focus for Round 2:

- Verifying the value clusters with the participants so that those clusters could form the basis of a structured approach to collecting data on values and impacts;
- Taking what participants had said about the engagement process and mapping that onto an SIA process to see specifically where improvements could be made; and
- Investigating with participants techniques that could be used to collect data on values and impacts more systematically.

Summary of findings

• The Round 1 dialogue made it possible to create clusters of values expressed by participants. There are clear relationships between the value clusters and the SIA categories developed by Vanclay et al (2002, 2015).

• The discussion of what people value with public participants generated descriptions of values that are meaningful to members of the public and decision-makers. Having a set of value clusters which we know are important to people is a useful step towards enabling the inclusion of these values within an improved SIA process.

• Participants talked about the impacts on these values of scenarios for the development of offshore renewables, showing the relationships between values and the range of impacts. The findings on impacts provide useful material on the types of issues that are likely to be raised within SIAs of offshore renewables plans and strategies.

• The resilience capacities approach outlined in the project's analytical framework was used to analyse the values emerging from the dialogue. This provided a way of considering values in terms of the functions they facilitate or enable rather than focusing on individual or social preferences and priorities. Resilience capacities could be used at the start of an SIA to scope the situation of communities and identify vulnerabilities or potential.

- A number of participants' questions and comments suggest that some people have a lack of trust or clarity about how public institutions work and make decisions. This is relevant, both as an issue to be explored in SIAs but also as a challenge for the SIA process itself, as a lack of trust could deter people from participating in decision-making.

- A number of findings emerging from Round 1 were taken forward for discussion at the Round 2 dialogue event.

8 The Round 2 Dialogue

Overview of chapter

This chapter has four Sections:

- Round 2 objectives
- Round 2 Location and participants
- Round 2 dialogue process

8.1 Round 2 dialogue materials Round 2 objectives

The project objectives were reviewed at the end of Round 1. Some of the project's initial objectives (shown in Table 1.1) were fully achieved in Round 1 and were therefore no longer relevant to Round 2. The objectives and desired outputs for Round 2 are shown in Table 8.1. The objectives shown in italics relate to the way that the dialogue was carried out ('process objectives').

Table 8.1 Objectives of the Round 2 dialogue

Dialogue Objectives	Dialogue Outputs	Success criteria
To design and run a dialogue process that: • Enables individuals to participate freely without prejudice, where their input is listened to and respected. • Collects information in a way that is transparent to members of the public and which can be analysed and interpreted to inform Marine Scotland's future decision making.	A structured way of describing the types of things that are important to members of the public (social values) and the ways that these might be affected, positively or negatively, by offshore renewables. A process for assessing social impacts that incorporates social values and the ways in which members of the public feel that these could be affected, positively or negatively, by offshore renewables.	Participants feel that they have been able to contribute their views and have their say and that the events will have an impact on policy (from Evaluation Questionnaires) Participants recognise that their views have been reflected in the proposed approaches for assessing social impacts. Participants, policy-makers and scientists feel that the dialogue is a worthwhile and legitimate part of the policy-making process.

• Explores how members of the public would like Marine Scotland, other decision-makers and developers to engage with them in the future, considering the most appropriate tools for engagement.		
To involve members of the general public who have not been previously engaged in marine development issues.	Public participants reflect a range of perspectives and interests and are able to articulate and reflect on both the differences and the points on which they are in agreement.	The public participant and specialist perspectives are generally recognised to reflect a good cross-section of public and specialist viewpoints.
To develop new approaches to understanding and assessing social impacts that are able to account for complex social interactions and heterogeneous communities, reflecting lived experience.	Public participants' descriptions of what is important to them and their reflections on how these important things might potentially be affected, either positively or negatively, by offshore renewables, are used to develop sets or categories of values and potential impacts that can be used in social impact assessment.	Public participants recognise the proposed descriptions and categories of social values and the potential positive and negative impacts on them as reflecting their own experience and what has been discussed during the dialogue.

To understand the impact of development or change on things people value and factors that contribute to this impact.	Reflections by public participants on how they think about valued and important features in their lives. Reflections by public participants on wider societal aspects such as social equity, responsibility towards future generations, etc.	Use of learning from the project in other parts of Marine Scotland and/or the Scottish Government
To carry out the project in the knowledge of other research, ensuring it is informed by relevant research and builds on the current knowledge base.		Demonstrable academic rigour applied in the analysis of evidence and development of approaches.

8.2 Round 2 dialogue location and participants

The Round 2 dialogue event was held on 2 – 3 October 2015 in Glasgow. The main reason for choosing Glasgow was the ease of access for the participants from the other places where the Round 1 events were held. Holding the event over two half days made it easier for participants from Kirkwall, Islay and Helmsdale to attend.

The participants were people who had expressed an interest after the Round 1 events in being involved in further dialogue. All those who expressed an interest (60 people) were contacted with the provisional date of the Round 2 event and asked to reconfirm their interest. Sixteen people replied positively. Ten people attended the event. A number of reasons were given for people deciding not to attend after initially confirming their interest and availability, mainly related to personal and family problems and difficulties in taking time off work.

There was at least one participant from each of the Round 1 locations and the participants represented a good mix of ages, occupations and educational qualifications (see Table 8.2). There was an overrepresentation of women, with the group including only three men.

Table 8.2 Characteristics of Round 2 dialogue participants

Gender	Male			Female		
	3			7		
Age	16-24	25-34	35-44	45-54	55-64	65+
	1	3	2	1	2	1
Employment status	Employed		Student		Retired	
	7		2		1	
Educational level	Secondary	Further		University	Not available	
	2	2		5	1	

8.3 Round 2 dialogue process

The Round 2 dialogue activities included a review of the analysis of the findings from Round 1, when participants discussed the value clusters and descriptions of the ways that offshore renewables might affect these, both positively and negatively; a conversation about the way that Marine Scotland currently assesses how proposed changes in the marine environment might affect things that matter to people (Social Impact Assessment); and the techniques that Marine Scotland might use to make these assessments. See Table 8.3 for the programme.

Table 8.3 Programme for the Round 2 dialogue

Time	Activity
Friday 2nd October – evening	
6.30	Welcome and Introductions
6.45	Feedback and small group discussion around Round 1 findings on values and impacts
7.45	Supper
8.15	Plenary discussion on values and impacts
8.30	Summary and looking forward to Day 2
8.45	Close

Saturday, 3rd October – Morning	
8.30	Arrival
8.45	Improving assessment of social impacts – presentation
9.20	Small groups: improving the current social impact assessment process
10.10	Small groups: considering techniques for incorporating public values into social impact assessment
11.15	Coffee break
11.35	Plenary discussion
12.05	Feedback and next steps
12.30	CLOSE

The programme of activities was designed to ensure that the objectives for Round 2 were achieved. The activities and their outputs, which in turn contributed to the achievement of the dialogue objectives, are described below.

- Review and verification of participant value and impact clusters from Round 1. The clusters of values and the ways in which public participants felt these might be affected, positively or negatively, by offshore renewables, were shown on two maps of Scotland (one map for values and the second for the ways they might be affected by offshore renewables). The clusters were illustrated by quotes from the Round 1 dialogue, providing a flavour of the conversations. In Round 2 participants were asked to comment on whether the clusters fully reflected what was discussed in Round 1 and whether they reflected the views of all participants.

The output of this activity was the verification of the analysis of the discussions held during Round 1.

- Understanding current Marine Scotland practice for assessing social impacts. A member of staff gave a presentation on the way the organisation currently assesses social impacts, both positive and negative, and the changes needed to make the process fit for purpose.

This session gave participants enough information about current practice for assessing social impacts for them to be able to contribute to reflections on this process and how it could be improved.

- Improving the current social impact assessment process. Using posters with a diagram showing the steps in an assessment and a set of icon markers - either blank or printed with a recommendation for ways of better incorporating public views into assessment - the participants discussed at which points in the process would the suggested recommendations need to be introduced and what other changes could be made to improve the process.

The output of this activity was a set of proposals for ways of incorporating social values and public views, interests and concerns into the assessment process.

- Techniques to for incorporating public perspectives into social impact assessment. A carousel method, with three stands, each with information about a different technique for gathering and assessing data on social values and/or impacts on these, was used to allow all participants to explore the different techniques (indicators, surveys and dialogues).

The carousel generated sets of comments and views on each of the techniques. These were to develop proposals for improved approaches to social impact assessment.

- Plenary discussions were used to gather share points coming up in the small groups with all the participants, to tease out different views and opinions and to get a better understanding of the factors influencing the views expressed.

The plenaries ensured that public participants were able to reflect a range of perspectives and interests and to articulate and reflect on both their differences and the points on which they were in agreement.

8.4 Round 2 dialogue materials

The materials provided a focus for group discussions and were used by both participants and the facilitator to reinforce points by showing them on a map for diagram. The materials were also used to note comments or suggested changes both to the information provided and the views reflected as well as to the way information was presented visually.

An example of the map of the value clusters that emerged from Round 1 is shown in Figure 8.1. The full set of materials used in Round 2 can be found in Appendix 8.

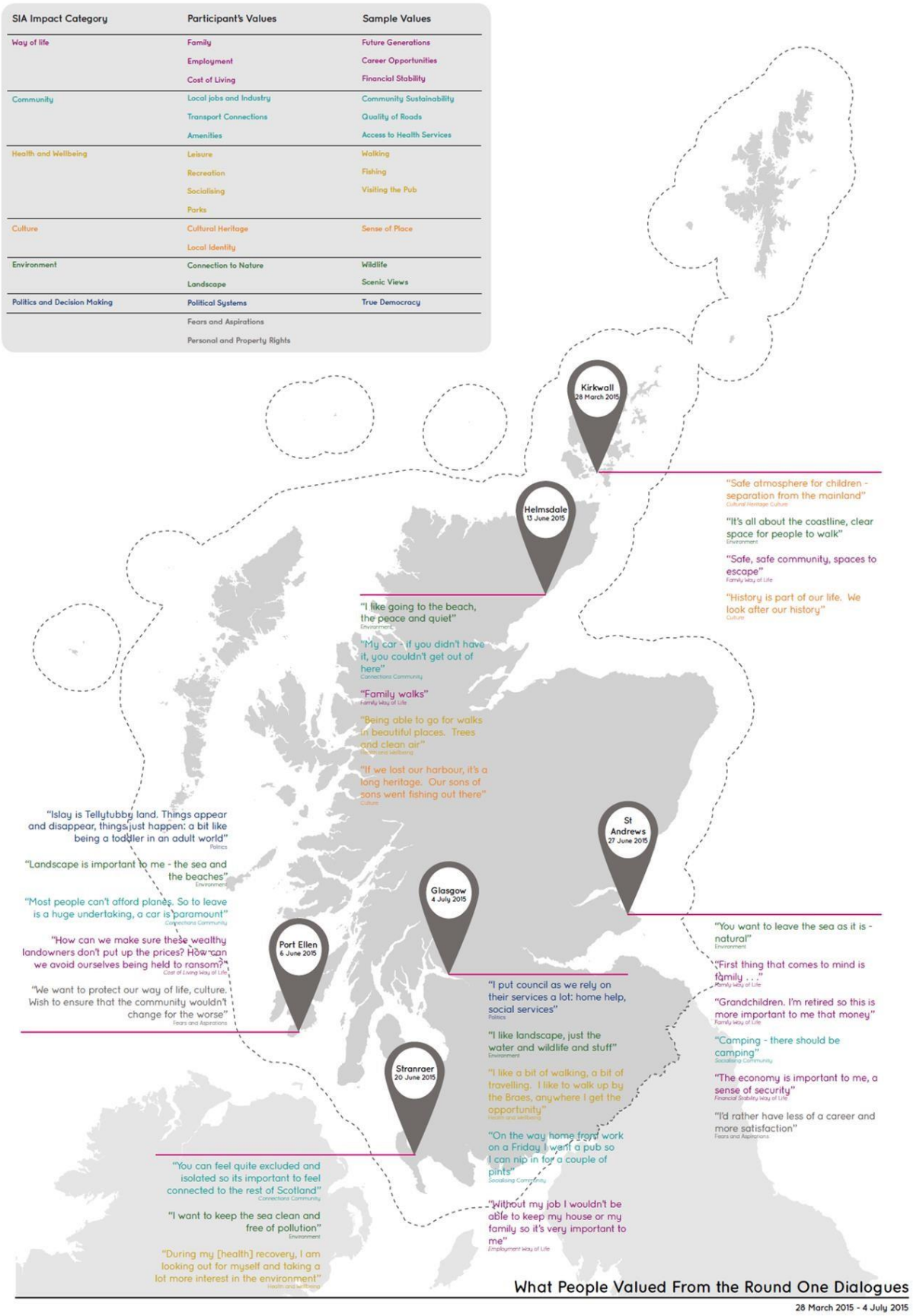


Figure 8.1 Map of the value clusters emerging from Round 1

9 Findings from the Round 2 Dialogue

Overview of chapter

- Verification of clusters of values and impacts from Round 1
- Improvements to the current SIA process

9.1 Techniques for considering social values in SIA Verification of clusters of values and impacts from Round 1

The purpose of this session was to get public participants' feedback on the way that the points made during the Round 1 workshops about the things people valued and the ways in which offshore renewables development might affect these, had been organised by the project team into sets or clusters of values and impacts.

The participants worked in two groups, with each group made up of five public participants from a range of locations, one or two members of staff from Marine Scotland, a facilitator and a note-taker. Both groups had two posters showing examples of the clusters on a map of Scotland and including sample quotes and the locations they came from. The posters provided a source of information and a focus for the conversations.

Clusters of values

Participants discussed their responses to the maps and value clusters under three main headings. Across the two groups, discussion focused on:

- Local jobs and employment
- Local culture and identity
- Connectedness
- Values related to the natural environment.

What participants liked

- Overall, participants agreed that it was useful to order values into groupings or categories so that things that are important to people could be discussed and comparisons made between places: "– it makes sense to have it grouped under different headings – it's a sensible starting point. (Islay)
- Participants said that they liked the way that the map showed how different values were mentioned in different areas, for example, Glasgow would not experience the negative impacts that might be seen in other locations, but might benefit.
- Cluster on culture:

- The map and value clusters brought out the importance of culture. Several participants noted the strong affective relationship they feel with their local culture: ‘it’s your roots – your heart’s here’. Other important aspects related to the value of local culture included:

> “Your cultural appreciation of place differs if you are an incomer – I know much more about Glasgow because I’m from there. Your heritage and what’s important differs from people who have been there for ever. There are unifying things like natural environment and family that are relevant regardless of where you’re from, though”.

- Cultural heritage is experienced in different ways in different places: in Kirkwall the Neolithic sites are unique, whereas in Glasgow, diversity is valued: “It’s a local culture but it’s wider as well – there’s a lot to see and do in Glasgow and people come to visit. It’s your Glasgow though”.

What participants felt was missing or could be emphasised more

- Participants said that ‘Nature and landscape’ constituted a meaningful cluster of values and one that had come out as referring to things that many participants didn’t want to be negatively impacted by offshore renewables.
- One participant felt that there had been more emphasis in Round 1 on the importance of education in supporting the sustainability of offshore renewables: “I feel like we had a big discussion about education and the sustainability of education for this sector [renewables].”
- Some participants felt more emphasis should be given to the value of local jobs and employment: ‘I remember lots of talk about job creation”, “we were worried about ‘boom and bust’” (as seen in the case of oil exploitation around Shetland) and the tension between, "jobs for Scotland and jobs for local people in the affected communities”. Either too many or the wrong sort of jobs were seen as potentially negative for local communities.
- Connectedness: While participants recognised that connectedness had come up as something important in several locations, it became clear that this meant different things for different people and in different locations, for example air travel was seen as an important connection in Kirkwall.

Which values are most important

One participant argued strongly that it would be wrong to try to create a hierarchy of values, because values are inter-related and work together: “pull on one thread and they are all interconnected”. This view was supported by others in the group. The participant went on to give an example: ”So if you pull on local identity, if you let in the big guys, you could lose that local identity, culture, language perhaps. .. You lose people [because they move away] – which can’t be good”.

Impacts on value clusters

Participants agreed that the way that people had talked about the potential positive and negative impacts of offshore renewables reflected interests and concerns that align with the clusters of values identified previously. Referring to the map of impact clusters, participants commented in particular on:

- Jobs for local people is a strong value in smaller, more isolated locations where the sustainability of the community appears to be more uncertain (Kirkwall, Islay, Helmsdale). This was not such a big issue in cities or towns with more diversified economies, like Glasgow and St Andrews.
- The impact of offshore renewables on the nature of economic development (for example, the quality of the jobs created, the impact on existing businesses, etc) was also important: “One of the big … restaurant firms has come into St Andrews, one of the first thing they’ve done is stop ordering from the local fruit & veg shop, this has gone bust. It’s about jobs but it’s also about the values they [the new companies / employers] bring in as well” and, “We’re looking at how a development would affect that community – but for the boom and bust, if it’s only going to be for three years, what happens then, what are the knock-on effects on tourism for example.”
- How developments can potentially affect local control and influence over decision-making, for example by engaging primarily with a small section of the local community and only over a narrow range of interests, often solely economic interests: “The local council has more of a say than the local people – they have £ signs in their eyes, anything we said or had concerns about would be overridden by the £ signs”.

Identifying the main potential impacts of offshore renewables

Participants mentioned impacts on many of the value clusters:

- Way of Life: Jobs / career / employment: “surely if we know in advance we can train people up and it could keep the employment local again.”
- Community: Local jobs / local industry / community sustainability: “I can say it [positive impacts] was environment, community, jobs but cannae guarantee them in the long time”
- Community: Education / shops / housing / healthcare: “Housing, something about housing – keeping people there and keeping established businesses going with the house building.”
- Environment: connection to nature/landscape/views/seascape: “a huge issue is the visual impact”.
- Political/ decision-making systems: Questions related to trust and deliverability: “people don’t trust energy companies, full stop.”

Only one participant mentioned impacts of networks of family and friends with shared interests.

Overall, participants were supportive of efforts to order the things that individuals and communities see as important so that these can be used to structure discussion of these aspects. Several participants said that they had found it useful to be able to compare the different dialogue locations in relation to these value clusters. Two people said that the descriptions of the clusters ought to be unpacked, so that people could understand clearly what each cluster relates to: "I think unpacking it more would help [i.e. being specific about the value cluster's constituent values] – for example culture is more than just…it's about how people feel about their identity in different areas" and, "A sentence or a couple of paragraphs would help [to explain what the value cluster is all about]". Another participant pointed out that some of the descriptors might be interpreted differently in different locations, and this made it important to have a number of examples: "What I perceive as culture has a very different meaning and context in different places – having a few more things helps you to define different areas."

Finally, the point was made that while the clusters were relevant across locations, in understanding and assessing impacts, it is the local expression of the cluster that is important: "Clarify the importance of the local focus: in these fragile communities you need these assurances that jobs will be maintained for people in the local area – jobs for Scotland won't cut it."

9.2 Improving the current SIA process

This session was based around a timeline for plan-level SIA which included summary details of the tasks carried out at each stage of the SIA process (see Figure 9.1). Participants were split into three groups for this conversation. The session was designed to explore three key questions:

1. When and how should public values and the potential impacts on them be considered?

2. Is there any purpose in directly involving members of the public? If so, what would that purpose(s) be?

3. How many and what kinds of people should be involved?

Figure 9.1 SIA process for an offshore renewable plan. Please note – timescales for the SIA stages are indicative only and may be longer or shorter depending on the type of plan being assessed

The session also drew heavily on findings from the Round 1 dialogue events, especially: 1) some suggested key principles for how members of the public and affected communities should be engaged in offshore renewables planning and SIA; 2) a list of different types or categories of people / community members that should be engaged; and 3) some sample strategies / ideas / methods for engaging people in these linked processes. Further details of the approach and materials used in this session can be found at Chapter 8.

The findings of this session are outlined below, ordered by the three key questions listed above. Readers should note that the quotations from the dialogue that have been used to illustrate the analysis and discussion have been drawn from the full range of participants at the Round 2 event.

9.2.1 Question 1: When and how should public values and the potential impacts on them be considered?

There are two key components to this question – when and how. The when component relates to timescale / programming issues and the how relates more to approaches and methods. Both of these components are addressed in the analysis below. This question elicited the broadest and most comprehensive discussion at the Round 2 dialogue hence it is also the most detailed section in the write-up here.

All of the groups discussed the importance of timing and timescale issues in the development of offshore renewables plans / projects and their accompanying SIA processes. A common timing / timescale theme amongst all three groups was the need for Marine Scotland (and developers at the project level) to provide sufficient information early-on to allow the public and affected communities to form a view of the proposals. There were also more specific, nuanced aspects within this theme:

Early engagement is fundamental:

> "You've got to engage with people early-on, that's the key"

> "[Engage] from the very start"

The public should be consulted when there is enough information available to answer questions / allow informed debate but not at the point when decisions have been made:

> "The public has to be involved before decision-making but there needs to be enough information – I've been to been meetings about housing developments where you ask questions and there's no answers"

> "Sometimes very early [engagement] doesn't work so much, because people don't come along – I suggest that 'early' is too vague"

People don't want surprises – they want to know what's happening from the beginning:

> "For me…people, local communities, should all be engaged from the beginning, from scoping. I guess people don't want to be surprised or thrust into things"

> "I think if people are involved from the beginning it's not so much of a shock, they're not like – what's this?! Where has this come from?!"

The scoping stage should provide sufficient information to allow people to do their own research and make more informed comments at the draft plan consultation stage:

> "Something here in scoping so folk can go away and do their own research, so when it comes to assessment and consultation they can make informed decisions"

The participants' strong desire for early-engagement in SIA and plan-development should come as no surprise as it aligns closely with existing literature, guidance and policy on SIA and other impact assessment processes. In his suite of International Principles for SIA, Vanclay (2003:9) highlights how "SIA should be an integral part of the development process, involved in all stages from inception to follow-up audit". Furthermore, the EU SEA Directive 2001/42/EC includes a specific provision on early-engagement in its requirement that statutory consultation authorities and the public are given "an early and effective opportunity […] to express their opinion on the draft plan or programme and the accompanying environmental report" (EC, 2001 p.33).

Another key timescale issue identified by the participants relates to the need for continuous as well as early-engagement, the inference being that the public and affected communities should be engaged throughout the plan-development and SIA processes, at key junctures; what Partidário (2012:29) refers to as 'decision windows' – "the key moments for SEA [IA] action, rather than normative stages". The participants across all three groups were keen to stress the importance of these 'opportunities for engagement' or 'focus points' as per the below:

The SIA / plan-development process should be mapped-out with opportunities for engagement made clear – this should be on the 'letter that comes through the door':

> "The consultations I've been to, they don't really set out the timeline, the letter that comes through the door should set out the timeline and when the public should get involved"

> "The process should be made very clear by mapping-out the opportunities for engagement"

There should be continual engagement right the way through the process with particular emphasis at focus points:

> "To be informed along the way is the most important part – continual engagement"
>
> "[Discussion of plans] should be ongoing but it should also be at focus points"
>
> "It's [engagement] all the way through from the scoping stage, and giving people all the information throughout the whole process…"

This theme on continual engagement links to an important sub-theme concerning the iterative nature of the SIA and plan-development processes – consultation as a means of iteratively identifying and checking issues / impacts: "would it not be easier if the consultation was throughout because [then] you are picking out things that you think are going to affect the people and then afterwards you're checking it". The iterative nature of SIA is stressed in the IAIA's SIA guidance from Vanclay et al (2015 p.7) where the specific role of engagement, participatory processes and working with communities is identified in each stage of SIA.

The themes identified above were identified by all three groups with a high degree of consensus. There were also several additional sub-themes relating to timing / timescale issues identified by one group only that are interesting and relevant. In particular there was a feeling that the public / affected communities shouldn't be involved at every stage – "…obviously there's a point where the main people need to go away and think about the impacts, so I don't think the public could be involved at every stage". This was linked closely to a feeling that peoples' views and opinions can change throughout the process which perhaps has implications for the timing of certain types of engagement activity such as public meetings which should happen later on in the process when people are more informed and less emotional. In many respects this is intuitive – e.g. there will undoubtedly be substantial periods of time during plan-development and SIA where Marine Scotland (or their contractors) will need to go away and work on key tasks (e.g. assessment, development of draft policies etc.). However there is arguably scope to bring in the public / affected communities (and stakeholders) to discuss these draft findings, perhaps at a workshop or meeting. In terms of SEA for example, the Scottish Government's SEA guidance (Scottish Government, 2013) highlights the benefit of involving members of the public in more informal meetings as there is no legal requirement to involve the public until the draft plan / environmental report consultation. In line with participant comments in the dialogue then, careful programming of public input could be used to capture peoples' views and opinions at a time when they are suitably informed.

In addition to the timing / timescale issues described above, there was a lot of discussion about the 'how' component – i.e. possible strategies and approaches for improving public and community engagement with the marine plan-development / SIA process. A number of broader principles for engagement were also proposed. These are outlined first.

Roles and responsibilities for engagement and accountability

This principle was identified and discussed by one group only. It relates to the importance of having clearly defined roles and responsibilities for managing engagement within the plan-development and SIA processes as well as the pervading principle of accountability and transparency, particularly when things go wrong. In terms of roles and responsibilities it was felt that Marine Scotland / Scottish Government should be responsible for setting standards (e.g. policy and guidance) for public and community engagement within SIA: "responsibility should sit with the government body". There was general agreement within the group that this should be the case. The importance of accountability and transparency for Marine Scotland / Scottish Government, developers and contractors was stressed, especially in relation to negative issues: "accountability is important – local government, Holyrood, contractors. Something negative should be noted – they shouldn't be able to carry on regardless". The critical importance of accountability and transparency throughout the whole plan-development / SIA process was also noted: "accountability should be mentioned and be part of the whole thing". The importance of accountability and democratisation of process is reflected in existing literature and guidance on SIA. For example Vanclay (2003 p.9) includes mention of these issues in his suite of principles specific to SIA practice: "in all planned interventions and their assessments, avenues should be developed to build the social and human capital of local communities and to strengthen democratic processes". Accountability is also discussed variously in Vanclay et al (2015) but principally in relation to the linked concepts of good governance (e.g. of plan-development and SIA processes), the empowerment of individuals and groups, human-rights and developer responsibilities / social performance monitoring.

Suggestions for how engagement with publics and affected communities could be improved

This principle was identified and discussed by one group only though there was some related discussion across the groups of how public meetings can become chaotic and dominated by strong voices. A suggested principle to address this was that public meetings should follow a set process to allow people to speak and avoid overt arguments: "I just think public meetings need to have a process which is not just turning into an argument". Crucially, it was also suggested that community engagement must involve proper two-way discussion "with local people really being listened to".

All three groups in this discussion on 'improving the current SIA process' identified a number of problems or issues that need to be addressed (on the basis of the understanding developed through the dialogue). These are outlined below:

Addressing / accounting for uncertainty

This issue was identified by two of the groups. In both instances the issue relates to a concern that professionals / experts working in the field of offshore renewables have imperfect data and understanding of social (and other) impacts: "how much do renewables experts know when it is such an emerging field and there are so few projects – all these renewable energy specialists come out of the woodwork and you could write down what they know on the back of a stamp!". Closely related to this point, there was a feeling that developers, Marine Scotland and other stakeholders should endeavour to report back to publics and affected communities when they don't have answers straight away: "the questions you've raised as the public, what if the group [developer, responsible authority etc] doesn't have the answer – you need a response in the meantime, you should then look into it and let us know". This issue is closely related to the general principle of accountability described above and related references in the SIA literature – e.g. the principle on strengthening democratic processes in Vanclay (2003).

Challenges / problems with engagement

A broad theme was identified across two of the groups capturing a range of challenges and problems with engaging publics and affected communities in offshore renewables planning and SIA. The problems identified relate primarily to either specific strategies / mechanisms for engagement or the engagement of specific groups / communities.

In the former, key issues were identified in relation to public meetings, namely that public meetings with developers can result in arguments and conflicts – "…they are having these public meetings but they just turn into an argument or a face off" – and / or they are often hijacked by people with strong voices: "it's such a shame because it [public meetings] is such a good way of engaging lots of people but they tend to attract people who are just focussed on one thing" and "…it was people who were misinformed but had a bee in their bonnet…it made it very difficult to take control of it…because they were only interested in the thing that was important to them". Problems were also identified in relation to the use of social media as an engagement strategy, especially the fact that not everyone is on social media: "I think social media is a really good way to reach people, but [you] also [need to] be[ing] aware that some people aren't on social media". Indeed there was a degree of consensus within one group that social media is not a good engagement strategy for this reason.

In the latter, a general issue was identified relating to the pressures on peoples' time and how this can sometimes preclude involvement with consultation / engagement activities: "people don't have a clue what is going on, really, and they have their own lives to lead". Young people were identified as a specific group that can be hard to engage (noting that they were also identified as a group that should be targeted in engagement activities – see below): "…and I was the youngest person in the room by

thirty years". Finally, an important issue was identified in relation to local communities as a key group in terms of their ability to see things from a broader perspective: "…we need to help local people to see these compromises, and 'zoom out' from thinking only in terms of their local area".

Finally all three groups identified a number of possible strategies / methods for how publics and affected communities could be better engaged in plan-development and SIA. There was a key focus on the use of specific methods / approaches to facilitate engagement and encourage higher levels of participation (recognising the challenges and problems outlined above). Crucially, two groups suggested that a 'one size fits all' approach would probably fail, instead suggesting that a multifaceted approaches would be more successful: "…but people engage in lots of different ways, it's about making it accessible for the most amount of people in the most amount of ways". There was a high degree of consensus on this issue within one of the groups.

Despite the above there was some discussion within one group about the use of social media as a tool for engagement, particularly for engaging young people: "I think social media is a really good way to reach people…it definitely helps you reach more young people". The use of Facebook 'events' and social networks to raise awareness of plans / proposals and engagement opportunities was also discussed: "perhaps having an event that I could share on my Facebook and then people would share it with their friends – for somewhere the size of Orkney, I probably have a link with everyone".

In line with the suggestion that multi-faceted approaches to engagement should be adopted there was a good deal of discussion within two groups about the use / importance of public meetings and face-to-face engagement, over and above social media. It was felt that engagement must involve face-to-face contact as well as social media: "I think it's definitely important to talk to people directly and face-to-face, it can feel like it's not happening [if] it's just a survey or social media". To this end (and notwithstanding the issues / challenges described above) it was suggested that public meetings can provide a very useful engagement strategy, particularly for reaching a large audience and providing a fora where people can ask questions: "it has to be a public meeting where you get to ask questions". Finally there was a useful suggestion about locations for public meetings: "…it [public meetings] should be in the place where the peoples' lives will be affected, don't just hold it in the biggest place".

In addition to the general engagement strategies outlined above there was discussion across all three groups of the importance of engaging young people in plan-development / SIA and possible strategies for doing so. All three groups suggested that early engagement in the sense of engaging with young people should begin at school with teaching covering issues relating to sustainability, renewables and energy more generally: "I definitely think sustainability and renewables should be a part of education". In particular, given the timescales involved in the development of offshore renewables, it was stressed that the school children of today are the

electorate of tomorrow, therefore raising awareness of these issues from a young age will help people to make more informed choices and participate more effectively in the future: “there should be consideration of renewables in schools – this is very important given the timescales of development which could be 5 years, your 15 and 16 year olds now will be your 20 and 21 year olds of the future”. The importance of engaging young people in SIA processes is discussed explicitly in Vanclay et al (2015 p.37) as part of tasks undertaken to develop a good understanding of the communities likely to be affected: “young people in general often have different views than older people, especially in relation to traditional cultural values and appropriate ways of doing things”. The engagement of young people is discussed further below as well, in relation to the other two questions addressed in this session.

9.2.2 Question 2: Is there any purpose in directly involving members of the public? If so, what would that purpose(s) be?

The discussion and response to this question is dealt with implicitly in the analysis and discussion above, namely that participants wholeheartedly supported the notion that members of the public should be directly involved in the development of offshore renewables plans and their accompanying SIAs. The broad range of themes identified in the analysis above is testament to the participants’ interest and strong feeling that engagement with the public is of crucial importance. A couple of specific, additional themes were also identified under this question, as per the below:

Challenges engaging young people

One group spent some time discussing the merits of engaging young people in plan-development and SIA. Whilst there were many positives identified there was a feeling that trying to somehow engage ‘all’ young people in a potentially affected community (e.g. at a given school) could be a drain on resources: “if you’re hitting the masses of young people – I know from being at school that most people won’t be interested. I think that this would be a drain of money”. This relates to other themes addressed under the question below in terms of young people as a group of people to engage and possible ways of reaching this group effectively.

Purpose / objectives for engagement

One group explicitly discussed the purpose / objectives of engaging the public and affected communities in plan-development / SIA. The discussion elsewhere in this conversation focussed more on process issues (the how and when rather than the why) as discussed extensively in the subsection above. One key purpose of engagement was identified focussing on the role of the public helping to inform the design of plans and projects, especially in instances where there is disagreement: “people will be able to pinch ideas in the bud if they don’t agree…having a group of people come back during the assessment – people who were very involved in the early stages of consultation”. This notion of ‘co-design’ almost is inherent to the literature on SIA. For example, Vanclay (2003 p.9) includes a principle to this effect:

“local knowledge and experience and acknowledgement of different local cultural values should be incorporated in any assessment”. Further, Vanclay et al (2015) places a focus on the notion that ‘doing SIA is good business and good for business’ emphasising how the process of SIA and its constituent engagement activities can support wider policy / developer objectives, perhaps through co-design leading to better outcomes.

9.2.3 Question 3: How many and what kinds of people should be involved?

As per the above, the participants at the Round 2 event all supported the assertion that the public / affected communities should be involved. There was also some discussion across all three groups about the types of people that should be involved as well as strategies for reaching out to specific groups. The discussion of ‘how many’ people was more implicit. Key themes identified include:

Types of people that should be involved

Types of people were discussed in two of the groups. Three categories were identified, one of which seemed to be purposefully broad. The first category (identified by both groups) is children / young people with engagement through schools. This category is closely related to themes covered under other questions, especially the notion that ‘early engagement’ in SIA can be early in the sense that it engages with young people. Within this theme there was some discussion about experiences from the Scottish Independence Referendum in 2014 and the interest shown by young people, the inference being that young people in Scotland are politically engaged, interested in democratisation of process / decision-making and capable of grasping complex ideas: “it’s been shown in the past years that they [young people] have thoughts and they are often listened to”. There were specific suggestions in two groups that draft offshore renewables plans / projects should be discussed with young people in a school setting. Further suggestions for how this could be delivered / achieved are outlined in the analysis of Question 1 (when and how).

The second category of people to engage was identified by one group only and relates to people who don’t have strong opinions either way. This group was characterised as people with ‘middle of the road views’ who are often under informed and underrepresented in decision-making, the ‘silent majority’: “I think sometimes it’s the most middle of the road people [who] need to be engaged – with a topic like this [offshore renewables], there are people who are for it and people who are against it, but quite often it’s people who don’t have strong opinions who aren’t engaged”. This group is in direct contrast to those people with strong (sometimes polarised) views who are often the most heard in consultations and community engagements, as discussed above in relation to problems with public meetings as a strategy / technique for community engagement.

The final category of people to engage was identified by both groups and is a catch-all in that it suggests that all members of the community should be engaged. Within this theme, two sub-issues were identified. Firstly the notion that as many people as possible should be engaged to ensure that all issues are adequately considered: "everyone you can reach in the community should be engaged – you don't want it to be the case that somewhere down the road someone comes out of the woodwork with an issue you've not considered". Secondly, it was suggested that there should be representation from every group / interest that could potentially be affected: "there needs to be a representative from each group – talking about fisheries or tourism, a representative of that area should be involved".

Strategies for engaging with specific groups of people

Strategies for engaging with specific groups were discussed by all three groups. In particular, the use of community liaison groups as a focus for engagement with a variety of different groups was discussed. There was discussion across all groups of how community liaison groups can be representative of the wider community, especially if membership opportunities are advertised publically: "I think community liaison groups are good…having people actually out in the community". There was also a suggestion that community liaison groups could 'pull in' young people, perhaps as a sub-group. This reflects the issue described above in terms of the challenges engaging young people – i.e. that there may be limited benefit in trying to engage large groups of young people, such as a whole school.

9.3 Exploring possible techniques for considering social values in SIA

This session considered three possible techniques for incorporating social values in SIA: 1) indicators; 2) data collection though online surveys; and 3) public dialogue. Participants were split into three groups and a 'carousel' approach adopted, enabling all three groups to comment on all three techniques. Further details of the approach and materials used in this session can be found at Chapter 8.

This session was designed to explore three key questions:

1. How effectively / comprehensively does the technique reflect the value clusters that have emerged from the Round 1 dialogue?

2. What do you like about this as a technique?

3. When and for what purpose might you use this technique?

The findings of this session are outlined below, ordered by the three key questions listed above. Readers should note that the quotations from the dialogue that have been used to illustrate the analysis and discussion have been drawn from the full range of participants at the Round 2 event.

9.3.1 Question 1: How effectively / comprehensively does the technique reflect the value clusters that have emerged from the Round 1 dialogue?

This question sought to capture participant perspectives on the degree to which the different techniques might be able to represent and reflect the range of discrete values and wider value clusters identified through the Round 1 dialogue events (see Chapter 6). In essence, this dialogue project is suggesting that the Round 1 value clusters are potentially a better way of organising and structuring SIAs of offshore renewables plans (see Chapter 6), in which case techniques for doing key SIA tasks need to be able to incorporate and reflect these values.

Within the response to this question, participants identified highly specific aspects of the value clusters that were somehow missing or less well represented by the technique as well as general criticisms and challenges relating to the techniques.

Of the three techniques considered, only public dialogue was felt to have the ability to capture views about a broad range of values / issues. In particular it was felt that the nature of dialogue is such that it can help to understand the broader picture: "I suppose I already had some of the broader picture but it [the public dialogue] was helpful in understanding more". The only slight issue identified with dialogue in the context of this question was that results will vary depending on the dynamics of a given community, though this is also arguably a strength of dialogue too as it could provide a space to refine a more generic list of values, to better reflect local circumstances.

Specific and general issues were identified with indicators and online surveys. In terms of indicators, participants identified a range of specific values / issues that were not adequately captured in the sample indicators presented. The indicators session focussed on the value cluster 'transport connections / technology connections' (see Chapter 6). All of the gaps identified related to specific aspects of connectivity. Given that transport and technology connectivity is captured relatively well by existing datasets[41], it may well be the case that similar gaps and limitations are experienced across other value clusters, where attempts are made to represent these using indicators. Some example gaps are outlined below:

- **More local level data on broadband services:** the data on broadband coverage was obtained from Ofcom and is available at the Local Authority level only. At the Round 2 event data was presented for Dumfries and Galloway Council and Highland Council. Participants felt that broadband coverage is actually a more granular issue than this with service levels varying between villages in rural areas. This was also felt to be a particularly important issue for

[41] The sample data used in the Round 2 dialogue was sourced primarily from Scottish Neighbourhood Statistics (SNS): http://www.sns.gov.uk/ [accessed 12/11/15]

characterising this important aspect of the value cluster as “for local businesses trying to do things, broadband speed is really important”.

- **Road usage by different types of vehicle:** the example indicators presented focussed on bus related public transport. Participants felt that it would be important to understand the degree to which different types of vehicle use roads: “I don’t think at the moment these indicators give an overall picture of road usage – buses is only one statistic and on the map [values mapping from Round 1] it’s not just about buses, so other data would need to be assessed”. This was felt to be especially important given the potential congestion impacts caused by construction traffic on small rural roads as well as network capacity issues – e.g. how much accessibility is provided by the road network ‘as is’: “you would need to think about the current capacity of the existing services [networks] and how this might change”.
- **Uptake of public transport services:** the example data only really captured the level of public transport provision from buses. There was no consideration of how many people are using buses or the demographics of bus users. This was felt to be particularly important as “one of the big issues in Scotland is that public transport isn’t utilised”. Other missing data identified within this theme that would be highly relevant for representing this value cluster in SIA included: 1) bus waiting times; 2) frequency / how regular buses are – a key issue in more remote rural areas; and 3) how far away bus stops are from where people live.
- **Road condition:** participants highlighted how a key issue for road transport connectivity is the condition of the roads themselves: “I think the roads [themselves] are really important – this affects drivers [of private cars] and buses, not just buses”. This data was absent from the example indicators presented. The accessibility provided by roads for private car users, particularly in remote rural areas, is critical for a range of other values: “transport links, your roads, that’s gonna have a big impact on communities”.

Participants also identified a general problem / challenge for indicators in the sense that they probably would not have the ability to comprehensively represent the values of all people / all communities: “is there enough information [indicators] out there that could gauges everyone’s interest? Probably not, it is too specific. So you need to have this exercise [dialogue]”. This issue is picked up further in the questions below.

Problems were identified in relation to the use of online surveys for data collection also though these were much more general and were not related to specific values:

- **Surveys / survey respondents may not be representative of the wider community:** this is closely related to the problem below on challenges with uptake. In particular participants felt that with surveys it will always be hard to reach everyone (or at least a representative sample) and therefore surveys would not give you a full picture: “you can’t force people – it’s good that you

are approaching different areas of a place but it still doesn't give you a full picture". Concerns were also expressed over who would be invited to full out the survey – e.g. it was felt that a 'citizen's panel' may not be representative of the wider community.

- **Challenges with uptake:** an overriding issue with surveys identified by the participants relates to the fact that you can't force people to fill a survey in / they often end up in the bin: "you only reach people who are heavily opinionated, people who aren't interested will just put it in the bin". Related to this point it was felt that some groups would be more / less likely to complete a survey – e.g. it was suggested that older / retired people would be more likely to than younger people. Within this theme, suggestions were also made for how response rates could be improved, especially though 1-2-1 surveys either on the street, at your front door or over the phone: "when someone chaps on your door you've got more time than when you're in a rush on the street". One group in the carousel session felt particularly strongly that given the challenges with uptake, surveys would not be the way to go and that they would be a waste of money: "it's a waste of money – you would be better making the answers up".
- **Surveys may be too broad / generic:** given the diversity of individual and community held values it was felt that surveys may be too broad / generic and not granular enough to capture the range of values, interests, circumstance and local knowledge held by a given community, especially where a standard survey was being used (e.g. Scotland-wide): "I don't particularly like the broadness of surveys – I would want some local knowledge to be evident in the survey". Related to this, it was also felt that it can be quite hard to get your point across within the confines of a survey "especially if it's something you feel passionately about". This issue may be particularly pronounced where surveys are entirely quantitative with no open-ended / qualitative questions.
- **Missing audiences:** finally, it was felt that the nature of surveys is such that there would always be key categories of people who are less well represented in the results. Where surveys use web based platforms this could be the case for people without internet access. Young people are another group who may be missed, perhaps due to the nature of the questions asked and the format of the survey. Finally, people without strong opinions either way were suggested: "you are always going to miss certain people out [at public meetings]. For them the survey would be the first thing to go in the bin, [given that] they won't engage face-to-face".

9.3.2 Question 2: What do you like about this as a technique?

This question simply sought to understand what it was (if anything) that participants liked about the technique – i.e. how might it be particularly useful or effective within SIAs of offshore renewables plans. Given some of the limitations outlined in the sub-

section above in relation to indicators and online surveys this question was also a focus for identifying what participants did not like about the techniques. This was the case for all three techniques – i.e. no one technique was without fault.

In terms of indicators, participants liked how indicators could potentially be one technique as part of a wider process / suite of techniques for SIA. It was also felt that indicators could be used to help scope opportunities for development (e.g. offshore renewables) to deliver enhancements / community benefit: "so could these [indicators] be used to identify carrots [community benefit opportunities]?". This is a classical use of scoping in impact assessment (Baker et al, 2011; João et al, 2011) where the analysis of baseline data and other evidence (e.g. objectives from related plans and policies) is used to identify issues / problems that the plan / project should seek to resolve or mitigate as well as opportunities / strengths that it should capitalise on or add value to. A Marine Scotland representative pointed out that this kind of data is collected at broader scales (e.g. Local Authority scale) but might be less relevant at the level of individual communities: "what about information that we [government agencies] haven't collected, that is specific to a particular community?". Despite this problem, some participants said that quantitative data collected and presented through indicators could be a robust approach, where the data is from a reliable source: "facts and figures aren't going to lie".

There were many problems and weaknesses identified with indicators. In particular, some participants suggested that indicators are somewhat 'one dimensional' in that they do not explain the 'why' – i.e. what factors have led to the outcomes / impacts evidenced by the indicators: "how do you know what is attributed to that change?" A key example of this was discussed in relation to the indicator 'travel time to GP practice' – where travel times have increased, the data does not indicate if this is due to GP practices closing or the reasons for this closure. Given this it was felt that indicators could not be used as a standalone tool for SIA in that they could not on their own explain social values or represent whole value clusters: "it's [using indicators] a good process but it can't provide everything".

In terms of online surveys discussion in relation to this question was more limited although participants did identify some key limitations of surveys and some possible strategies for addressing these. As outlined in the question above, participants had expressed concern about the representativeness of surveys and survey data. Specific issues were identified in terms of securing a robust sample: "something along these lines [a survey] …, if you've got it mailed out to enough folk, you should be getting a fairly good idea of local opinion, with the majority being represented by that percentage". Like indicators it was suggested that surveys would not work as a standalone technique and therefore that they should be used as part of a wider process: "surveys are a way of collecting info…but I don't think it's the only way, it should work alongside other things". Finally, to help ensure decent response rates, participants felt that surveys should be short, sharp and snappy: "yeah, I like a short

and sharp survey – I don't mind surveys but not one which is twenty pages long". There was consensus on this issue across all three groups in the carousel session.

From the carousel session it was evident that public dialogue was the most popular technique, with participants identifying a range of points that they liked about the dialogue process. A particular strength identified was the notion that dialogue provides a means by which one can hear what others have to say. This was seen as having the potential to deliver a range of benefits including understanding where other peoples' views and values overlap with your own: "hearing other folks' worries and concerns, their thoughts and pros and cons, some of which do overlap [with your own] but others that you'd never thought of" and simply hearing what other people had to say, especially in terms of their views and values: "disagreements have come up in the dialogues but that is inevitable – what has been valuable has been hearing other peoples' views".

Relating to this was a feeling that participating in a dialogue can help you to reach a more informed standpoint yourself, as engaging with a wider audience helps you to understand the issues better yourself: "the more you speak to people, the wider the audience…you think, this might impact me or it might not". Crucially, many participants highlighted how the dialogue setting provides an opportunity to hear different perspectives, even if you don't agree entirely or if you have not been affected in the same way: "there was a young person in our group, a 16-year old, and she did have a lot to say – it was good to have that perspective, it was a different perspective".

Other key things that participants liked about their experience of dialogue were:

- **Relevance to policy:** the fact that policy-makers are interested in the publics' perspective.
- **Visualising development proposals / values / impacts:** the scenarios and mapping in Round 1 were considered helpful in this regard: "it [dialogue / scenarios] would be really useful at the early stages, to get a visual picture in your head and think of everything". One carousel group also felt strongly that the highly visual / spatial aspect of the mapping was useful for helping to identify unexpected consequences of development. This could include various synergistic, indirect, secondary and cumulative impacts.
- **The face-to-face nature is important:** feeling valued and taken into account was important for the participants and face-to-face dialogue was seen as a key means of demonstrating this.
- **Highly engaging:** all three carousel groups highlighted how the dialogue process was one or more of the following: interesting, interactive, educational and imaginative. In particular, being asked questions and not just being talked at was seen as a key strength: "I did find it interesting, I wouldn't have stayed

otherwise. Just doing something, rather than just being talked at – being asked questions is better to get a feel of what this is".

- **Self-awareness:** one carousel group discussed how the concentric circles exercise was interesting in that it required participants to reflect on their own views, something that people don't usually do.

There were also some aspects of their experience of dialogue that participants were less keen on. These are summarised below:

- **The need for simple language:** one carousel group discussed how some presentations were a bit 'jargony' emphasising the need for simple language that can be understood by everyone: "my only criticism would be that the experts weren't trained in public speaking – they used technical jargon. There was no effort to take it down to layman's terms, to what Joe Bloggs would understand".
- **The dialogue was too scripted:** there was some discussion within one carousel group of how the dialogue process was too scripted and didn't leave enough time for natural conversations: "[the dialogue] was a little bit too scripted – sometimes the conversations could be a bit more off the cuff, several times people were cut-off because of a lack of time". This could mean that the objectives and process were sometimes a bit too ambitious.
- **The dialogue was too open-ended:** in contrast to the point above, a different carousel group felt that the dialogue left too much to chance and could have been more tailored to stop people going off on tangents: "needs to be a bit more tailored, as people may go off on tangents and talk about things that are not so relevant". This issue could be reflective of facilitators not being clear enough and keeping the conversation on track.
- **Include stakeholder participants:** one group discussed how it would actually have been useful to have stakeholder interests represented within the participants: "the thing that I found disappointing was that we didn't have representatives from the local interests". It was felt that including strong stakeholder voices would have led to a more balanced discussion. In contrast, one person from within this group felt that including stakeholders / people with strong views would have been a bad idea.

9.3.3 Question 3: When and for what purpose might you use this technique?

This question sought to understand when within the SIA process the three techniques might be used and for what purpose(s). The answer to this question varied slightly across the different techniques.

In terms of indicators, it was suggested that the technique should be used at the beginning and end of plan-development / SIA by setting the scope and in monitoring, where the key ones could be used as performance indicators for the plan: "for me it

would be right at the first and last, like a KPI". There was some specific discussion and consensus within one of the carousel groups that indicators should be somehow linked to impacts. In impact assessment terms this is standard practice as indicators (and the depiction of the baseline and trends they provide) can be used to evaluate impact significance and also for monitoring of impacts once the plan is adopted (Scottish Government, 2013). This monitoring role was also evident where participants felt that indicators should be used to help the public understand the outcomes / impacts of the plan and to know if things are getting better or worse. When thinking about purpose, one group was worried that the indicators wouldn't actually be monitored or acted upon: "I don't see the point in doing this if they won't be monitored".

There was a good deal of discussion about the purpose and timing of online surveys. One group suggested that surveys should be used at scoping to gather initial information: "I would think it [surveys] was a first initial…when you are scoping, a way to gather initial information". The other two groups were a bit vaguer and suggested that surveys should be used once people have a bit more information on the proposal or at least when people are a bit more informed and less emotional. It was also suggested that surveys could be used part way through to pique peoples' interest in what's going on and could be also be used in the draft plan stage, when proposals are set out more clearly than they are at scoping.

In terms of purpose, there was a focus on gathering information about communities and identifying differences where relevant: "I think, again, it would highlight the differences – if you live in a city you don't know your neighbours, it's different if you live in a small place". It was also suggested that surveys could be used to generate ideas that could form a basis for discussion in a public dialogue.

In terms of dialogue, timing issues were discussed by two of the carousel groups. One group discussed how dialogue might be used very early-on at the stage when a project is quite conceptual and on the horizon only: "if an idea is coming up, that's when it would be important – if there's something that is on the horizon". Other suggestions also endorsed early use at scoping / early stages of SIA: "it would be really useful at the early stages". One group suggested that dialogue could be used later on in the process such as at the assessment stage to gather additional information.

Summary of key findings

The following key findings have been identified from the session on feedback and verification of clusters of values and impacts from the Round 1 dialogue (section 9.1):

The value clusters emerging from the dialogue potentially offer a better way of organising and structuring SIAs of offshore renewables plans.

From the dialogue it appeared that people tend to talk about the potential positive or negative impacts of offshore renewables using categories that align with the value clusters identified.

The following outlines key findings from the session on improving the current SIA process from the perspective of the public and affected communities (section 9.2):

The public and affected communities can and should be engaged in 'co-design' of offshore renewables plans and projects and associated SIA processes – this may lead to better outcomes;

Early engagement in planning and SIA is fundamental – people don't want shocks or surprises;

Notwithstanding the above, engagement is likely to be more effective when those developing plans have some material to discuss – e.g. broad concepts or designs, plan objectives, alternatives etc – and can answer questions that people bring up;

Engagement should also be undertaken throughout the plan-development / SIA processes, especially at key focus points or decision windows, but members of the public understand that institutions and the specialists contracted by them will sometimes need to work up information on their own before bringing it back for discussion;

Key actors in the planning and development of offshore renewables should be held accountable for their actions, especially if / when things go wrong;

A 'one size fits all' approach to community engagement in plan-development and SIA is likely to fail – the focus should be on 'multi-faceted' approaches;

As many people in the community as possible should be involved;

There should be a special focus on engaging young people (the electorate of the future) and people without strong opinions (the silent majority); and

Community liaison groups could provide a useful mechanism and focus for engaging affected communities in plan-development and SIA.

Key findings from the session on exploring possible techniques for considering social values in SIA (section 9.3) are outlined below:

Participants felt that indicators and online surveys would not be able to adequately capture / reflect all social values due to issues with coverage and availability of data (indicators) and problems with uptake and representativeness (surveys);

Indicators and online surveys should only be used as part of a wider process / suite of techniques for SIA;

Participants felt that public dialogue has the potential to capture a broad range of views and values (though participant opinion could be biased here);

Participants identified a number of specific data / value gaps for indicators and several key challenges relating to the use of online surveys in SIA; and

Participants had a broad range of suggestions for when the different techniques could be used in SIA and for what purpose – e.g. it was suggested that indicators should be linked to impacts and used for scoping and monitoring.

10 Using the Dialogue Results to Develop a Framework for SIA and Recommendations for Marine Scotland

The two rounds of dialogue on the social impacts of offshore renewables involved 95 people and provided a wealth of evidence on the things that participants valued in their lives, how they felt that these things might be affected by offshore renewables, how they would like to be engaged by Marine Scotland on offshore renewables development and a range of other topics. This chapter reviews the outcomes in relation to the project objectives. It also describes how key findings from the dialogue provide elements of a conceptual framework for social values that could be used to improve SIA practice, particularly in the context of offshore renewables plans. Finally, the chapter provides some recommendations for future practice and research, especially in terms of operationalising the new conceptual framework (social values) within existing SIA processes.

10.1 Meeting the project objectives

In relation to its objectives, the project has

Designed and run a dialogue that:

- Enabled participants to contribute freely and effectively;
- Collected information about participants' priorities, understandings and views;
- Analysed and interpreted the information collected and provided findings and conclusions to inform Marine Scotland's future decision-making; and
- Provided feedback to participants about the way their input had been used and opportunities to verify the interpretation made of this input. (Objectives 1a, 1d).

Developed a bottom-up process that enabled participants to identify and explore the things (both physical things as well as relationships and activities) that are important in their lives. (Objective 1b)

Created an interactive map that enabled participants to examine a set of realistic scenarios for the development of offshore renewables and consider how these might affect the things they valued. (Objective 1c)

Created materials and exercises which enabled participants to understand the decision-process for the development of offshore renewables and to develop suggestions about how they would like Marine Scotland, other decision-makers and developers to engage with them in the future, including appropriate tools for engagement. (Objective 1e)

Demonstrated that there is an appetite for learning and contributing to decisions about marine development issues among many members of the public who do not normally engage in these issues, both in coastal and inland locations. (Objective 2)

Developed an approach to understanding what is important to people and why and how these values might be affected, positively or negatively by offshore renewables, by combining learning from existing research (including understandings about what people value and why and the theory and practice of assessing social impacts) with evidence drawn from the contributions of public participants in the two rounds of the dialogue. (Objectives 3 and 4)

These aspects are discussed in more detail below.

It should be noted that this was a qualitative study where the emphasis was on the range and variety of themes that arose within the topics discussed. The dialogue was successful in enabling participants to contribute freely and effectively to conversations and in exploring their priorities, understandings and views of what was important to them, but if considered purely as a data collection exercise then it should be noted that whilst a range of locations and types of participant were included it was not a large sample and could not be considered representative in statistical terms.

10.2 Operationalising the dialogue outputs / outcomes in SIA practice

There is a requirement for marine planning to include an assessment for sustainability. Section 2.44 of the UK Marine Policy Statement[42] states that "The Sustainability Appraisal" for each Marine Plan "will consider the potential social, economic and environmental benefits and adverse effects of the proposals set out in a draft Marine Plan". This could include SIA but the Scottish Government is aware that in current practice this is often limited to socio-economic assessment. The results of this project should inform the social 'arm' of the sustainability assessment and contribute to giving it greater consistency.

10.2.1 A conceptual framework for understanding social values

The public dialogue on the social impact of offshore renewables generated evidence on what is important to people in their daily lives. This evidence has provided the basis for developing elements of a conceptual framework for social values, particularly in the context of offshore renewables development (plans) and the assessment of their potential social impacts, using existing SIA methods and

[42] https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/69322/pb3654-marine-policy-statement-110316.pdf

processes (what we call the SIA process framework). This is developed in Figure 10.1 below.

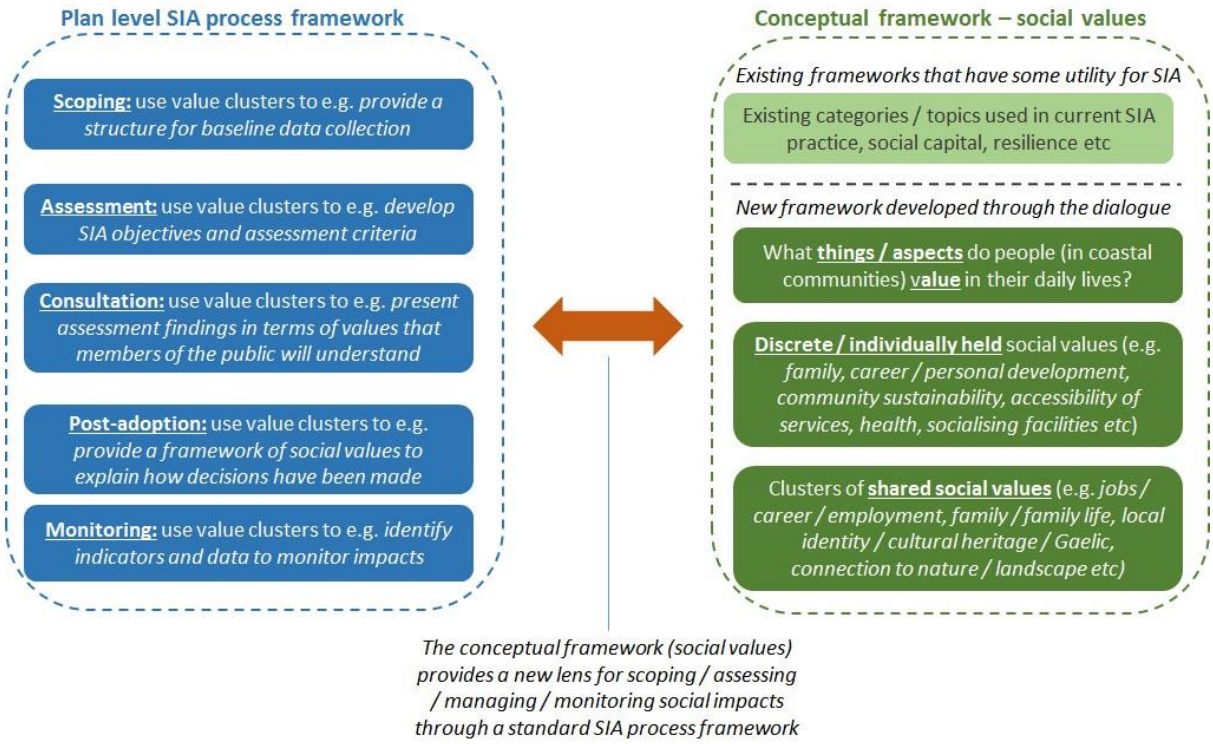


Figure 10.1 Relationship between existing SIA process framework and the conceptual framework for social values developed through the dialogue

The conceptual framework provides a new way of thinking or new 'lenses' for thinking about social impacts. The procedural element of SIA practice – the SIA process framework – is informed by the conceptual framework for social values identified through this dialogue project, which better captures the range of key issues, factors and values that are important to people in their daily lives and that have the potential to be impacted (positively and negatively) by offshore renewables developments (as well as development in other sectors). Recommendations for how this work can be taken forward are provided below. In addition, some 'quick-wins' by which the conceptual framework can be operationalised immediately in SIA practice are outlined at section 10.2.2 below. It is important to reiterate, however, that the conceptual framework is based on qualitative data collected from a relatively small sample of participants and will need validation with wider publics.

At the plan-making stage, SIAs that utilise the conceptual framework should give decision-makers a better understanding of the social issues at stake. By describing these issues or impacts in terms of the lived experience of the people concerned, the assessment would also be meaningful to members of the public: this should facilitate further engagement and make the assessment process more transparent.

The various elements of the conceptual framework are:

10.2.2 Social value clusters

The analysis of the dialogue outputs grouped into clusters the various discrete things (key issues, factors, values etc) that individual participants had identified as being important. Aggregation of the data in this manner identified shared values that were recognised as meaningful across the different dialogue locations. These 'value clusters' are not abstract but refer to lived experience and can be developed and made more relevant to specific local situations by bringing in evidence from local people.

Following the Round 2 workshop, the cluster Education / shops / housing / healthcare in the Community category has been separated into three clusters: Education (acknowledging the importance that dialogue participants gave education, in terms of developing the skills and knowledge needed for individual achievement but also for community sustainability, the maintenance of local identity and culture and many of the other values), Shops and housing, and Healthcare. This structuring of values also recognises different focuses or perspectives for values: the individual, the community and the national or wider environmental focus.

While this has been a bottom-up exercise, the project team has compared the outcomes with international good practice as reflected in Vanclay's work (2003, 2015) and found that is possible to read back from most of the clusters to social impact categories. This is illustrated in Table 10.1 and Figure 10.2. This gives greater robustness to the clusters, in that the values identified are backed up by research and experience in many different places. The insights from the dialogue have given greater granularity to elements that come through as particularly important for participants in Scotland: individual values related to people's families and way of life (careers, employment and cost of living) and values about communities and their sustainability. Nonetheless, the value clusters identified in the context of this dialogue project would benefit from further validation.

Table 10.1 Clusters of social values identified and refined through the dialogue project

Value cluster levels	SIA categories	Value clusters	
Individual	Way of life	1.	Family / family life / intergenerational issues
	Way of life	2.	Jobs / career / employment
	Way of life	3.	Money / cost of living

Community	Community	4.	Local jobs / local industry / community sustainability
	Community	5.	Transport connections / technology connections
	Community	6.	Education
	Community	7.	Shops / housing
	Community	8.	Socialising / recreation / parks / leisure
	Community	9.	Friends / being involved / supporting others
	Culture	10.	Local identity / cultural heritage / Gaelic
	Health	11.	Healthcare
	Environment	12.	Connection to nature / landscape
	Political	13.	Local political and decision-making systems
Wider political and environmental context	Environment	14.	Landscape / seascape / wildlife / environmental change
	Political	15.	National and EU level political and decision-making systems

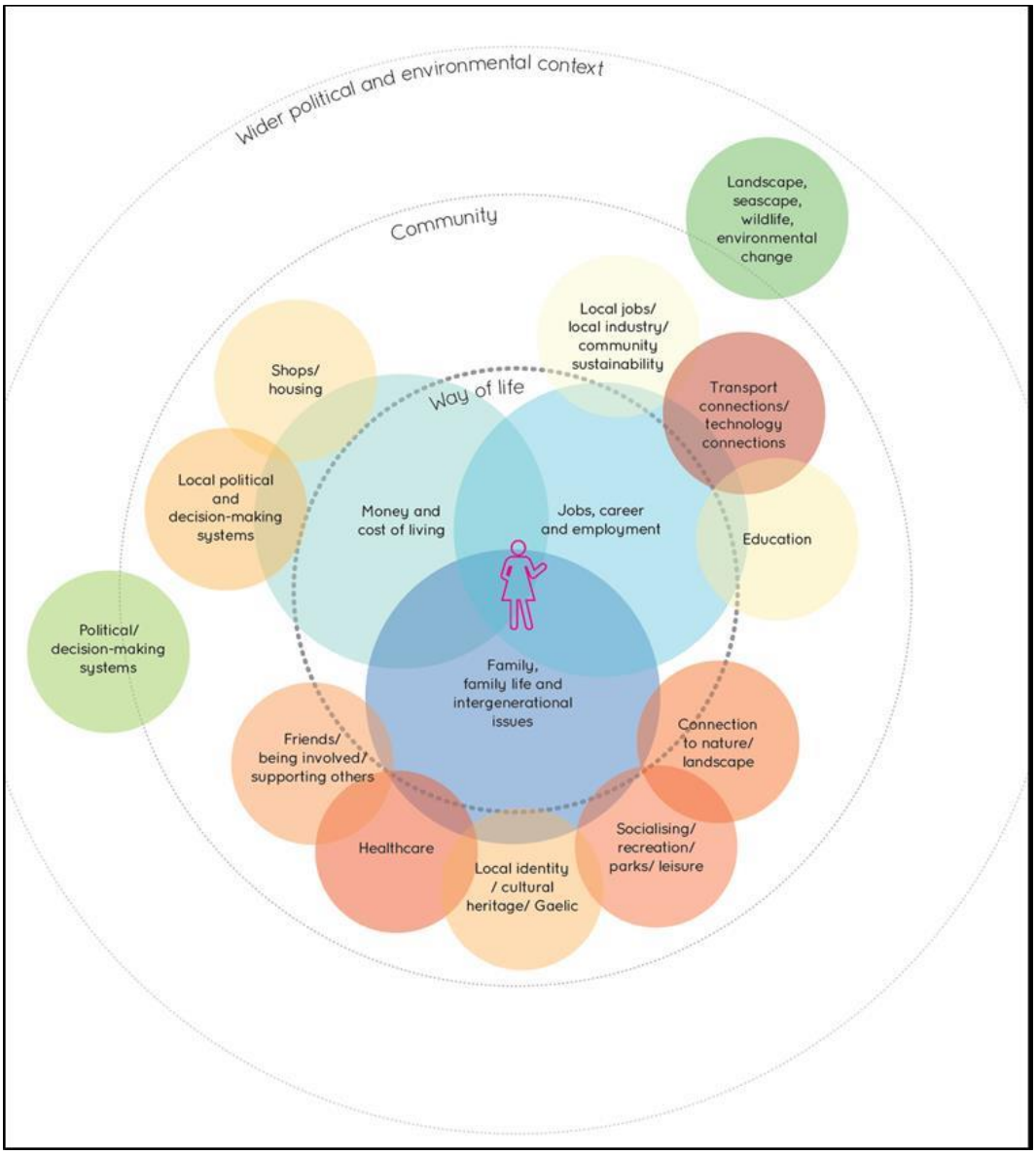


Figure 10.2 Clusters of social values identified through the dialogue project and their relationships

10.2.3 Local context

The way that social values are expressed is influenced by local characteristics and practices (Table 10.2). Across the six dialogue locations, what was considered important and the potential positive or negative impact of offshore renewables on these things was talked about mainly in relation to local places, people, relations and practices. Impacts on these things were of particular importance or concern.

Table 10.2 Social values identified by participants as important to protect, by dialogue location

Dialogue location	Social values identified as important to protect / fragile
Kirkwall (Pentland Firth and Orkney Waters)	• Inter-generational mix • Community safety • Healthy local economy • Jobs to keep young people • Remoteness while remaining connected • Environmental assets • Cultural heritage: sites
Port Ellen, Islay (Argyll and the islands)	• Inter-generational mix • Healthy local economy • Jobs to keep young people • Connectedness • Control over island development • Cultural heritage: Gaelic, events • Environmental assets
Helmsdale, Caithness	• Inter-generational mix • Strengthening local economy • Jobs to keep young people • Connectedness • Community safety • Cultural heritage: fishing • Environmental assets • Strong community organisations
Stranraer (Dumfries and Galloway – Solway)	• Restoring local economy • Jobs for local people • Sociability and community support • Connectedness • Improving environmental assets
St Andrews, Fife	• Quality of employment • Environmental assets • Cultural heritage: town and events • Community diversity
Glasgow	• Sociability and community support • Cultural heritage: town and events • Community diversity

What is important about the locally-developed categories is that they are expressed in a language and from the perspective the participants involved, and this makes them

meaningful for people in Scotland. Some important differences in emphasis and focus are:

- The relevance of intergenerational relationships in isolated communities where community sustainability depends on young people being able to find work and bring up families locally, thereby remaining in the community; and
- The focus on the quality of work and its longer-term value as part of a local economy, rather than simply as a source of income. This is a complex area in which participants had mixed views about the relative priority of national or local economic development and sustainability, which was expressed for example when talking about the purpose of training for young people.

10.2.4 Impacts on social values

As a key part of the conceptual framework, the values clusters (Table 10.1; Figure 10.2) can be seen as "lenses" through which to look at the development process. Currently, an economic lens is used to assess the impacts (costs and benefits) of proposed plans or strategies, such as Sectoral Marine Plans for wind, wave or tidal energy. The social values clusters offer a new lens for looking at the impacts of the proposed change. If the most important values clusters are identified at the scoping stage, then recognising and assessing social impacts will involve looking at the strategy or plan with those value clusters as the focus. This is very likely to lead to the need for different types of data, for example data about the skills required for the jobs that will be created, the feasibility of training and the transferability of skill sets to other kinds of work, bringing to the forefront the impact on community networks and sustainability of different kinds of employment.

The values clusters provide a framing which could mean that different questions are asked about impacts, different data is collected and different decisions may potentially be made. Considering offshore renewables developments specifically, the outputs of the dialogue suggest that there are characteristics that are likely to be associated with positive or negative impacts:

- Characteristics such as the scale of the development, the speed with which change is expected to happen, the involvement of companies or institutions that are seen as being 'foreign' to the areas and a lack of transparency, can contribute to a perception of lack of local control and a threat to local identities and practices of all kinds; and
- Innovation and technological expertise tend to be associated with positive impacts on quality of jobs, careers and sustainability.

10.2.5 'Quick-wins' for operationalising the conceptual framework

Section 10.2.3 below sets out a list of key recommendations that would help to fully operationalise the conceptual framework within plan level SIA of offshore renewables

developments. These embody the longer term goals for SIA practice that Marine Scotland should aspire to – i.e. developing a process for SIA that fully takes on board a robust conceptual framework for social values. There are, however, a number of initial steps that Marine Scotland could take to put into practice some of the learning and key findings from the dialogue project. As discussed above, it is important to note that the conceptual framework developed through the dialogue project is based on a small sample size (e.g. the value clusters have not been validated through a quantitative survey with a larger / representative sample). We suggest therefore that the implementation of any quickwin actions is monitored carefully to ensure that unexpected results can be addressed and action modified. Key quick-win actions are set out in the bullets below.

- **Refine / validate the value clusters for specific plans:** the suite of 15 value clusters identified through the dialogue project could be tested and refined / validated for use in specific plans. This would ensure that the value clusters are a better representation of local circumstances, informing other SIA tasks that are undertaken in line with this structure / list of SIA topics (see above). This process of refinement could be undertaken via a survey with local residents, focus groups etc.
- For the assessment of a proposed plan, creation of a checklist of the social values of the potentially affected communities as the focus for SIA or list of SIA topics: a mapping exercise would be carried out to determine the communities potentially affected – positively or negatively – by a proposed plan. A sample community or communities would be chosen for engagement at the scoping stage of the SIA, ensuring that the sample includes a wide range of the different perspectives present across the communities affected. The Round 1 dialogue concentric circles diagrams could be used to get members of the community to spontaneously note the things that are important to them as individuals, followed by a group discussion about how these values are reflected spatially within the community and what is important in the context of the proposed plan: which things participants would like to see flourish and which would need to be protected. The results (completed concentric circle diagrams and record of the group discussion) would be analysed and compared with a reference table of the value clusters and the descriptive words and phrases from the Round 1 dialogue that were used to construct them (Appendix 11).
- Where the same words or phrases, or words with similar meanings are used in the Round 1 dialogues and by the communities potentially affected by the proposed plan, this would confirm the set of value clusters as shown in Table 10.1, which would be used as the list of SIA topics;
- Where value clusters that appear in Table 10.1 are not mentioned in the sessions with the communities potentially affected by the proposed plan, the 'missing' values clusters could be assumed to be less important for the

potentially affected communities and would not be included in the list of SIA topics;

- Where new words or phrases that cannot be assimilated into any of the existing value clusters appear in the communities potentially affected by the proposed plan, a new value cluster would need to be created and included in the list of SIA topics.
- The team carrying out this community engagement exercise should include at least one social scientist who is able to advise on the fit between words and phrases that appear in the exercise(s) with the sample community/ies for the proposed plan and the existing set of value clusters.
- **An improved list of SIA topics:** the value clusters identified through the dialogue project and checked with a relevant sample community/ies can be used as a list / suite of topics for conducting SIAs of proposed offshore renewables – or other marine - plans. This list of 'SIA topics' could then provide a structure for related SIA tasks (see below), in a similar way to the list of environmental issues / topics identified in the EU SEA Directive[43] (e.g. biodiversity, population, flora, fauna, climatic factors, cultural heritage etc). Crucially, the value clusters provide a more realistic / granular representation of what matters to people in their daily lives therefore using them as a structure for SIA would help to ensure that SIA assessments, recommendations etc. are better grounded in reality and more effective.
- **A more structured approach to key SIA tasks:** using the value clusters, key SIA tasks could be undertaken in such a way that they become more targeted and useful in terms of how they capture and reflect the 'lived experience'. For example, the value clusters could be used for scoping, including, where relevant, scoping in / out of discrete values within the clusters (see Figure 10.1). Also, reviewing other relevant plans and programmes and objectives / targets therein in SIA could be structured using the value clusters – in this manner, specific social values can be linked to specific social objectives (identified at different scales, e.g. national / local) to identify the desired direction of change (in policy). Linking strategy to current conditions (baseline) and trends can then help to identify the dynamics of social systems and key issues and opportunities for consideration in planning and SIA. Similar approaches are endorsed in EU SEA policy and guidance (Partidario, 2012).
- **Good-practice community engagement in SIA and plan-development:** the Round 2 dialogue identified a number of aspects of good-practice for conducting community engagement in SIA and the development of offshore

[43] Directive 2001/42/EC: http://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32001L0042&from=EN

renewables plans and projects. These good-practices are set out at section 9.2, many of which are widely held in existing policy and practice (e.g. the use of early engagement) though others are more novel / offshore renewables specific (e.g. only consulting people when there is enough information available on the plan / project to allow informed debate, the notion that people don't want surprises and the use of liaison groups as a focal point for community engagement). Marine Scotland and other relevant stakeholders should consider how these good-practice recommendations can be adopted in community engagement for offshore renewables plans and projects.

10.2.6 Medium-term measures for developing the operational framework

Table 10.3 shows how social value clusters could be used at different stages of SIA.

Table 10.3 Uses of social value clusters at different stages of SIA

SIA stage	How social value clusters could be used	Suggested techniques
Scoping	Using the social value clusters as a structure for data collection would help to understand what a community's main capacities (strengths) and weaknesses or vulnerabilities are and therefore which social issues (values) should be the focus in the SIA.	• Public dialogue, at the appropriate scale, to prioritise key value clusters. • Wider engagement. • Indicator data for baseline.
Assessment	Comprehensive information on key social value clusters would ensure that the assessment of social impacts is evidence-based and that the significance of any potential impacts (positive and negative) can be evaluated effectively.	• Surveys or other information-gathering techniques.
Consultation	Presenting information in terms of values that people recognise should enable a 'no surprises' consultation.	• Public dialogue could be useful in contentious areas.
Post-Adoption	Using social value clusters to explain how issues raised by the public have been addressed should make the Post-Adoption Statement more meaningful. Monitoring should be based on the social impacts that were predicted in the assessment.	• Monitoring: Surveys or dialogue on impacts on social value clusters.

10.2.7 The collection of systematic data on values clusters

Based on a standard and recognised set of value clusters, a range of techniques can be used to collect data on potential impacts of offshore renewable energy plans, strategies and projects, as demonstrated in relation to several techniques trialled as part of the Round 2 dialogue. What is important is that at least initially, there is likely to be a demand for new data on social impacts that have not been measure in the past or for which data is not available at the local community level. During the Round 2 session on how indicators could be used to develop understanding of the potential impacts of offshore renewables on transport and communications connections, some participants struggled to see how the kind of data available (for example, indicators on bus connections) could feedback meaningfully into an understanding of social impacts as it did not cover all the aspects that mattered to them, such as the quality of transport services and internet connections. In some cases, quantitative data may be valuable in assessing the scale of impacts on things of value, but in other cases it may be more important to get qualitative data, for example of the range of functions served by transport or communications infrastructure or the quality of those services.

The set of value clusters could be used as a reference list to make sure that all the types of social values are explored:

- As part of gathering information about the baseline situation in the area / community in terms of the features that are most valued (and therefore need to be protected and maintained) or that cause greatest concern (and that might be improved);
- To identify the range of potential impacts of proposed policies or developments; and
- To understand relationships between valued features and recognise possible synergies and cumulative effects of planned developments.

The main challenge for data collection will be to find different types of data on topics that may not have been considered in SIAs in the past, such as data on changes in social networks and or in practices seen as embodying local identities and culture.

10.2.8 Mapping value clusters to existing indicators

All the value clusters should be mapped to existing indicators and datasets. This would identify the data available at different scales and for different topics that could be useful for conducting more realistic or granular SIAs, especially data from the national statistics service (http://statistics.gov.scot/). This data could be useful at all stages of SIA.

Once the data mapping has been undertaken, a gap analysis should be undertaken to identify strategic data needs to be able to populate and assess indicators against all value clusters. This would be a separate piece of work that may result in

additional indicators or data needs that would need to be maintained by Marine Scotland or another department of the Scottish Government.

10.2.9 SIA template

An SIA template could be developed, based on the value clusters and comprising SIA objectives, assessment criteria and indicators. This would provide a starting point for objectives-led SIA (in line with policy and guidance for other forms of strategic IA in Scotland, especially SEA).

10.2.10 Potential implications for project SIA and developers

The public dialogue described in this report focused mainly on the plan-making stage of offshore renewables development, when engagement is primarily between Marine Scotland and stakeholders, including members of the public and local communities. In discussing the potential impacts of hypothetical developments, participants often raised issues about local impacts that might be associated with the development of local projects. Their questions and observations were extremely valuable for identifying and describing issues from the perspective of the local community, but it was not within the scope of the project to bottom out the most appropriate approaches to assess social impacts at the level of specific development projects.

As a result, the conceptual framework developed through the dialogue, the 'quick-wins' and the recommendations for future practice and research concentrate on the plan or strategy level of assessment and decision-making. In developing and implementing the conceptual framework, Marine Scotland will need to ensure that offshore renewables developers use the information about social values and the potential impacts identified in the plan-level assessment as a baseline for their own project-level assessments and for monitoring social impacts over the stages of the project. Having a clearly structured framework of social values and potential impacts on them should be of benefit to developers, as it will define the key social issues that need to be explored and provide initial information on which to build project-level assessments.

The use of social value clusters is also relevant and could also be applied to many other kinds of development. Many issues that the dialogue participants identified as opportunities or concerns in relation to offshore renewables are also relevant to other sectors; some examples are the creation of new jobs, generation of demand for services and disruption to transport and communications connections. If developers in different fields begin to use the same framework, there may be opportunities for collaboration, for example in carrying out joint assessments for developments involving a number of different sectoral interests or in sharing local data on issues of particular concern.

10.3 Reflections on dialogue as a method for exploring complex subjects

In both rounds of the dialogue, participants showed a real appetite for exploring the issues raised, probing with questions for further information about offshore renewables, the way that development processes happen and the associated changes in the local area. Having specialists involved as part of the conversations meant that they could get answers to many of their questions immediately and this was much appreciated. Throughout the two rounds, the discussions were wide-ranging in scope, allowing many different and often contradictory aspects to be brought out. This allowed nuanced understandings to emerge, along with the recognition of the many different factors, from geography and environment to cultural and socio-economic conditions, as well as personal experience and perspectives, that affect responses.

A similar process was seen in all six Round 1 locations, which supports the idea that there is an appetite for this kind of conversation across different parts of the country and different types of communities. Participants themselves commented on the value of the process for developing ideas in a supportive and non-confrontational setting.

10.3.1 Recommendations to Marine Scotland for future engagement

The dialogue demonstrated that members of the public have the ability to understand and assess complex issues and processes and explore subtle trade-offs. It would therefore be valuable to adopt more participative processes in policy-making and marine planning / development. Key recommendations to Marine Scotland from this dialogue project include:

- **Develop the dialogue materials:** the materials developed and used in this dialogue have the potential to be developed further and used by Marine Scotland (and others, for example in the Scottish Government) in SIAs of future sectoral marine plans and potentially plans in other sectors. The materials could usefully be developed into a standard 'toolkit' (e.g. a set of 'pieces' within a 'board game' design) that would be portable and reusable, supporting deliberative engagement with communities on social values and impacts;
- **Provide training for Marine Scotland personnel in undertaking / managing deliberative engagement:** it is sometimes more appropriate for community engagement on proposed plans and developments to be undertaken by a third party (e.g. a contractor, a community group or a third sector organisation) for reasons of independence, credibility and impartiality. Notwithstanding this, it could be useful for Marine Scotland staff involved in planning and policy-development to be trained in deliberative engagement techniques, either to deliver engagement themselves or to manage others effectively;

- **Undertake social research to validate social values:** the social value clusters developed through this dialogue were identified on the basis of qualitative data and analysis and are not representative of the views of the wider population (e.g. Scotland as a whole, coastal communities in Scotland, etc.) In order to validate and refine these value clusters, it could be beneficial to undertake a quantitative study (e.g. a face-to-face or online survey) with a representative sample of the population of interest; and
- **Consider the implications for the private sector:** the dialogue was undertaken with Marine Scotland and with SIAs of sectoral marine plans in mind. The use of social value clusters would need to be taken through from the plan level into the development of individual projects. Marine Scotland may therefore also consider the value of developing specific guidance for developers on how social values can be better incorporated within project Environmental Impact Assessments (EIA).

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Appendix 1: Recruitment Questionnaire

Recruitment questionnaire

Good morning/afternoon/evening. My name is ... We are looking for members of the public to participate in a conversation about the possible impacts of generating renewable energy in the seas around Scotland. The purpose of the public dialogue is to understand what the Scottish people think about the social impacts of offshore renewable energy developments like wind, wave or tidal energy and how members of the public would like to be involved in discussing these issues with Marine Scotland in the future. As part of this work Marine Scotland and Sciencewise are running group discussions with local people in a number of localities in Scotland.

Just a bit of background, you may have heard of Marine Scotland, they are responsible for planning and managing Scotland's seas and carry out consultations to get the views of organisations and members of the public on its proposals. They want to improve the way that they take account of the potential impacts of their work on people's lives so that their decisions reflect what is important for local people and communities.

Your involvement would include participating in a public dialogue workshop, to take place in [Kirkwall and St Ola Town Hall and Community Centre] on [28/02/2015] with 15 participants / members of the public. A small number of specialists from Marine Scotland and experts would also attend / participate to provide information and background for the discussion. The event is expected to last a total of 6 hours, including breaks for coffee and lunch, which we will be providing. As a thank you for your time a £75 cash incentive will be provided upon completion.

This Public Dialogue will offer valuable input in developing an understanding of the hopes and concerns of local communities in Scotland with regards to the development of offshore renewable energy. Would you be interested in participating?

Thank you. May I please ask a few questions to confirm your eligibility for this dialogue?

1. Are you a resident of Orkney?
   Yes
   No - THANK and close
2. Have you, in the last 6 months, participated in any consultation about offshore renewables?
   Yes GO TO Q3
   No GO TO Q4
3. ASK IF Q2=YES Have you submitted a response individually or as part of an organisation (e.g NGOs, local /community groups)?
   Individually

As part of an organisation - THANK and close

4. Are you part of any organisation (e.g. NGOs, local /community groups) that is actively involved / interested in the area of renewable energy?
   Yes
   No
   Unsure / Don't know

Interviewer Note

Despite not qualifying for this workshop if respondent is still interested please ask them to email the Marine Scotland offshore Renewable Energy team: OffshoreRenewableEnergy@scotland.gsi.gov.uk for further details

5. Interviewer to record sex of respondent:
   MALE FEMALE
6. Which of the following age categories do you belong in:
   15 years old or younger - THANK and close
   16-24 years old
   25-34 years old
   35-44 years old
   45-54 years old
   55-64 years old
   65-74 years old
   75 years or older
   Prefer not to answer
7. Which of the following best describes your ethnic background?
   A. White
      Scottish
      Other British
      Irish
      Gypsy / Traveller
      Polish
      Other white ethnic group
   B. Mixed or multiple ethnic groups
   C. Asian, Asian Scottish or Asian British
      Pakistani, Pakistani Scottish or Pakistani British
      Indian, Indian Scottish or Indian British
      Bangladeshi, Bangladeshi Scottish or Bangladeshi British
      Chinese, Chinese Scottish or Chinese British
      Other
   D. African
      African, African Scottish or African British
      Other
   E. Caribbean or Black

Caribbean, Caribbean Scottish or Caribbean British
Black, Black Scottish or Black British Other

F. Other ethnic group
Arab, Arab Scottish or Arab British
Other

8. Which of the following best describes your employment status?
Employed
Self-Employed or freelance
Retired
Student
Unemployed
Long-term sick or disabled
Other
Prefer not to answer
9. **ASK IF Q8= EMPLOYED OR SELF-EMPLOYED FREELANCE** Which sector / industry are you currently employed in?
10. Which of the following best describes the highest qualification you have attained or level of school you have completed? If currently enrolled, highest degree received.
Grade, Standard Grade, Access 3 Cluster, Intermediate 1 or 2, GCSE, CSE, Senior Certificate or equivalent
SCE Higher Grade, Higher, Advanced Higher, CSYS, A Level, AS Level, Advanced Senior Certificate or equivalent
GSVQ Foundation or Intermediate, SVQ level 1 or 2, SCOTVEC Module, City and Guilds Craft or equivalent
GSVQ Advanced, SVQ level 3, ONC, OND, SCOTVEC National Diploma, City and Guilds Advanced Craft or equivalent
HNC, HND, SVQ level 4 or equivalent
Degree, Postgraduate qualifications, Masters, PhD, SVQ level 5 or equivalent
Professional qualifications (e.g. teaching, nursing, accountancy)
No qualifications
Other qualifications
Prefer not to answer

Interviewer Note:

Check available quotas and if appropriate recruit for dialogue group.

- Thank you for your time. Unfortunately we can't interview you on this occasion.

OR

- Thank you for time. I can confirm you are eligible to participate in this public dialogue. Can I please record your contact details so that we may contact you in the near future to confirm the details of the time and venue of the meeting?

Record participant contact details Name:

Last Name:

Telephone no:

Email Add:

Appendix 2: Summary of Attendance at Each Public Dialogue Workshop

Kirkwall (Total Nº participants = 15)

Gender	Male			Female		
	6			9		
Age	16-24	25-34	35-44	45-54	55-64	65+
	1	2	2	4	4	2
Employment status	Employed		Unemployed	Student		Retired
	12		2	0		1
Educational level achieved	Primary/Secondary		Further	University		Not available
	1		6	6		2

Islay* (Total Nº participants = 13)

Gender	Male			Female		
	8			5		
Age	16-24	25-34	35-44	45-54	55-64	65+
	1	3	2	1	4	1
Employment status	Employed		Unemployed	Student		Retired
	10		1	0		1
Educational level achieved	Primary/Secondary		Further	University		Not available
	8		2	2		1

*One female participant was a last minute recruit and details were not provided.

Helmsdale (Total Nº participants = 15)

Gender	Male	Female

	8			7		
Age	16-24	25-34	35-44	45-54	55-64	65+
	4	2	3	4	3	3
Employment status	Employed		Unemployed	Student		Retired
	9		2	1		3
Educational level achieved	Primary/Secondary		Further	University		Not available
	8		4	3		0

Stranraer* (Total Nº participants = 18)

Gender	Male			Female		
	9			9		
Age	16-24	25-34	35-44	45-54	55-64	65+
	5	2	4	2	3	2
Employment status	Employed		Unemployed	Student		Retired
	7		6	2		3
Educational level achieved	Primary/Secondary		Further	University		Not available
	-		-	-		18

*The recruiter did not provide information on the educational qualifications of the Stranraer participants

St Andrews* (Total Nº participants = 17)

Gender	Male			Female		
	7			10		
Age	16-24	25-34	35-44	45-54	55-64	65+
	2	3	3	4	2	3
Employment status	Employed		Unemployed	Student		Retired

	13	0	1	3
Educational level achieved	Primary/Secondary	Further	University	Not available
	-	-	-	17

*The recruiter did not provide information on the educational qualifications of the St Andrews participants

Glasgow (Total Nº participants = 17)

Gender	Male			Female		
	8			9		
Age	16-24	25-34	35-44	45-54	55-64	65+
	4	2	5	2	2	2
Employment status	Employed	Unemployed		Student	Retired	
	14	0		2	1	
Educational level achieved	Primary/Secondary	Further		University	Not available	
	7	8		2	0	

Appendix 3: Final Round 1 Dialogue Process Plan

CORR/5536 A two way Conversation with the people of Scotland on the Social Impact of Offshore Renewables

Dialogue Objectives

The Project A Two Way Conversation with the People of Scotland on the Social Impacts of Offshore Renewables, aims:

To engage with the people of Scotland in areas of renewable energy potential, through a series of public dialogue sessions, to explore the social impact of renewables development, using a process that is mutually beneficial in line with Sciencewise guiding principles.

The central driver and focus for the Project are the six main challenges defined by Marine Scotland, which set its broad context. We have used the various issues raised within the challenges to identify objectives for the dialogue project overall, as well as specific objectives for the dialogue events.

The Round 1 events are expected to achieve the project's objectives by generating the key outputs shown in Table A3.1.

Table A3.1: Relationship between challenges, objectives and Round 1 Dialogue Outputs

Challenges to address	Objectives for the dialogue	Round 1 Dialogue Outputs
1. Open Policy Making - giving the public the opportunity to participate and influence policy	To design and run a dialogue process that gives members of the public the opportunity to identify and assess the social values that could be impacted by the development of offshore renewables. To understand how members of the public would like to engage with Marine Scotland consultations with respect to the social impacts of offshore renewables. To incorporate information from the dialogue into policy-making.	i. A record of the event that reflects a high level of engagement and participation by all public participants. ii. A list of physical features, activities and relationships that public participants value in their lives (also addresses Challenge 3). iii. Reflections by public participants on how they think about valued and important features of their lives. iv. Exploration by public participants of realistic scenarios for the installation of offshore renewables technology and how this might affect the things they value, including both positive as well as negative aspects. v. Suggestions from public participants of things that would facilitate and improve their future engagement with Marine Scotland on the social impacts of offshore renewables.
2. Getting the right representation	To involve a wider audience not previously engaged about marine development issues.	vi. The social characteristics of the public participants at each event provide a fair reflection of the composition of the local community.

3. Asking the right questions – assessing Social Impact	To develop and try out new approaches to understanding and assessing social impacts that are able to account for complex social interactions and heterogeneous communities and that reflects lived experience.		[A list of physical features and relationships that public participants value in their lives (Also addresses Challenge 1)]
4. Meeting multiple policy objectives	To provide a wider understanding of what people value and their aspirations for the future, as a basis for assessing social impacts in other policy areas.	vii.	[Reflections by public participants on wider societal impacts of offshore renewables (Partially covered in Round 1. Also addresses Challenge 6)]
5. Up skilling	To provide Marine Scotland Marine Scotland staff with experience of engaging in two-way conversations with members of the public.	viii.	Staff from Marine Scotland participate as specialists in the dialogue events.
6. Interacting with other research	To consider the socio-economic impacts of marine offshore renewables in the context of other areas of marine policy and planning and how public dialogue could be developed for these.		[Reflections by public participants on wider societal impacts of offshore renewables. (Partially covered in Round 1. Also addresses Challenge 4)]

Of these outputs, (i), (vi) and (viii) will be delivered over the whole day. Outputs (ii) – (v) and (vii) will be delivered by specific exercises.

Dialogue Participants

The Round 1 dialogue events will bring together a group of around **15 public participants** and **up to 3 specialist participants** in six different locations.

Process Plan

The dialogue event will run from 10 am to 4 pm, with two breaks for tea and coffee and one longer lunch break during the day.

The Process Plan in the table below sets out the timing and description of each activity, the materials to be used, the team members and /or experts to be involved in it and its expected outputs.

Time	Activity	Materials	Person responsible
08.00	**Set up** Set up venue – move furniture, set up IT equipment, put out materials, check facilities, etc		Facilitation Team: CTR, DA, DB, RL
09.00	**Briefing for specialists** Short review of role and how the day will run in the venue. Specialists will already have received the process plan and briefing for specialists and have had the opportunity to talk through the plan and any queries with a member of the Project Team.	Briefing for specialists sheet	Lead Facilitator
09.30	**Registration, tea and coffee**	Registration List	
	Individually welcome participants, get them to register, provide them with materials	Badges 3 Flipchart sheets with Before/After exercise Post cards (18)	Support Facilitators

	Before and After Exercise [Three flip charts, each with a question and a scale[44] Expectations Exercise [Blank postcard for participants to imagine they are writing to a friend about what they are expecting from the day – put in box for facilitators to use afterwards]		
10.00	**Session 1: Welcome and introductions (25 mins)** • Health and Safety information • Welcome and introduction by the facilitator o Event is part of a project commissioned by Marine Scotland and Sciencewise to engage with the people of Scotland in areas of renewable energy potential in order to explore the ways that the development of offshore renewable energy technologies could affect people's lives. • Introductions around the room (public participants, specialists, facilitation team and independent evaluator. (7 mins) • Marine Scotland introduction o What MS is doing on renewable energy o Why MS is doing it	[NB: If possible put all the slides into a single file or same folder] Slides: Facilitator's slides Slides: introduction to the dialogues	Note-taker (throughout session): Support Facilitator Lead Facilitator Marine Scotland Specialist

[44] 1) How much do you know about renewable energy installations (wind, wave, tidal) in the sea? (Scale: Everything – nothing at all); (2) To what extent do you think that offshore renewable energies will affect your life? (Scale: Not at all – Change completely) (3) How positive or negative do you think that the development of offshore renewable energies will be for you? (Scale: Very positive – Very negative)

o When communities can participate o Why understanding how the social aspects of people's lives will be affected (alongside environmental and economic factors) is important. o How the input from the dialogue will be used. (10 mins) Clarifications (3 mins) • What dialogue is and the role of Sciencewise (2 mins) • Facilitator goes through programme for the day o Breaks, end time, • Payment of incentives • Ground rules (3 mins)	Facilitator slides – programme, ground rules	Sciencewise or Lead Facilitator Lead Facilitator

10.25	**Session 2 Exercise What is important to you** **Session 2A Individual pictures** Lead Facilitator: We want to know what is important to you, what are the things that you care about. We are going to work in two groups for this first exercise. Move into two groups Facilitators: The sheet of paper in front of you shows a person at the centre of a series of increasingly large circles. Imagine that you are that person. Please draw/write the things that you value in the circles around you. The first circle represents things/people/places/activities /environments that you value the most or are most important to you and the second and third circles represent the things/people/places/ activities/environments that you value but to lesser degrees. Feel free to write/draw whatever comes into your head - there are no right or wrong answers. We can give you some ideas to help you think about what you might put in your picture and feel free to discuss/share your thoughts within your group or in pairs to help you develop your picture. (1 min) Facilitators prompt people to think about what's important to them and in relation to the things they do: • on a daily basis • free time & weekends • at other times	18 A3 sheets of paper with 3 concentric circles Thin pens Marker pens Kitchen timer [Set timer for 15 mins] Tape recorders (2)	Lead Facilitator Lead Facilitators Support Facilitators

(9 mins total)

Prompts for group:

- You've identified places and physical things. What about other things that are important like activities, views, etc? Do you have to be able to see, visit or experience things for them to be important?
  (5 mins)

Recorder at each group takes notes of conversations, comments etc.

10.40	**Session 2B: Building your Community - Mapping the things that are important to you** Facilitators: Now that you all have your personalised pictures of what is important to you, we would like you to look at them in relation to a place. This is an imaginary place that doesn't actually exist, but we have given it characteristics that are typical of lots of places on the Scottish coast. In this next exercise we would like you, as a group, to create 'a location or community' that supports the range of values or the things that are important for you. Using this map of the hypothetical location which has a coastline, small settlement (c. 6,000 inhabitants), some hamlets, links to larger towns, plus a few environmental, urban and transport infrastructure elements, please make it into a place where you could live by putting in the things that you said you value. Please use the icons to represent places and activities– if you can find the pictures you need, take those icons. We also have blank ones in different colours that you can draw or write on if you can't find a particular picture. If the icon is not quite right, feel free to change it to make it what you want. You can also write explanations on the icons or on post-its. (5 mins to find initial icons) Now let's see where the things you value go on the map. So for example: Let's take one of the things on your personal	Plain Map with Icons with general categories of things and plain icons in different colours Blutac/stands to stick icons Range of pens Post-its Tape recorders (2) (Set timer to 5 mins] [Set timer for 15 mins] Tape recorders (2)	Lead Facilitators

picture, say ‘work’. What places or physical things do you associate with work? (e.g. places of work such as port, farm, train station to get to the city etc). Are there any key places of work for this location? (e.g. ferry, fishing, farming? Do people commute?). Can you put these ‘work’ icons on the map to show those locations?
Please note; If you don’t think that there are any physical places or things associated with your value, please write that on a post-it and stick it at the edge of the map.

Let’s see what you have got (invite someone to start by showing an icon they have chosen). Go round the others to see if they have something similar. When no more similar icons, ask people to put their icons on the map where they think is right and comment on where they have put them.
Repeat this process for other values, with a different participant starting each time, until there are no further icons to discuss.
(15 mins)

Let’s look at what we have got:

- Any general comments on this hypothetical community?
- Any comments on why / how you selected your icons – did you go for any particular types of pictures or colour coding? Have any icons or icon categories been selected more frequently than others?
- Are there things that are missing?

(5 mins)

11.05	**Session 3: Plenary** Before taking a break, let's get your views about the communities you have created. • Let's stand up and look at Group 1's map: • Would Group 1 like to mention any important characteristics or features of your community? [Group members point out any key features on their map] • Now let's go to see Group 2's map. Can Group 2 tell us something about their community? [Group members point out any key features on their map] • Did you have any comments on the way that you selected your icons – any icons chosen more / less frequently than others? • Looking again at your personal values pictures, is there anything missing from your community? What? Why did you not manage to get it on the map? (10 mins)	Completed maps on tables Support Facilitator writes key points from plenary discussion on flipchart Tape recorder (1)
11.15	Break [Facilitators meet to: • Make a quick check of postcards – anything to bear in mind later? • Consider whether anything needs to be added to the maps to reflect what one or other group has said during the plenary. It won't necessarily be the same things that are	Facilitation Team consider if anything needs to be added to maps Support Facilitator takes photos of group work

	added to each map. If changes are made, facilitators will take care to point this out when their group returns from the break]		
11.35	**Session 4: Short presentation by Marine Scotland: Introduction to offshore renewable energy technologies and installations and Q&A.** Themes to cover: Technology - The range of technologies being employed Geography - locations and geographic spread of developments (map) Timescales of development – when are technologies expected to be developed (i.e. are they ready for commercial use? What is the timescale for that to happen?) Scale of installations (how small -> how large?) Phases for development/main things that happen at each stage: • Planning and design • Construction • Operation • [Decommissioning] (15 mins) Followed by Q&A (10 mins)	MS Slides Flipchart & pens	MS specialist Lead Facilitator to note Q&A on flipchart Support Facilitator to type notes of questions & answers

12.00	**Session 5A: Future scenarios – Generic changes** Plenary Lead facilitator explains the scenario approach: We are going to use scenarios to explore what might happen in certain situations in the future. A scenario is a plausible future situation, not a proposal for what should happen. We are going to go on using the maps you have been developing, to look at a hypothetical coastal community, not a real place. We will go on working in our two groups. Each of your groups will have one specialist working with you. They are not there to tell you what to do but as a resource. So if there is information or clarifications that you need, you can ask your specialist. Working in two groups Generic components of renewable energy projects. There are elements which are common no matter what the technology: survey activity, offshore and onshore cabling, increased vessel traffic, onshore compounds, increased numbers of people and increased transport. Facilitator gives out the generic factsheet, describes the changes and puts them on the map. The group considers what this will mean and asks the specialists for any information or clarifications they need. Recorder notes questions as well as comments and discussion. (10 mins)	Maps with information added by participants Stick on information on the elements for the generic scenario • Survey activity • Cable laying • Vessel traffic • Onshore substation • People • Transport Pens Post-its Tape recorders (2)	Lead facilitator Lead Facilitators Support Facilitators

	The group discusses: • What are the positive impacts of this planned development for the local community? • What negative impacts could there be? • How do you feel about these changes? • What could be done to ensure that positive impacts are realized and negative impacts are prevented or limited? (15 mins) Summary: The Facilitator asks the group to review the discussion: • Which groups/individuals' views have been captured? Have any views or perspectives in the community been left out? If so, whose? [Facilitator to suggest groups or sectors not represented, if these are apparent] • Any other reflections? We'll now have a 50-minute lunch break. Please take the opportunity to have a look at the other group's work at some point during the break. Could you make sure that you are back at this table at 1.15? (5 mins)	
12.30	Lunch	DBSupport Facilitator takes photos of the two groups' work

13.15 **Session 5B: Scenario 1: Wind 1**

[Plenary]

Lead Facilitator. During the afternoon we are going to look at scenarios for the development of three different renewable energy technologies. Remember that the scenarios are hypothetical situations, not actual developments that are necessarily happening or going to happen. We will be asking you to think about these developments:

Lead Facilitator

- How might they affect things that are important to you individually and to the community
- How might they affect particular people or groups.
- What actions you might take in response to these changes?
- If there are any particular things of importance that you feel should be protected.

Wind energy Scenario 1
Factsheets (26) Wind energy scenario 1 elements to add to the map Pens
Post-its
Tape recorders (2)
[Set timer for 35 minutes]

Lead Facilitators
Support Facilitators

This session focuses on the first of three scenarios for offshore renewable technologies. We will now discuss the technology in more detail in our two groups.

[Working in groups]

Scenario Wind 1

The facilitator hands out the Scenario Factsheet for this scenario and then briefly describes the scenario and tweaks puts the pieces on the map to show the Wind technology scenario 1:

- Map insert with array;
- Supply chain (Scottish-level industry/technology);

- O&M Base with helicopter pad;
- Communications infrastructure;
- 200 houses.

What initial queries or comments do you have about what is going on in this scenario?
(10 mins)

How would you respond to these changes:
- What would be the impact on the things you value?
- How would you feel about the situation?
- What actions might you take if this technology was introduced?

(15 mins)

Let’s think about whether there are any people in the community who might have different views on this scenario. [Use the prompt list to find relevant characters, e.g. if the group has talked about the importance of the school, the facilitator could ask them about how they think the school teacher might feel]
- What opportunities and threats would this person see?

(10 mins)

Prompt list of characters

13.50 **Session 5C: Scenario 2: Wind 2**

Now we are going to look at another scenario for the development of offshore wind energy. [The facilitator removes the movable pieces from the previous scenario, describes briefly the specifics and tweaks the generic infrastructure to show a Wind 2 technology scenario: • Map insert with array; • small O&M base; • static platform by array; • 50 houses.]	Wind 2 Scenario Factsheet (26) Elements to put on the map for the Wind 2 scenario Pens Post-its Tape recorders (2) [Set timer for 25 mins]	Facilitators: CTR + DA Recorders: DB + RL
We have been joined for this session by X. X, could I ask you to briefly describe this scenario?		
After the short introduction, participants ask questions about the scenario. (5 mins)	Prompt list of characters	
How would you respond to these changes: • What would be the impact on the things you value? • How would you feel about the situation? • What actions might you take if this technology was introduced? (15 mins)		

	Let's think about whether there are any people in the community who might have different views on this scenario. [Use the prompt list to find relevant characters] • What opportunities and threats would this person see? • What about the community as a whole: do you think there would be any overall impacts on relations between people within the community, general well-being or ability to cope with shocks, stresses and change generally? (5 mins)		
14.15	**Break**		Support Facilitator takes photos of the two groups' work
14.35	**Session 5D: Scenario 3: Tidal energy** Now we are going to look at a scenario for the development of different kind of offshore energy: tidal energy. The facilitator removes the movable pieces from the previous scenario, and adds the pieces to show the Tidal Scenario: • 60-turbine array, bigger supply chain; • large local storage area; • same O&M Base; • 270 houses. Our specialist for this session is Y. Y, could I ask you to briefly describe this scenario?	Tidal energy Scenario elements to add to the map Tidal energy Scenario Factsheets (26) Pens Post-its Tape recorders (2) [Set timer for 25 minutes]	Lead Facilitators Support Facilitators

After the short introduction, participants ask questions about the scenario.

(5 mins)

How would you respond to these changes:

- What would be the impact on the things you value?
- How would you feel about the situation?
- What actions might you take if this technology was introduced?

(10 mins)

Let's think about whether there are any people in the community who might have different views on this scenario. [Use the prompt list to find relevant characters]

- What opportunities and threats would this person see?
- What about the community as a whole: do you think there would be any overall impacts on relations between people

Prompt list of characters

	within the community, general well-being or ability to cope with shocks, stresses and change generally? (5 mins) Summary of scenarios sessions • Looking back at your discussions of the scenarios, how do the scenarios compare in terms of their positive or negative impacts on things of value to local people and the local community? • Are there any key things that you would want to see protected? Why? [e.g. because they are easy to damage, because they are critical to the functioning of the community, etc. Facilitator marks these things on the map.] • What are the main opportunities that you have identified (up to two)? Are they associated with one or more technology or could be associated with any? What would be the benefit of these for local people? [Facilitator marks these things on the map.] (5 mins)	Worksheet with the three questions	
15.00	Session 6: Plenary reflection on the scenarios exercises Lead Facilitator: Thank you for all your work. Let's have a look at what the two groups discussed about the scenarios for the	Flip chart Pens	Lead Facilitator Support Facilitators

development of offshore renewable energies and how they might affect what is important for local communities.

Let's come over to Group 1 [Everyone stands up and moves to look at Group 1's map] Group 1 – would you like to say what key things you noted from your discussions:

- Main differences between scenarios in terms of their impacts on things you value?
- Main things of value to be protected?
- Main opportunities?

Members of Group 1 comment on the points noted on their maps.

Now let's move to Group 2's map. Group 2 – would you like to say what key things you noted from your discussions:

- Main differences between scenarios in terms of their impacts on things you value?
- Main things of value to be protected?
- Main opportunities?

Members of Group 2 comment on the points noted on their maps. (15 mins)

Yellow dots (3 x 18)
Start and finish posters

Support Facilitators to distribute dots

Before you go back to your tables, could I ask you to take the three dots you have been given and stick one on each of the three posters we asked you to full in when you arrived this morning?

Facilitator encourages a short discussion about:

	• Things that people generally felt strongly about (similar opinions) • Things where opinions were divergent • Areas in which participants felt that they needed more information / clarity Do you think we have covered the main issues coming out of your discussions? Does anyone have anything they would like to add? (5 mins) The lead facilitator invites comments on two questions: • Did the process allow you to identify the main impacts or do you think there are others that we haven't considered? • What other information would you need to help you understand and assess the social impacts of offshore renewables? (10 mins)		
15.30	**Session 7: How would you like to engage with the Scottish Government? (15 mins)** Working in plenary We would like to understand better how we should communicate with members of the public on offshore renewables. We would like to hear your ideas on: • How you would like to/think you should be involved? How should we get information to you? What forms of communication would be most useful, accessible?	Flip chart Pens	Lead Facilitator Support Facilitator (Flipchart recorder) Support Facilitator (typed record)

	• How would you like to see your values represented?		
15.45	**Session 8: Conclusions and Next Steps** • Review the responses to the questions asked at the start and end of the day – what has changed and why? (5 mins) • Remind participants about the Round 2 event (which will look in more depth at some off the issues raised in these Round 1 sessions and will consider ways of assessing social impacts of offshore renewables in the future) and encourage people to sign up • Ask participants to complete evaluation forms and leave time for this [these will be provided by the Independent Evaluator] (10 mins)	Start and finish posters Evaluation forms	Lead Facilitator Independent evaluator or Lead Facilitator
16.00	**CLOSE** **Payment of incentives**	Round 2 Sign-up list Payments in envelopes	Lead Facilitator

Appendix 4: Details of Materials for Round 1

The use of materials which enable participants to engage directly with the subject matter is a key element of the dialogue approach. Public participants first created their own individual pictures of the valued and important features of their lives and then converted these into elements on a shared map of a hypothetical coastal location which became the site for the scenarios for the development of different offshore renewable energy technologies.

Round 1 Description of the materials

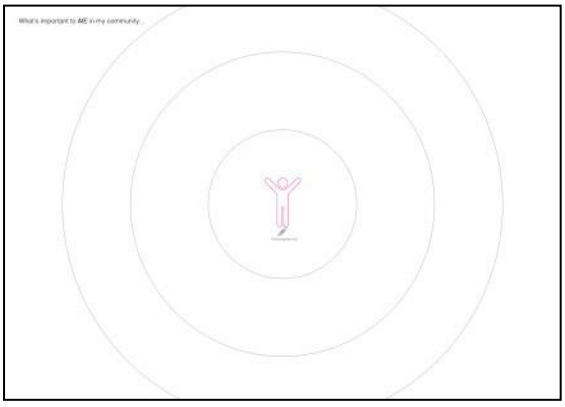
Baseline and final views posters

Three posters were used to record participants' views and attitudes on offshore renewables at the start and end of the dialogue event, to see how views change over the day.

How they work:

Participants were given three sticky coloured dots when they arrived and asked to put one on a scale on each posters. The same exercise was repeated at the end of the day, using different coloured dots.

Concentric circles pictures



A3 sheets of paper with a figure (male/female as appropriate) in the centre of three concentric circles How they work:

Each participant was given a blank picture. Participants were invited to imagine that they were the figure in the middle and to draw or write the things that they valued, using the circles to show relative importance of the things.

‘What is important’ markers

Small paper markers that can be put on the map to show the things that people value. Icons were used for common things (e.g. family, health care) and colours differentiated types of things (e.g. economic capacities, community capital, etc.) How they work:

Participants chose the markers they wanted and wrote on them the things they valued from their pictures. The markers were put on the map.

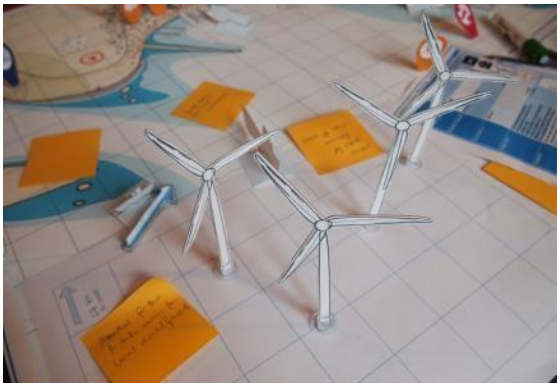
Maps of a hypothetical coastal location

Large map showing a hypothetical coastal location with features such as a small town, port, golf course island. About half of the map was sea.

How they work:

Each small group had its own map on which it put the markers showing the things that participants valued as well as models of the offshore renewable energy technologies and support structures that they were discussing in each scenario.

Scenario ‘pieces’



Cardboard models of elements of the scenarios discussed during the dialogue, e.g. offshore renewable energy technologies, support installations, ships, etc.

How they work:

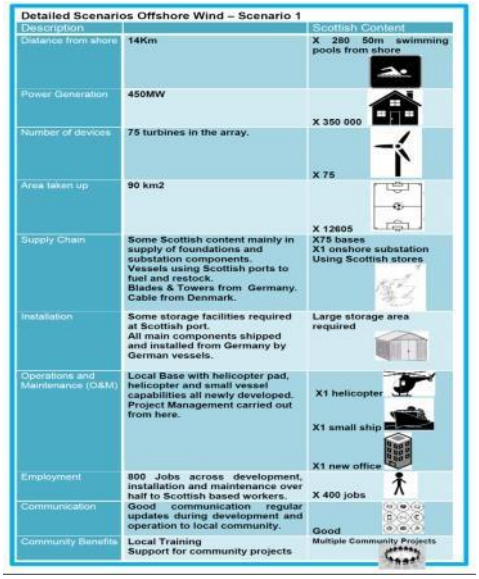
Before the discussion of each scenario, the facilitator puts the relevant pieces on the map, so that participants can visualise the scenario.

Scenario Factsheets

One-page sheet for each scenario with standard information on one side (e.g. distance from shore, power generation, number of devices, etc.) and photos on the other side.

How they work:

At the start of each scenario session, participants receive a factsheet which they can refer back to during the discussion.



Detailed Scenarios Offshore Wind – Scenario 1

Description		Scottish Content
Distance from shore	14Km	X 280 50m swimming pools from shore
Power Generation	450MW	X 350 000
Number of devices	75 turbines in the array.	X 75
Area taken up	90 km2	X 12605
Supply Chain	Some Scottish content mainly in supply of foundations and substation components. Vessels using Scottish ports to fuel and restock. Blades & Towers from Germany. Cable from Denmark.	X75 bases X1 onshore substation Using Scottish stores
Installation	Some storage facilities required at Scottish port. All main components shipped and installed from Germany by German vessels.	Large storage area required
Operations and Maintenance (O&M)	Local Base with helicopter pad, helicopter and small vessel capabilities all newly developed. Project Management carried out from here.	X1 helicopter X1 small ship X1 new office
Employment	800 Jobs across development, installation and maintenance over half to Scottish based workers.	X 400 jobs
Communication	Good communication regular updates during development and operation to local community.	Good
Community Benefits	Local Training Support for community projects	Multiple Community Projects

Appendix 5: Initial Code Tree

Marine Scotland Public Dialogue Round 1

Code Tree

SIA categories

Way of life: How people live, work, play and interact with each other
Clean environment
Honesty, safe environment: Part of living in a small community - trust between people and low/no crime Time to myself, free time
Peace and quiet

Culture: Shared beliefs, customs, values and language or dialect
Entertainment
Tourism
Cultural heritage
Local newspaper, website etc
Gaelic
Art, photography
Local/national identity
Music, dancing, singing
Design / placing of buildings/development

Community: Its cohesion, stability, character, services and facilities Being involved
Library
Parks, recreational facilities
Age balance
Schools/education
Friends, neighbours
Church
Housing
Shopping
Socialising and the places to do that e.g. pubs
Transport connections, accessibility, driving
Supporting others, caring for others, knowing everyone
Energy

Political or decision-making systems: Including engagement

Environment, health and wellbeing
Views: Views of landscape/sea etc
Connection to nature
Sea mammals: whales dolphins etc
Birds

Fishing
Happiness/wellbeing
Walks
Name of specific place e.g. Islay
Sea, coastline, beaches
Environment, landscape, weather
Health, hospitals, GPs: includes personal health and access to health facilities
Using potential of nature :Ecosystem services
Noise
Pollution

Fears and aspirations

Freedom
Community sustainability
Being too insular
Able to stay in place
Respect for the land, environment
Equality
Belonging
Cost of living, money: this includes mentions of cost of energy, fuel
Innovation: Locality / Scotland / UK as world leader in technology
Influx of workers from outside community

Personal and property rights

Space: interpreting this as having space around you - openness etc
Home: used to mean place and emotional attachment
Garden
Possessions

Values related to resilience categories

Social resilience: relating to vulnerability characteristics, demographics deprivation Institutional resilience
Economic
Infrastructure
Community capital: links with community in SIA categories as well but means networks - social capital specifically

Responses to themes raised by facilitators

Positive impacts of offshore renewables
Negative impacts of offshore renewables
Potential benefits of offshore renewables
Community benefits
Feelings about change
Actions in response to change
Specific groups impacted by changes

Ways of reducing or improving impacts

Scenarios

Generic
Generic wind
Wind 1
Wind 2
Tidal

Appendix 6: Codes Added During Analysis

Emerging values: not covered by SIA categories or resilience categories

- Inter-generational : used when intergenerational values mentioned Pets
- Travel: interpreted as wanting to travel
- Local jobs, jobs to keep young people
- Agriculture
- Local Industry
- Family, family life: Used when participant mentions family as something important to them and refs to family life
- Technology, broadband, internet
- Sports/recreation/reading: includes reading, keeping fit
- Personal careers, jobs, work, unemployment: used when people mention their jobs or careers as important - links with econ resilience
- National benefits: Benefits for Scotland or the UK in terms of energy, economic development or sustainability.
- Training and skills
- Local investment
- Local economy
- Attitudes to change generally
- Research

Questions asked by participants

Communications and engagement

- Engagement
- Information
  - Easily accessible information
  - Provide detailed information
  - Information on techs / impacts
  - Information on job creation / benefits
- **Stakeholder typology**: Different types of community level stakeholders that should be engaged by Marine Scotland on marine planning issues
  - Local communities
  - Young people
  - Multi-generational: Participants should ideally be drawn from all age groups represented in the community
  - National
- Strategies for engagement
  - Early engagement
  - Multi-stage engagement
  - Public dialogue
  - Democratic process / involve politicians: Includes access to democratic / fair decision-making and political representation (MSPs, MPs and local councillors) Community liaison group: Provides a bridge between communities, institutions and private companies (linking capital)

- Public meetings
- Games / make it fun for young people
- Social media / word of mouth : Could be a function of bonding and bridging social capital
- Engaging young people
- Adverts / leaflets
- Via schools / education
- Public exhibitions

Barriers to engagement

- Community / individual views not listened to
- Government / Council / Institutions only interested in money
- Lack of confidence
- Perceptions of public / lay knowledge: Includes perception that the public / local communities can't understand or process complicated information
- Low participation rates: Includes challenge of encouraging / motivating people to participate in consultations and engagements
- Social media restrictions at work
- Leaflets are ignored / binned
- Lack of transparency

Principles / values for engagement: Includes the various principles and values that underpin democratic processes (e.g. public policy)

- Public to be involved in decisions
- Responsibility of developers
- Responsibility of community for managing coast/sea

Appendix 7: Final Round 2 Dialogue Process Plan

Marine Scotland Public Dialogue

Round 2 Objectives And Final Programme

General Objective of Marine Scotland's Two-way conversation with the people of Scotland on the social impact of offshore renewables

To hold conversations with people in Scotland in order to identify the things that are important to them, to understand how these might be affected by the development of offshore renewables, to explore ways of taking these perspectives into account in decision making and to find out how best to engage members of the public in the future.

Key objectives of the Round 2 Public Dialogue Event

1. To validate approaches that have emerged from the Round 1 dialogues to (a) understand and categorise the things that people see as important ('social values') and (b) describe the potential impacts of offshore renewables on these valued things.

2. To facilitate collaboration between expert and public participants to develop ideas about how social impact assessment could be improved (in terms of timing, focus, level and depth of assessment and the people involved) in ways that ensure that the lived experience, interests and concerns of those potentially affected are taken into account.

3. To explore what members of the public feel are the most important values that should be considered in social impact assessment that capture and assess what is important to people and explore the principles of how information on these important things can be collected by trying out existing techniques.

Focus

The dialogue will focus on the assessment of plans, programmes and strategies, as this is the level at which Marine Scotland has experience of carrying out Social Impact Assessments and where it is keen to improve practice. In reviewing the outputs of the

Round 2 Dialogue Event, the contractor's team will consider the relevance of any findings to the project-level and whether these could be used by Marine Scotland in developing guidance for project-level assessments.

Programme for the Round 2 public dialogue event

Time	Objective	Activity	Materials	Leads
Day 1				
6.00 pm 30 mins		b Opportunity to look at materials from R1: postcards, Concentric Circles, maps. Ask participants to put 'Before' dots (Yellow) on three Before & After posters Invite participants to write comments on a flipchart or post its. This will be up through the event	Goody bags with programme and basic information for the event Materials from R1: postcards, Concentric Circles, maps (1 per location except Kirkwall). 3 Before & After posters + 15 yellow dots Flipchart & post its for participants' comments	PP/PO to register participants Marine Scotland to bring goody bags (LL) PO to bring R1 materials
6.30 15 mins	Public and specialist participants understand the purpose of the event and what is going to be covered. Everyone knows who is in the room.	**1. Introduction to the event** Objectives of the event How it will run Introductions by all present (M&M Confessions)	MS presentation and introduction CEP facilitators' slides M&M Confessions technique	MS very short presentation (LL) CTR intro

6.45 30 mins	To validate approaches that have emerged from the Round 1 dialogues	**2. Feedback from Round 1 events (1):** 2 small groups: each reviews clusters of social values that came out of Round 1. Introduction: We went through the comments you and other participants made in the Round 1 sessions and identified clusters or types of things that you said you valued. These are shown in the key at the top of the map. We have added some quotes from Round 1: these are just a sample of many more comments that you made. Let's go through the clusters and see if you think they reflect what you discussed. Questions for discussion: • To what extent do the clusters represent the social values that came up in R1? • Do they reflect the views of all participants? If so, what comments do you have on the values identified? If not, whose values are being represented?	1st big map of Scotland Inserts showing R1 locations, clusters of values and illustrative quotes from the R1 dialogue events.	Facilitators / recorders: CTR/DA PO/PP Experts participate in facilitated small group discussions with public participants

7.15 30 mins	To validate approaches that have emerged from the Round 1 dialogues	**Feedback from Round 1 events (2):** 2 or 3 small groups each review clusters of potential impacts on social values that came out of Round 1. Same groups as previous exercise. Introduction: The information on the impacts was taken from your discussions on the scenarios (a scenario covering the kinds of changes that would be likely to happen in any offshore renewables development and 3 scenarios each looking at a different kind of offshore renewables development). We have grouped the impacts your identified by the cluster of things that are important to you (social values) that would be impacted. As before, the quotations shown are just a small sample of the comments that you made. Let's go through the clusters and see if you think they reflect what you discussed. Questions for discussion: • To what extent do the clusters represent the impacts on social values identified in R1?	2nd big map of Scotland Inserts showing R1 locations, clusters of impacts on values and illustrative quotes from the R1 dialogue events.	Facilitators / recorders: CTR/DA PO/PP Experts participate in facilitated small group discussions with public participants

		• Have impacts been identified for the main social value clusters? If so, what is most important about the impacts identified? If not, why not and what types of impacts might there be?		
7.45 30 mins	Supper and informal conversations Note: For the rest of the evening session participants will be sitting at tables.			
8.15	To validate approaches that have emerged from the Round 1 dialogues. To facilitate collaboration between expert and public participants to develop ideas about how social impact assessment could be improved (in terms of timing, focus, level and depth of assessment and the people involved) in ways that ensure that the	**Plenary discussion of the clustering of social values and impacts on social values** • To what extent is this way of talking about what matters and how it might be affected by offshore renewables meaningful to people like you? • How clear a way is it of explaining to others what matters to those potentially affected? • What other ways could be used for describing social values and impacts on them could be better	2 big maps of Scotland used for earlier sessions	PO

	lived experience, interests and concerns of those potentially affected are taken into account.	described? Would those other ways be better?		
8.30	Summary and close	Summing up and look forward to Day 2	1 page doc for participants outlining the SIA process to be discussed the next day.	CTR PP to give out handout
DAY 2				
8.30 15 mins		**Arrival, tea & coffee**	Further opportunity to look at materials from R1: postcards, Concentric Circles, maps (max 1 or 2). Invite participants to write comments on a flipchart or post its.	CEP/PidginPerfect

8.45 am (35 mins)		Reminder of objectives and activities for the day • Improving the way we assess social impacts • How it is done today • What needs to change • Challenges are: proportionality (limited resources), efficiency (limited time available) need to produce usable results (e.g. for Post-Adoption Statement) • How members of the public could help (through input to developing new approach) Q&A on SIA (15 mins)	Facilitator's slides PowerPoint presentation.	CTR Marine Scotland (DP)
9.20 30 mins	To explore what members of the public feel are the most important values that should be considered in social impact assessment and explore the principles of how information on these important things can be collected by trying out existing techniques.	Introduction to exercise and purpose Improving the current SIA process Group discussions based on a timeline for a plan-level SIA, a set of markers reflecting suggestions from Round 1 of how members of the public could be engaged in SIA, focused on: • Principles • Stakeholders (explain that we are using term to describe 'types of	Facilitator's slides A process for plan-level SIA Poster with process diagram	CTR PO/JR CTR/AR DA/PP

people' rather than representative interest groups
- Strategies for engagement

Identify someone who will feedback to plenary. Look at markers, discuss this information and add further suggestions, using markers or writing on posters.
(Max 20 mins)
Questions for discussion:

- When and how should public values and the potential impacts on them be considered?
- Is there any purpose in directly involving members of the public? If so, what would that purpose(s) be?
- How many and what kinds of people should need to be involved?

9.50 20 mins	To explore what members of the public feel are the most important values that should be considered in social impact assessment and explore the principles of how information on these important things can be collected by trying out existing techniques.	**Plenary discussion:** • Feedback from groups (5 mins) • Discussion		PO CEP
10.10 65 mins	To explore what members of the public feel are the most important values that should be considered in social impact assessment and explore the principles of how information on these important things can be collected by trying out existing techniques.	**Introduction to carousel session** Carousel session with three 'stations'. Each station allows participants (experts and public) to try out a different technique, to reflect on it and what they like about it. Participants are divided into three groups: each group spends 30 minutes at the first station, 20 minutes at the second station and 15 minutes at the third station. At the second and third stations they also review the work of the previous group(s). <u>Technique 1: Indicators</u>	Facilitator slides Three tables, each with material about a different technique. Table 1: Indicators Poster with visual examples of available indicators, to be compared with participants' descriptions of social values.	CTR PP/JR CTR/AR

	• How effectively / comprehensively does the technique reflect the value clusters that have emerged from Round 1? • What do you like about this as a technique? • When and for what purpose might you use this technique? <u>Technique 2: Data collection through online surveys</u> • How effectively / comprehensively does the technique reflect the value clusters that have emerged from Round 1? • What do you like about this as a technique? • When and for what purpose might you use this technique? <u>Technique 3: Using dialogue to explore options for offshore renewables</u> • How effectively / comprehensively does the technique reflect the value clusters that have emerged from Round 1?	Table 2: Survey Sample set of survey questions: participants will look at the survey questions and discuss their relevance to a cluster of impacts the questions and then have a discussion Table 3: Public dialogue Dialogue on scenarios, using Round 1 maps.	DA/PO

		• What do you like about this as a technique? • When and for what purpose might you use this technique?		
Time	Objective	Activity	Materials	Leads
11.15 20 mins	Break – Fill in the ‘after’ section of ‘Before & After’ Posters			
11.35 30 mins	To explore what members of the public feel are the most important values that should be considered in social impact assessment and explore the principles of how information on these important things can be collected by trying out existing techniques. To facilitate collaboration between expert and public participants to develop ideas about how social impact	**Plenary discussion** How far do the techniques tested help to identify and assess social values and how they are impacted? • Which social values were identified and assessed? Which were not? • Which impacts on social values were identified and assessed? Which were not? • Did the way social values and impacts were discussed reflect your own experience? • What makes it easier to identify and assess social values and impacts? What makes it harder? • Any other learning about techniques?	Flip chart recording	CEP

	assessment could be improved (in terms of timing, focus, level and depth of assessment and the people involved) in ways that ensure that the lived experience, interests and concerns of those potentially affected are taken into account.			
12.05 25 mins	To facilitate collaboration between expert and public participants to develop ideas about how social impact assessment could be improved (in terms of timing, focus, level and depth of assessment and the people involved) in ways that ensure that the lived experience, interests and concerns of those potentially	**Feedback and next steps** • We will leave plenty of time so that everyone can have their say about the process and the 'next steps' coming out of what lay and specialist participants agree on. Ask participants to comment on what they would like to see covered in the Final Report • This is when the evaluator's questionnaire will be filled in	Flip chart recording	CEP

	affected are taken into account.	
12.30	**Close – Lunch**	

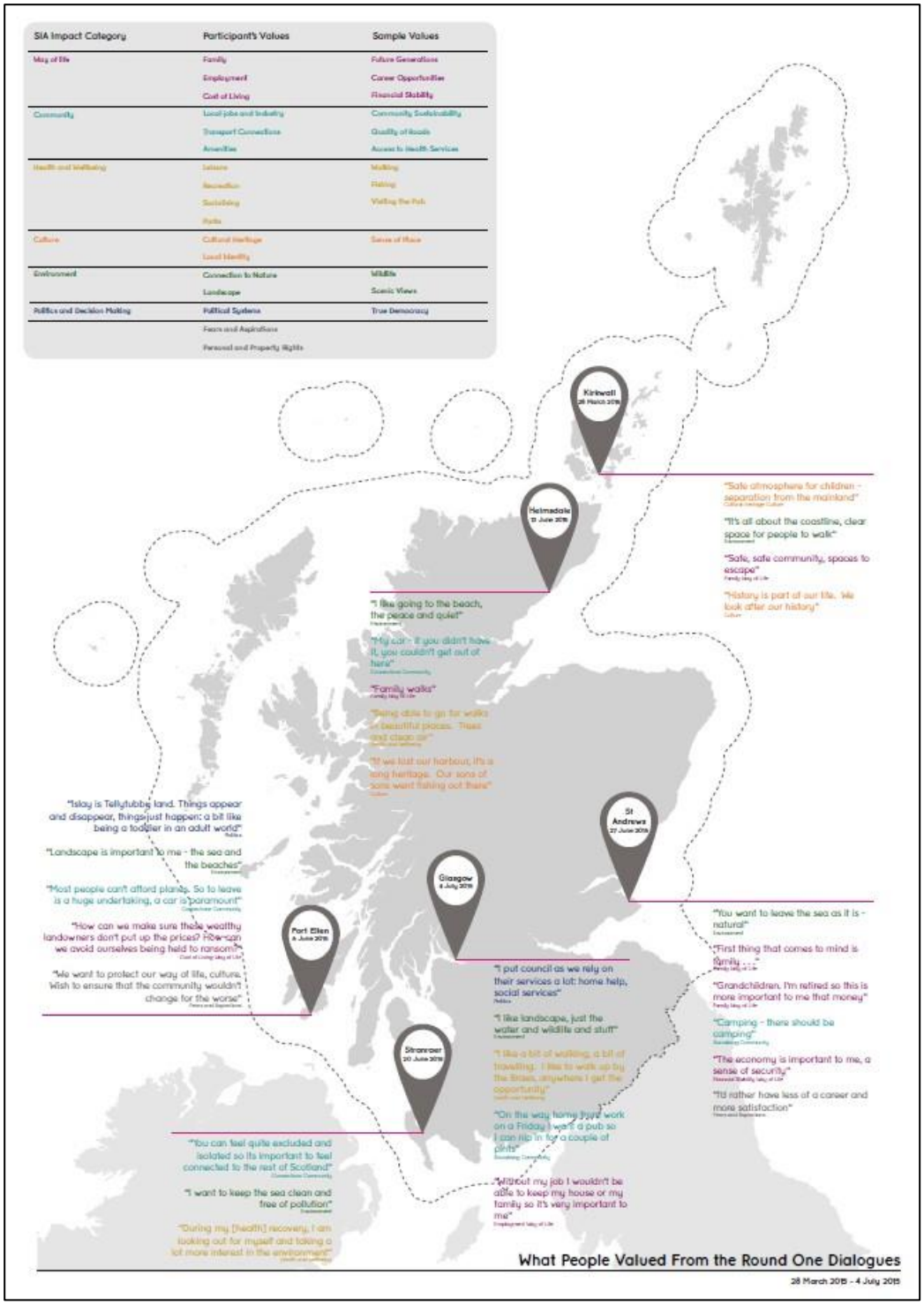
Appendix 8: Details of Materials for Round 2

The materials used in Round 2 were designed to be used in a small group situation with all members of the group able to manipulate elements of the materials and add notes and commentaries of their own.

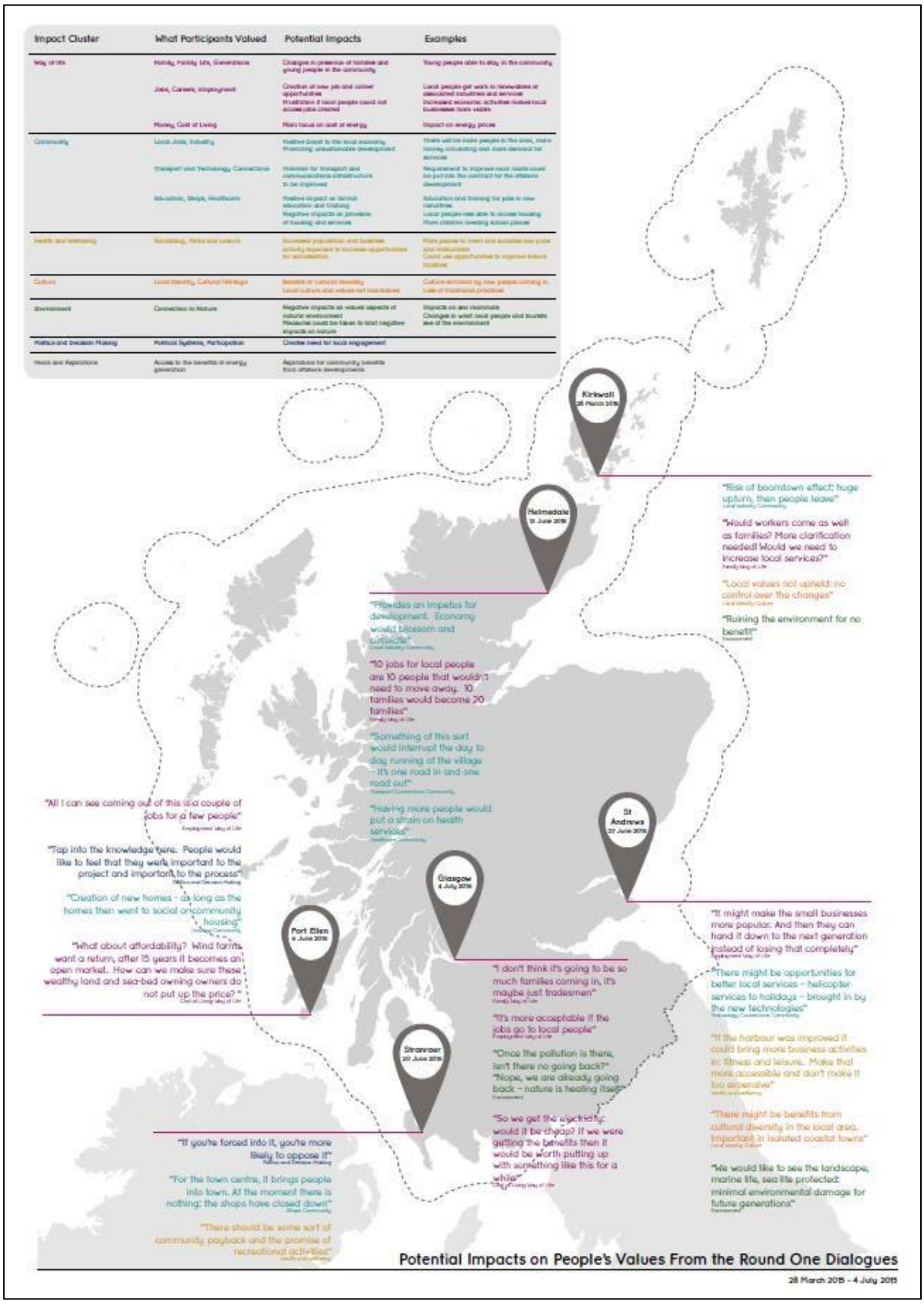
The materials used the same design approach as in Round 1, which was a design that had worked well and was by now familiar to participants.

The materials consisted of:

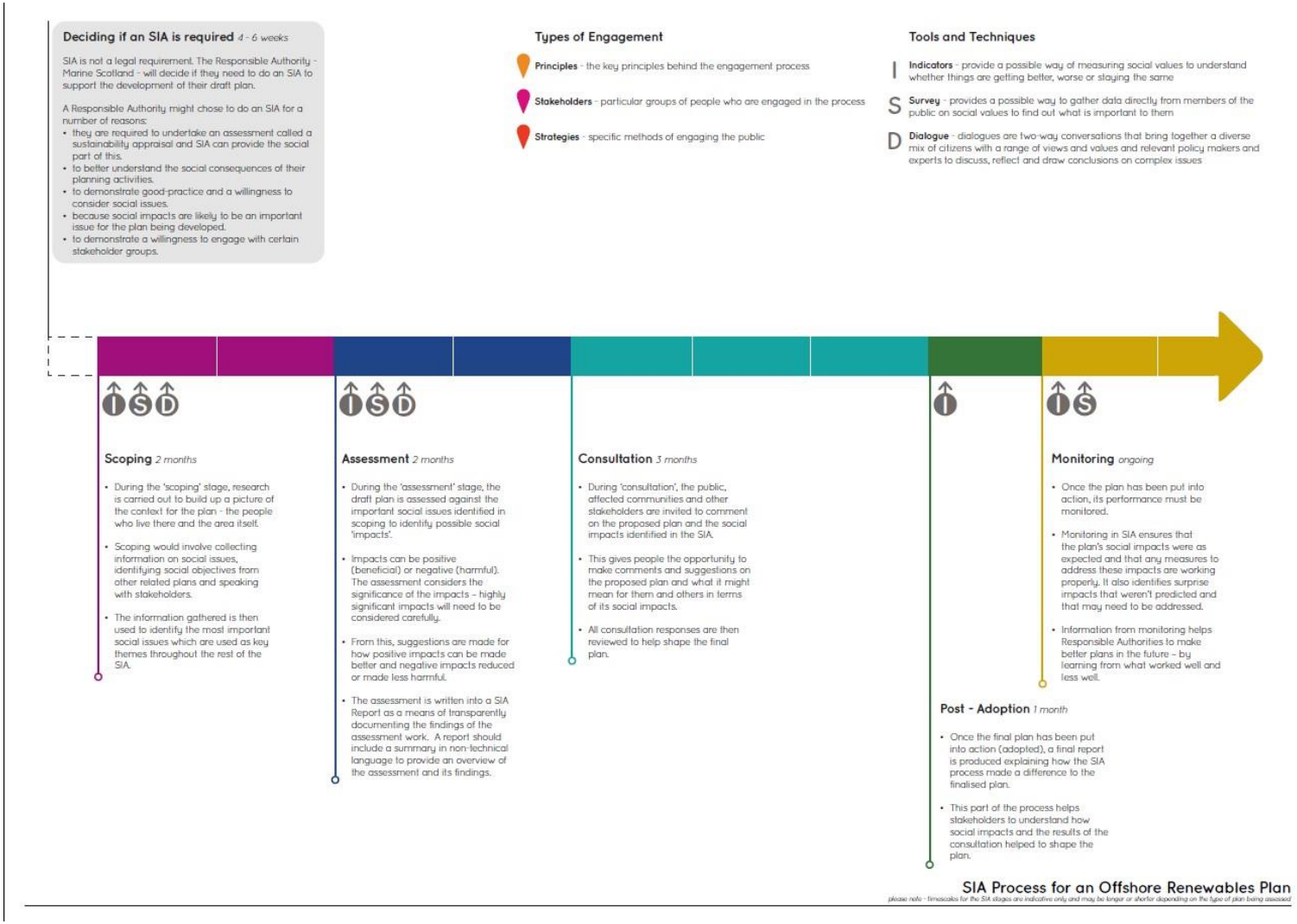
1. Map showing clusters of values and illustrative quotes from the R1 dialogue events



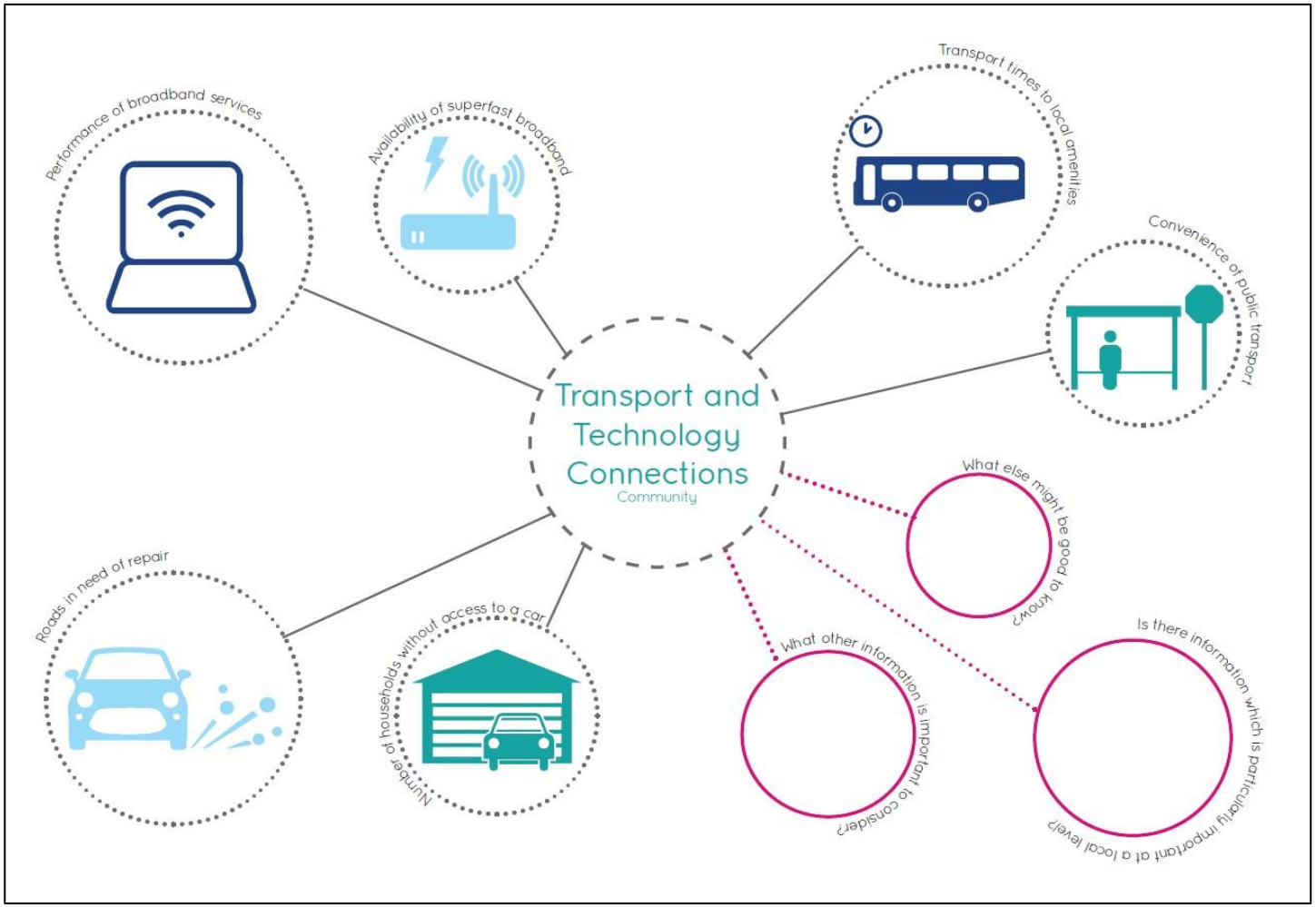
2. Potential Impacts Map: shows impacts on social values identified in Round 1



3. Timeline: the participants had markers showing different types of engagement mentioned during Round 1 which they placed along the timeline as they felt appropriate.



4. Transport and technology connections: illustrative chart to support the discussion of how indicators of social values could be developed



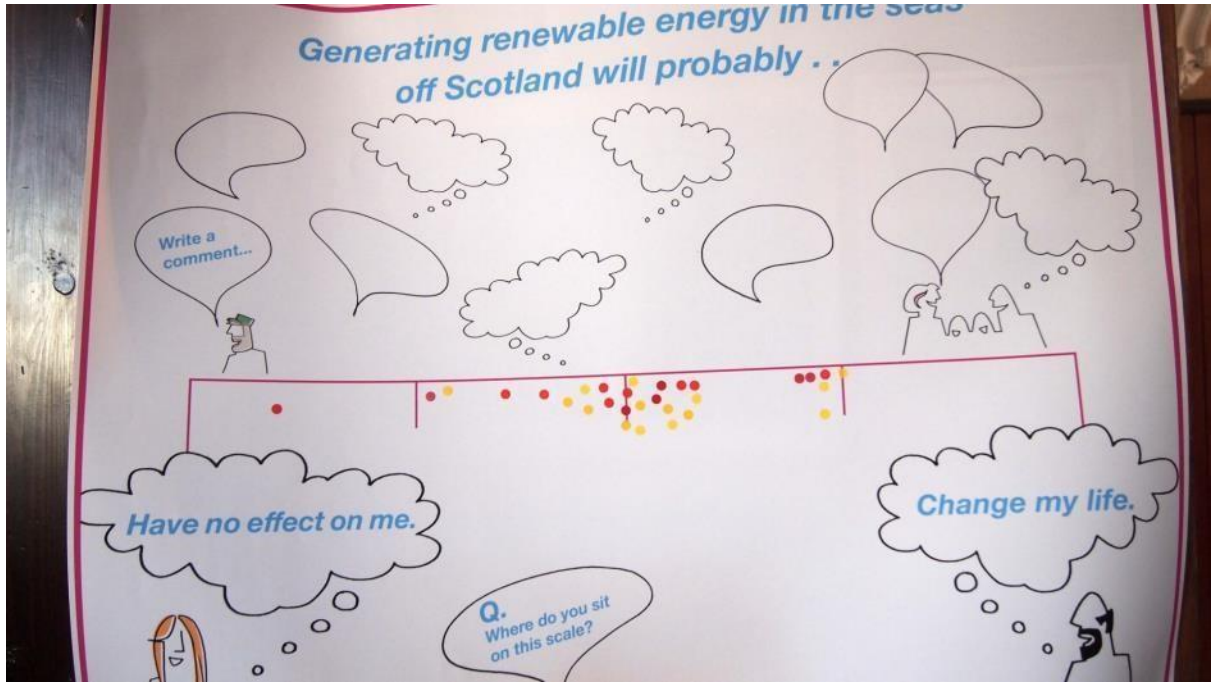
Appendix 9: Round 1 ‘Before and After’ Posters to Capture Changes in Participants’ Views

Poster 1:

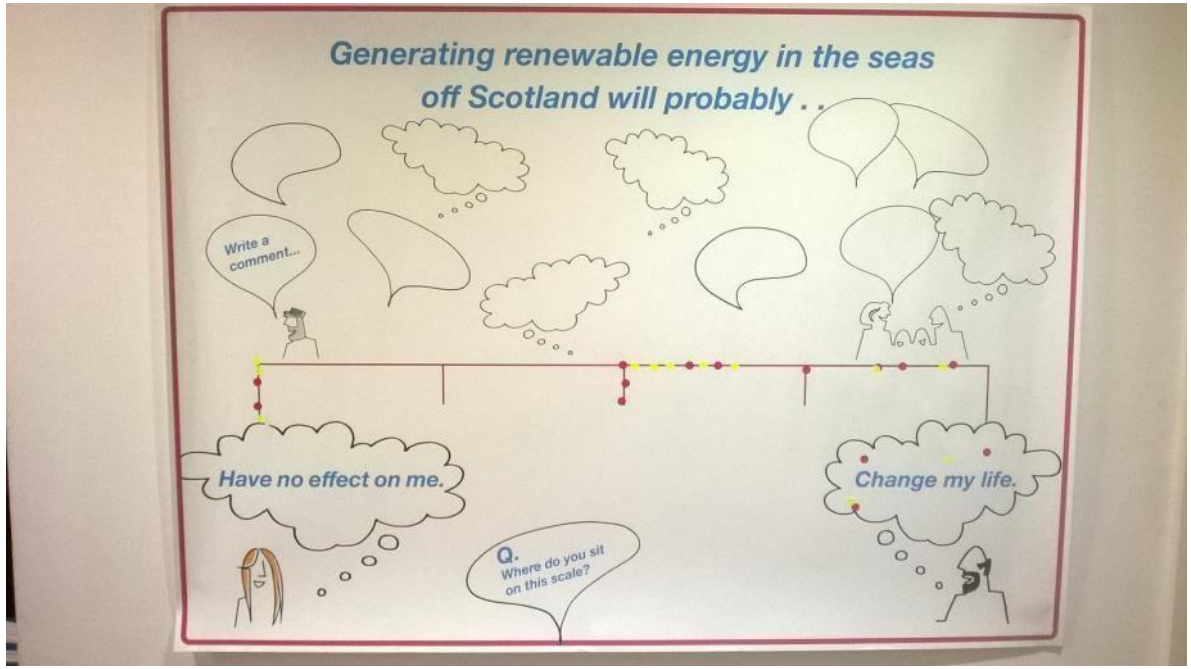
Generating renewable energy in the seas off Scotland will probably …

[scale: Have no effect on me -> Change my life]

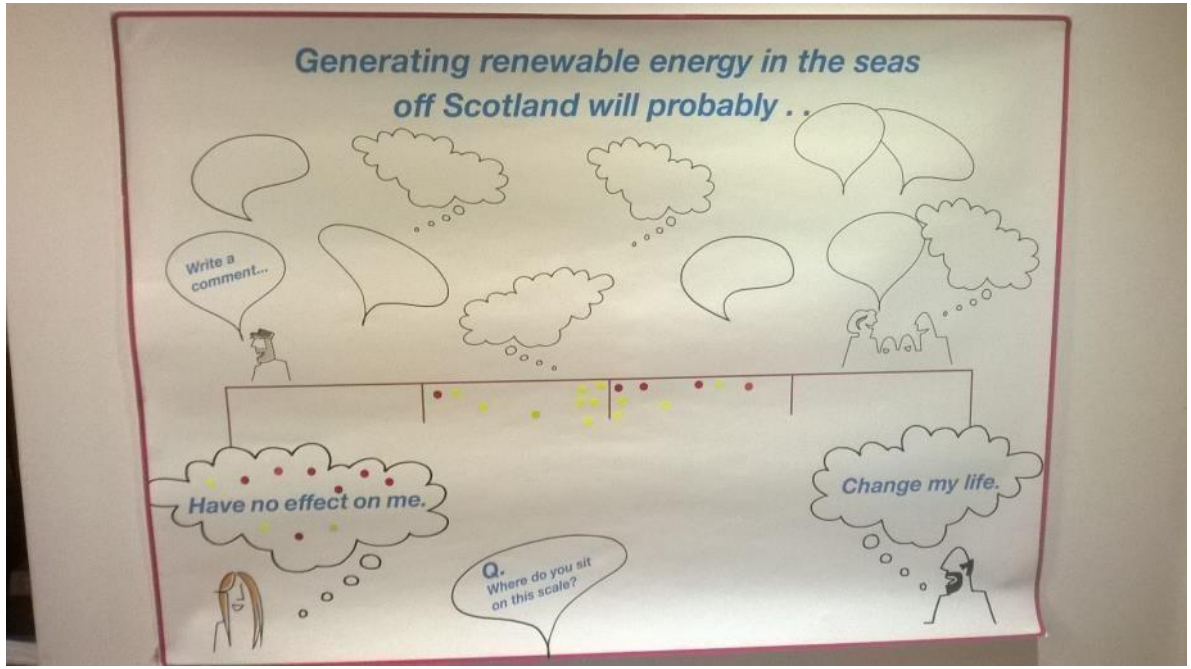
Kirkwall



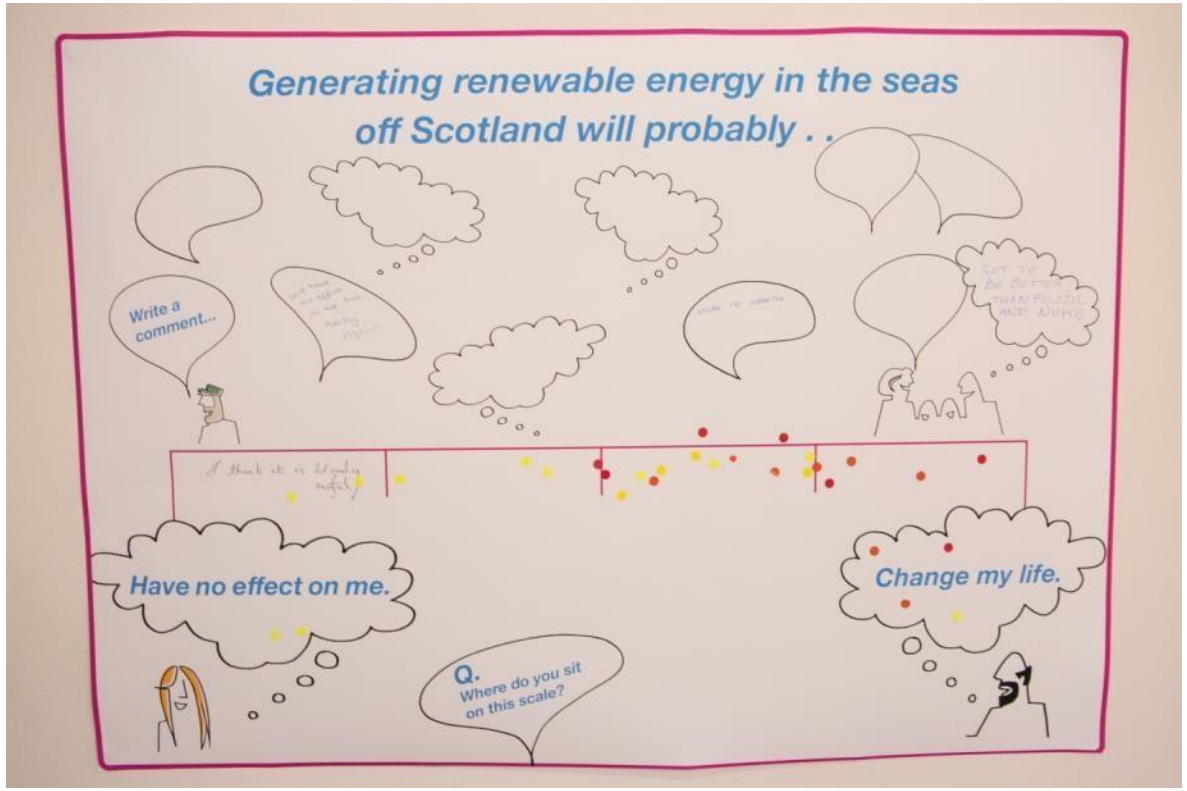
Islay


Generating renewable energy in the seas off Scotland will probably . .
Write a comment...
Have no effect on me.
Change my life.
Q.
Where do you sit on this scale?

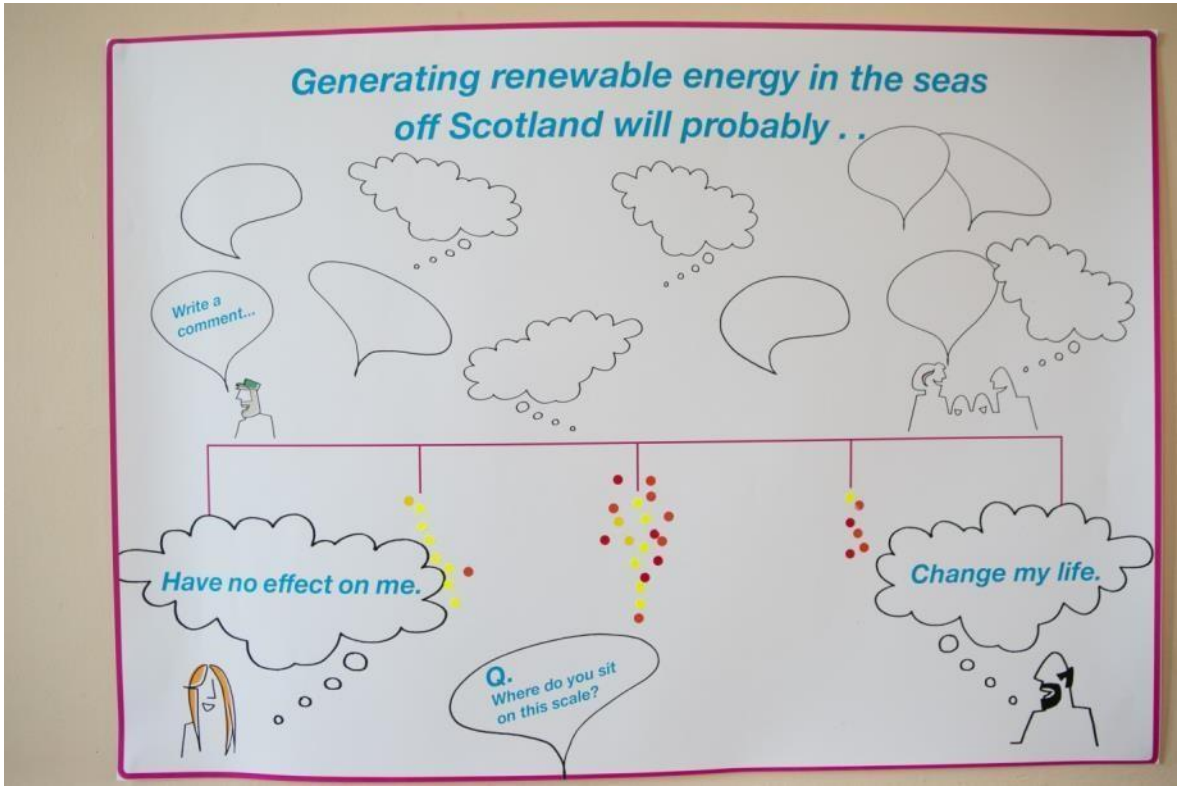
Helmsdale


Generating renewable energy in the seas off Scotland will probably . .
Write a comment...
Have no effect on me.
Change my life.
Q.
Where do you sit on this scale?

Stranraer

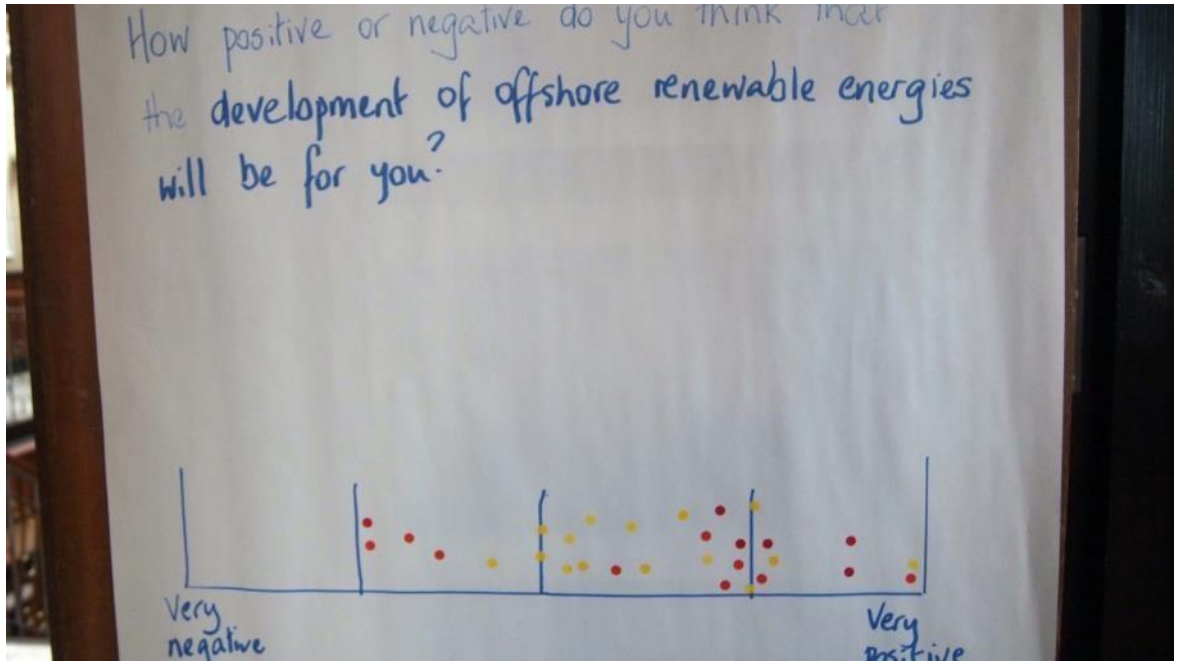

Generating renewable energy in the seas off Scotland will probably . .
Write a comment...
Have no effect on me.
Change my life.
Q.
Where do you sit on this scale?

St Andrews

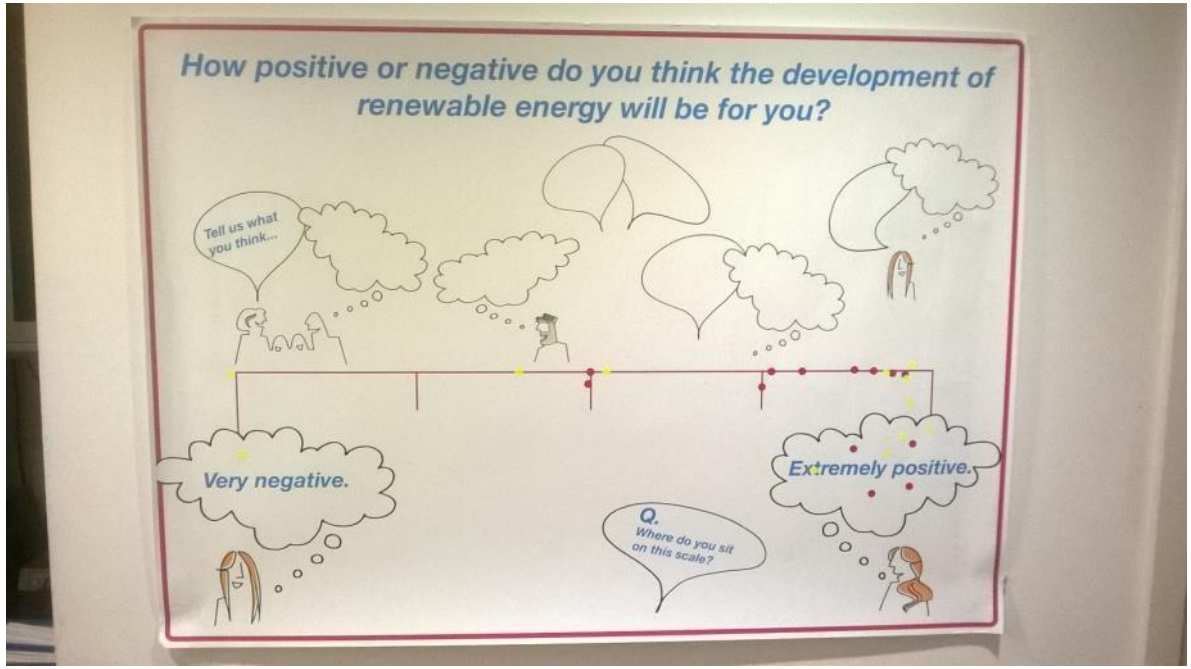

Generating renewable energy in the seas off Scotland will probably . .
Write a comment...
Have no effect on me.
Q.
Where do you sit on this scale?
Change my life.

Poster 2:
How positive or negative so you think the development of renewable energy will be for you? [scale: Very negative -> Extremely positive]

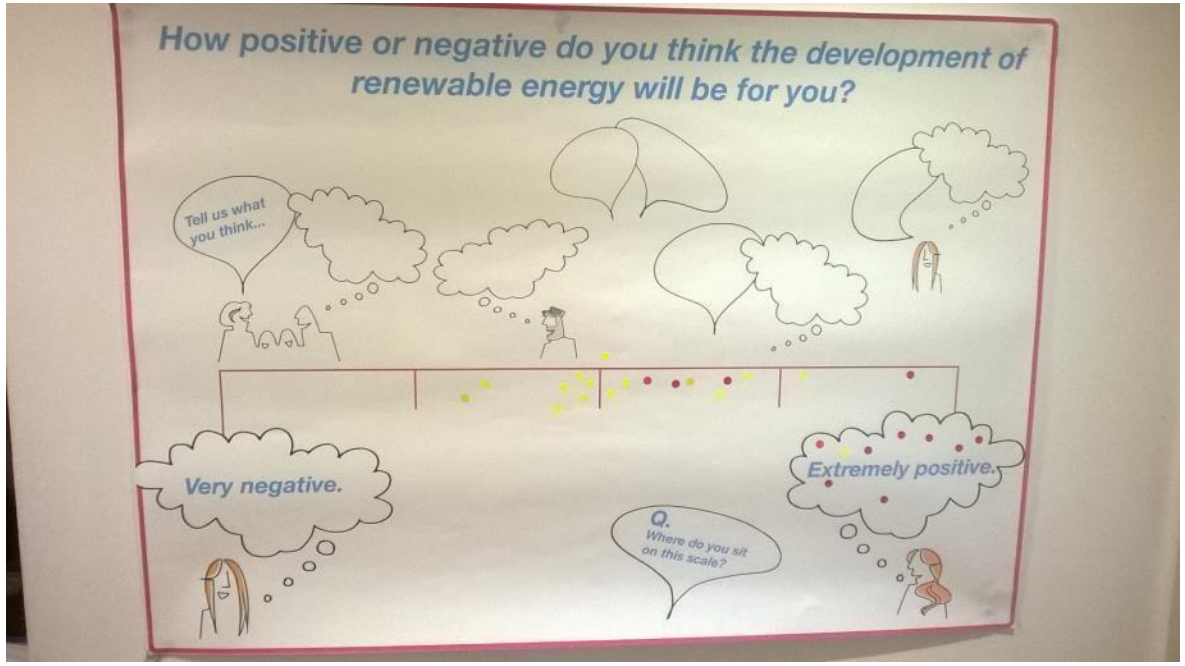
Kirkwall



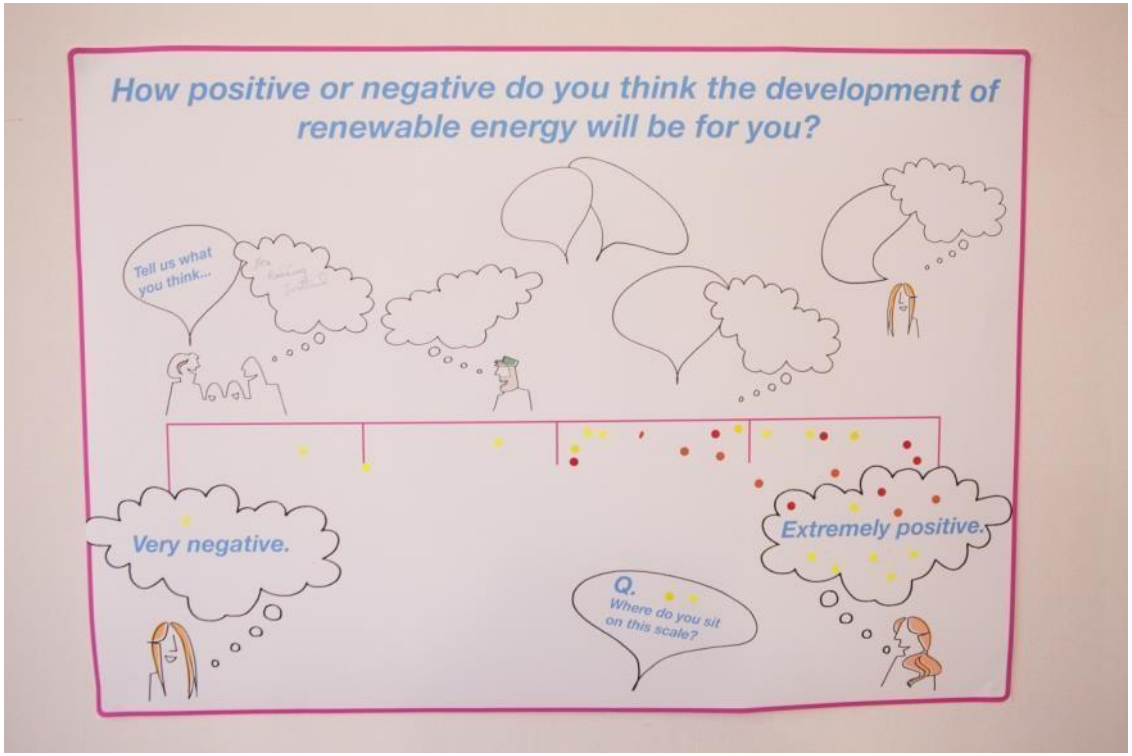
Islay


How positive or negative do you think the development of renewable energy will be for you?
Tell us what you think...
Very negative.
Extremely positive.
Q.
Where do you sit on this scale?

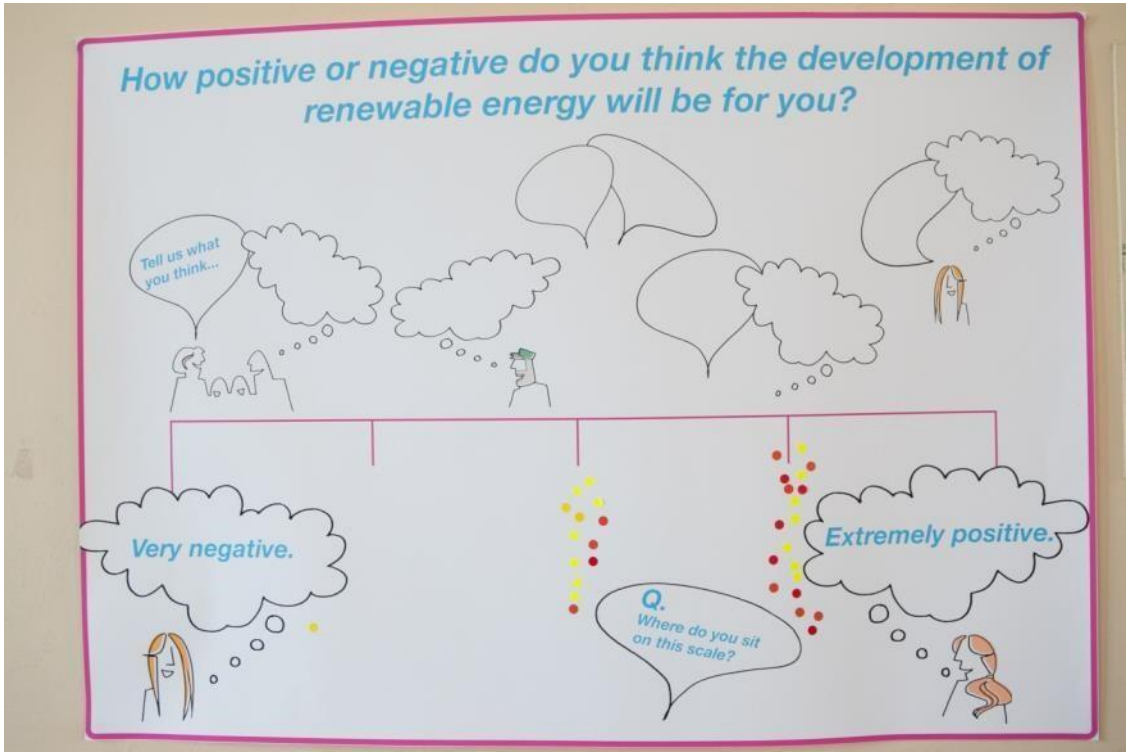
Helmsdale


How positive or negative do you think the development of renewable energy will be for you?
Tell us what you think...
Very negative.
Extremely positive.
Q.
Where do you sit on this scale?

Stranraer


How positive or negative do you think the development of renewable energy will be for you?
Tell us what you think...
Very negative.
Extremely positive.
Q.
Where do you sit on this scale?

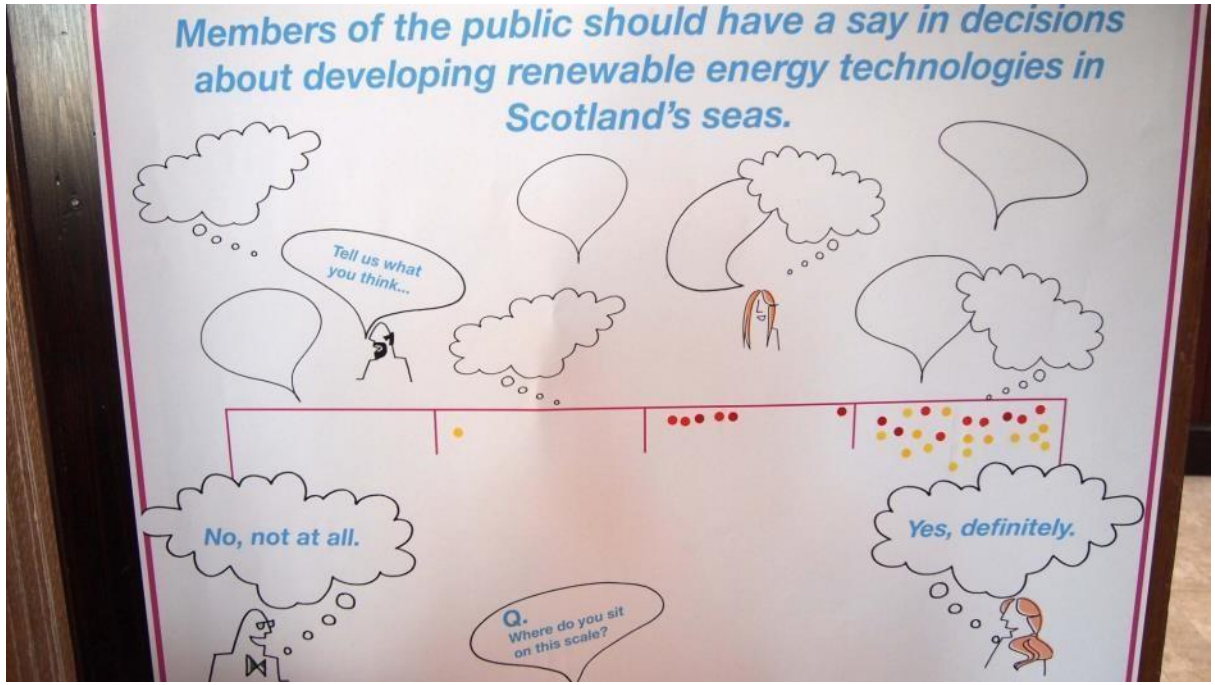
St Andrews


How positive or negative do you think the development of renewable energy will be for you?
Tell us what you think...
Very negative.
Q.
Where do you sit on this scale?
Extremely positive.

Poster 3:

Members of the public should have a say in decisions about developing renewable energy technologies in Scotland's seas.[scale: No, not at all -> Yes, definitely]

Kirkwall



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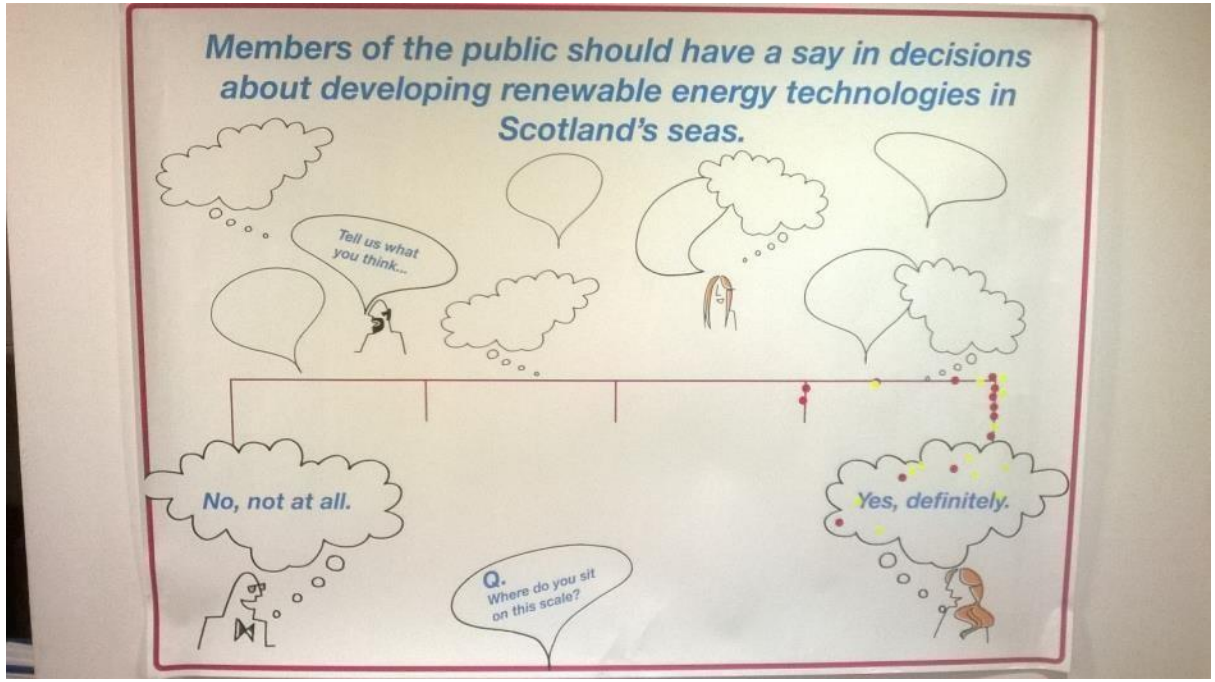
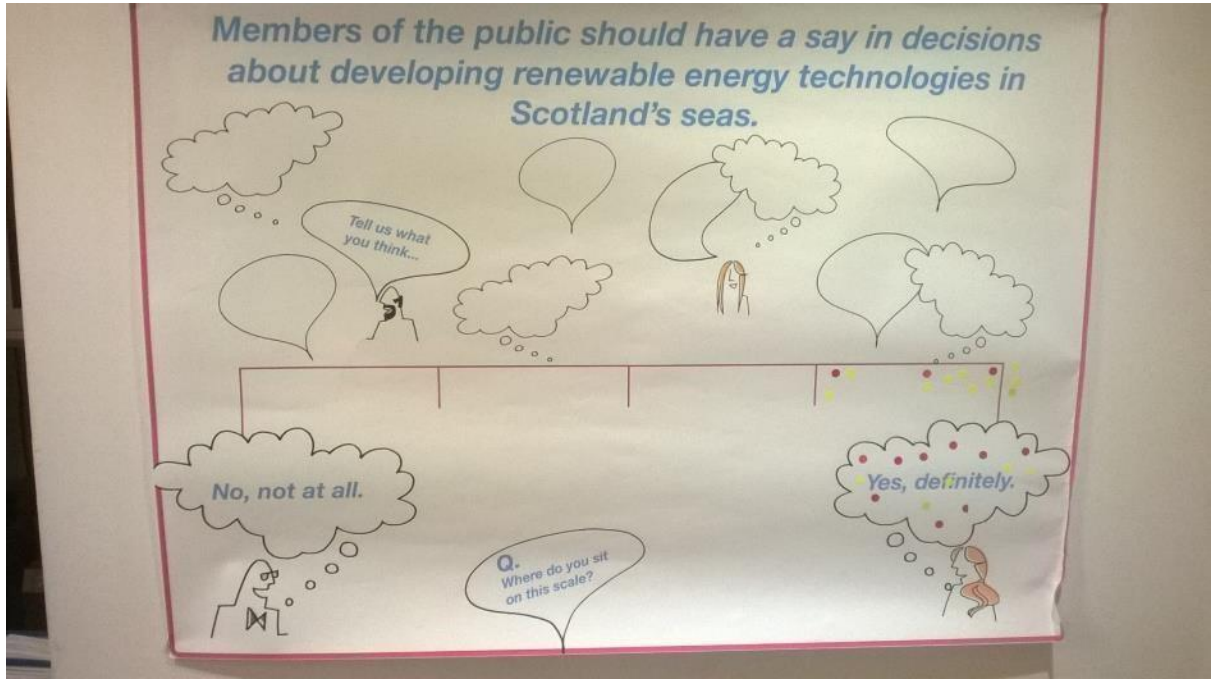
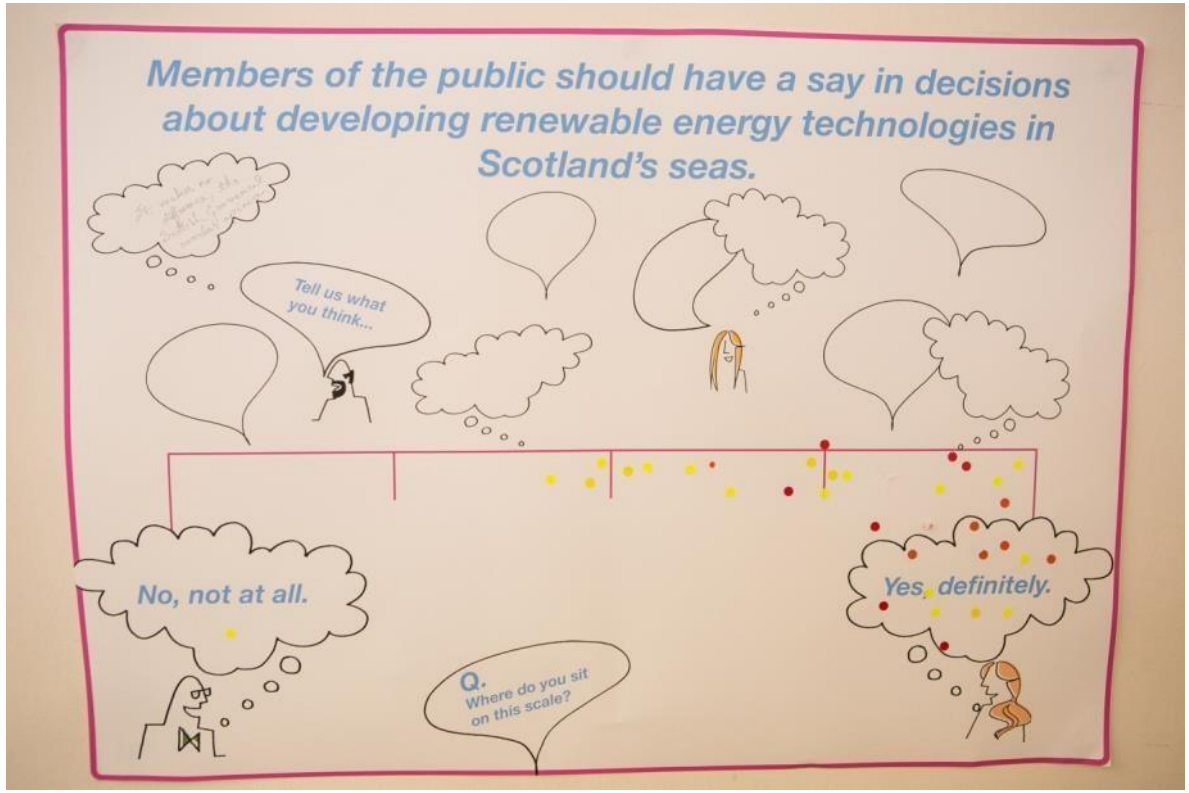

Members of the public should have a say in decisions about developing renewable energy technologies in Scotland's seas.
Tell us what you think...
No, not at all.
Yes, definitely.
Q.
Where do you sit on this scale?

Helmsdale


Members of the public should have a say in decisions about developing renewable energy technologies in Scotland's seas.
Tell us what you think...
No, not at all.
Yes, definitely.
Q.
Where do you sit on this scale?

Stranraer

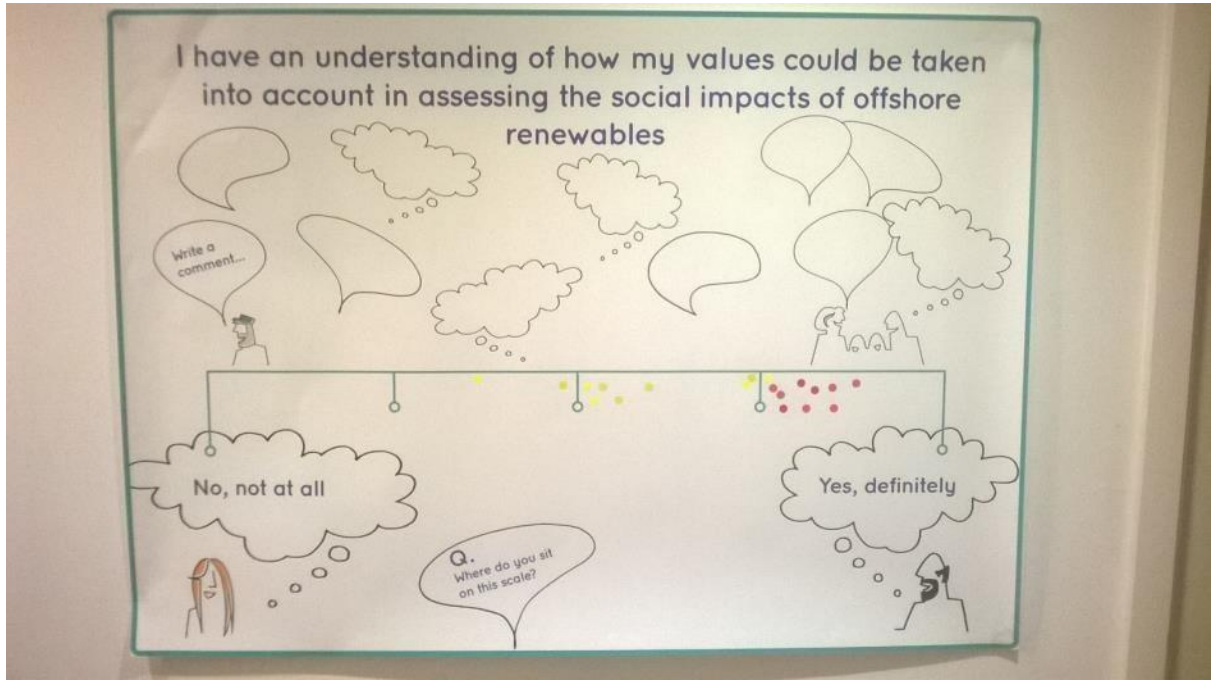

Members of the public should have a say in decisions about developing renewable energy technologies in Scotland's seas.
Tell us what you think...
No, not at all.
Yes, definitely.
Q.
Where do you sit on this scale?

St Andrews


Members of the public should have a say in decisions about developing renewable energy technologies in Scotland's seas.
Tell us what you think...
No, not at all.
Q.
Where do you sit on this scale?
Yes, definitely.

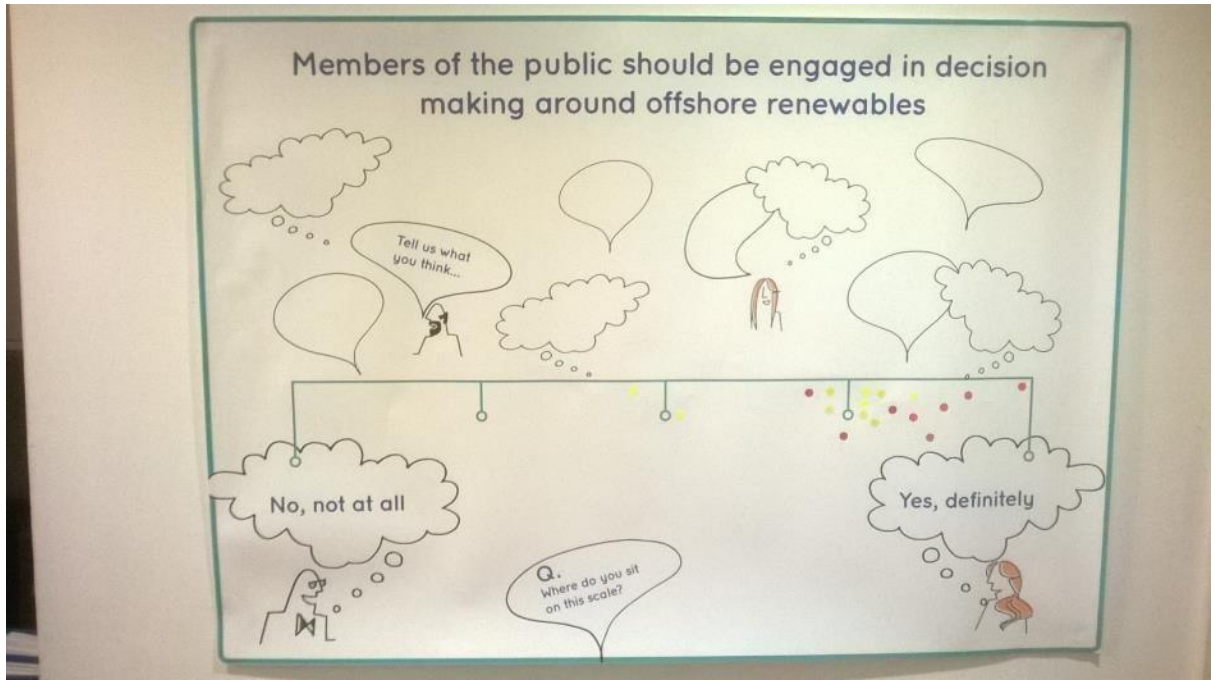
Appendix 10: Round 2 ‘Before and After’ Posters Showing Changes in Participants’ Views

Poster 1:
I have an understanding of how my values could be taken into account in assessing the social impacts of offshore renewables
[scale: No, not at all -> Yes, definitely]



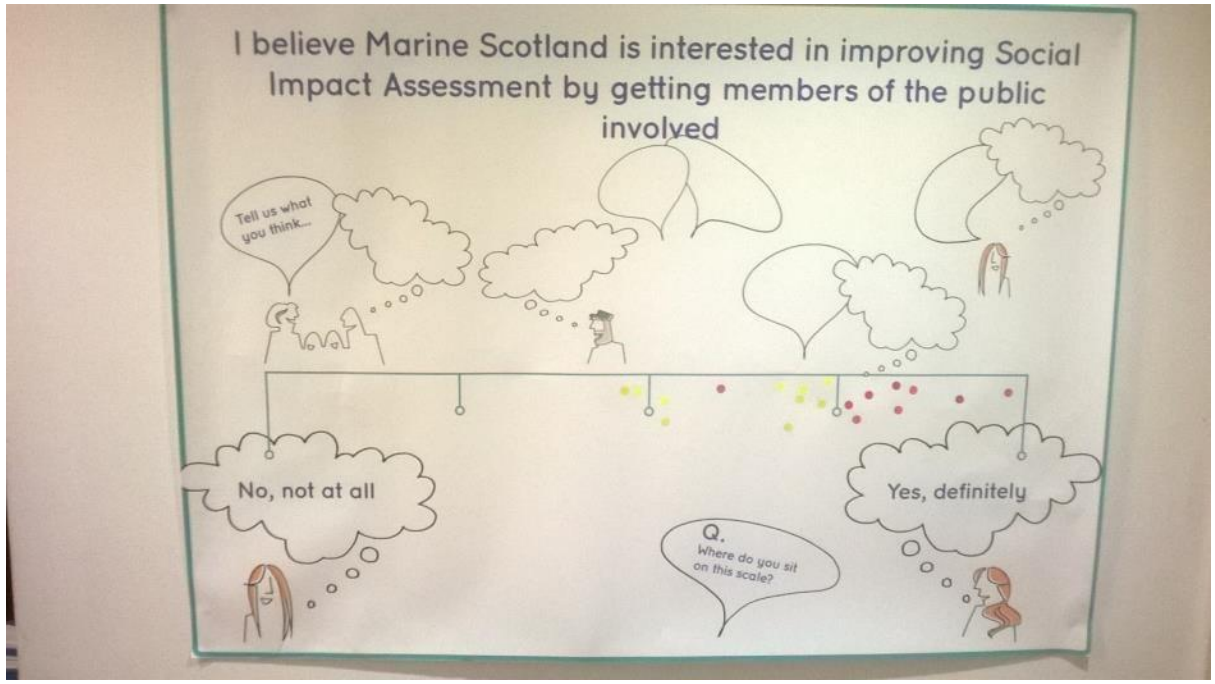
Poster 2:

Members of the public should be engaged in decision-making around offshore renewables [scale: No, not at all -> Yes, definitely]



Poster 3:

I believe that Marine Scotland is interested in improving Social Impact Assessment by getting members of the public involved [scale: No, not at all -> Yes, definitely]



Appendix 11: Reference Table of Value Clusters and Descriptive Words and Phrases from Round 1

Levels	SIA categories	Value clusters	Key words
Individual	Way of life	1. Family / family life / intergenerational issues	• Family; • Children, grandchildren, partner, wife, husband; • Family support; • Love, relationships; • Future family, legacy, future generations; • Places to go with families; and • Family activities.
		2. Jobs / career / employment	• Own jobs; • Career, personal development and opportunities; • Own employment; • Work; • Unemployment; • Work / life balance.
		3. Money / cost of living	• Cost of living; • Money, finances; • Security, financial stability.
Community	Community	4. Local jobs / local industry / community sustainability	• Local jobs, local industry, tourism; • Keeping the young; • Training for younger people; • Community sustainability, community development.
		5. Transport connections / technology connections	• Transport, public transport, bus, plane, train, ferries; • Car, driving, roads; • Accessibility to specific services;

	• Broadband and phone connectivity.
6. Education	• Learning, studying, education, furthering education, university, schools.
7. Shops / housing	• Shopping, local amenities / facilities, supermarkets, big shops; • Housing.
8. Socialising / recreation / parks / leisure	• Travel: travelling, holidays, adventure, touring, visiting family abroad, visiting new places; • Sports, recreation and reading: football team, leisure and free time, hobbies, participating in and watching sports, relaxing, camping, festivals, reading and books, keeping fit, food and eating well; • Parks and recreational facilities: quiet areas, nice places to visit, sit and enjoy, playing fields, golf course, community halls, activities for families; and • Socialising and places to do that: socialising and being social, meeting up, pubs, bars, eating places, clubs, cafes.
9. Friends / being involved / supporting others	• Friends: friends, neighbours; • Being involved: community spirit, working in the community, talking to others, meeting people, committees; and

			• Supporting others, knowing everyone: working together, friendly community, carer/caring, goodwill, look after less fortunate, belonging.
	Culture	10. Cultural activities	• Culture, art and photography: art, living somewhere with art and culture, photography; • Culture, music, dancing and singing: music, gigs and concerts, dancing, highland games, singing, local music and musicians; and • Culture and entertainment: cinema, entertainment.
		11. Local identity / cultural heritage / Gaelic	• Gaelic: Gaelic, native Gaelic language; • Local identity: keeping Islay's character, passion for Islay, representing Islay (at events), retain Islay values and identity, identity / local identity; • Cultural heritage: museum, highland games, local charity events (flower show, harbour day etc), culture, traditional culture, heritage, traditional gathering (ploughing match, sheep shearing, sheep dog trials), traditional farming; • Names of specific places; and • Honesty / safe environment: safety, security, honesty.
	Health	12. Healthcare	• Health, staying / being / eating healthy, fitness, staying active / walks to

			keep fit, GP, hospital facilities, NHS, healthy environment.
	Environment	13. Connection to nature / landscape	• Connection to nature: being outdoors, living or being near the sea, garden, experiencing nature with children, real physical connection to nature; • Environment, weather: countryside, natural spaces, sun, weather, summer, fresh air, outdoors, the woods, low pollution, access; • Fishing: all types of fishing / sea angling; • Birds: bird watching; • Sea mammals: whales, dolphins, porpoises; • Sea, coast, beaches: shore, beaches, sea and river, sand dunes; • Landscape and views: scenes, views, landscape and seascape, unspoiled scenery, visual impact; • Walks: walking around town, walking the dog, hill walks, walking in beautiful places, country walks; • Clean environment: clean and cleanliness, pollution and litter free, clean beaches and environment; and • Peace and quiet: quiet areas to relax, peaceful living, calm, not stressed.
	Politics, governance	14. Local political and decision-making systems	• True democracy, community action, changes for the better; and • Equality.

Wider political and environ-mental context	Environment	15. Landscape / seascape / wildlife / environmental change	• Nature, wildlife; and • Wilderness, landscape, seascape.
	Political	16. National and EU level political and decision-making systems	• Politics; • The future of Scotland, self-autonomy; • Government, Scottish Government, UK Government; • Unnecessary government organisations, waste of resources on officials; and • Current affairs, world outwith me, being informed.

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