

Social license for marine renewables and stakeholder participation

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University of the
Highlands and Islands
Oilthigh na Gàidhealtachd
agus nan Eilean



Key lessons &
future directions

Example in relation to
marine energy

Social license and stakeholder participation

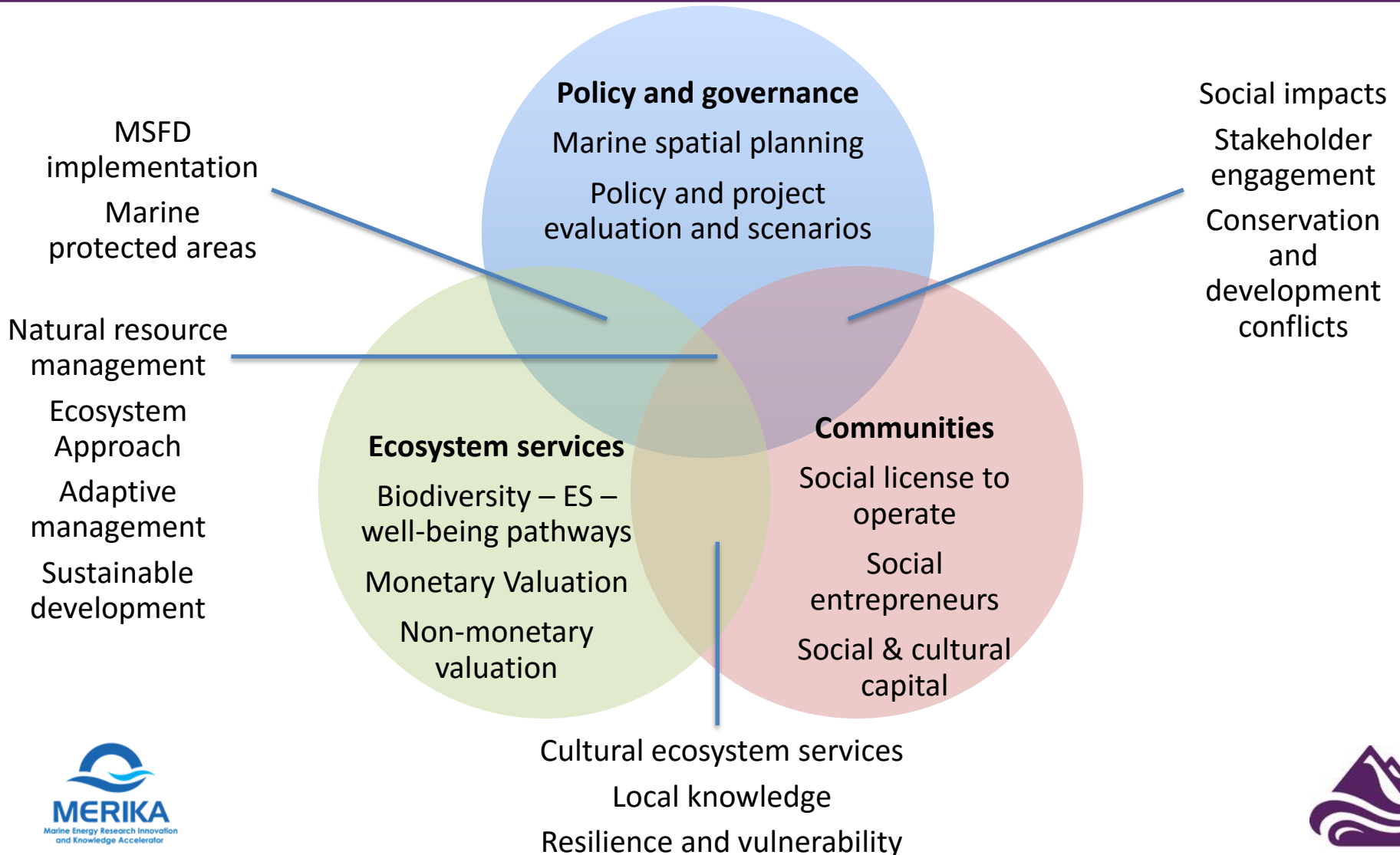
SAMS UHI Laurence Mee Centre

SAMS UHI Laurence Mee Centre for Society and the Sea

- Advancing understanding of the resilience of social-ecological systems by connecting communities, values, policy and places
- Interdisciplinary research linking the social and natural sciences through a whole systems approach
- Working with and within communities focused on bringing long-term, sustainable benefits

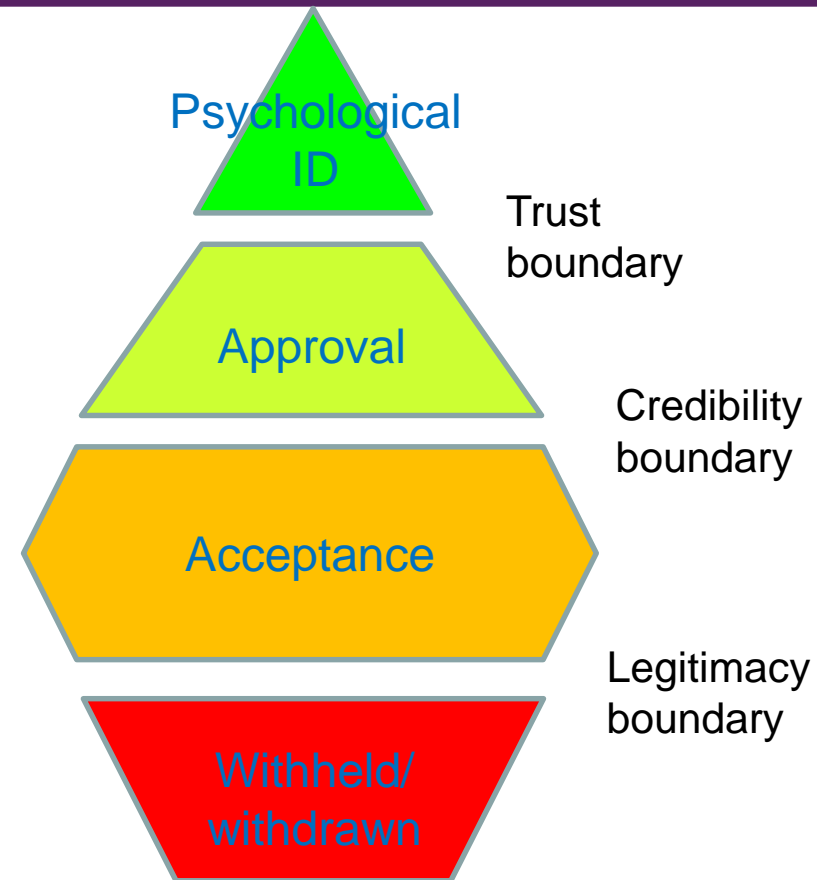


Laurence Mee Centre: Key themes



Social Licence to Operate (SLO)

- Started in mining industry
- Approval within local communities of companies and their projects
- Not a formal agreement or document but real credibility, reliability and acceptance
- SLO is dynamic, can be revoked, should not be taken for granted
- All about establishing and maintaining good relationships with stakeholders (including local communities)



Adapted from Thomas & Boutilier 2011

Challenges in stakeholder participation

- Current state of affairs
 - Poorly run public meetings
 - Technocratic consultations
 - Economic analyses often contested
 - Too late too have a genuine influence

Degrees of participation

- Tokenism
 - Limited participation
 - Usually towards end of the process
 - Ticking a box
- Functional participation
 - More substantial participation
 - Participation as a means
 - Focus on outcomes
- Partnership
 - Ongoing substantial participation
 - Participation as an end
 - Focus on both process and outcomes



Deliberation and social learning

Deliberation

- Searching for information; exchanging knowledge, values and beliefs; forming and expressing reasoned opinions (not exerting power/coercion) through dialogue, identifying and critically evaluating options

Social learning partly explains how deliberation works

- A change in the relationship between a person and the world (ie change in understanding)
- This change in understanding occurs through social interaction
- Learning occurs across more than one person, at the scale of social units or communities of practice



Example: CORPORATES

Cooperative Participatory Evaluation of Renewable Technologies on Ecosystem Services



Firth of Forth case study



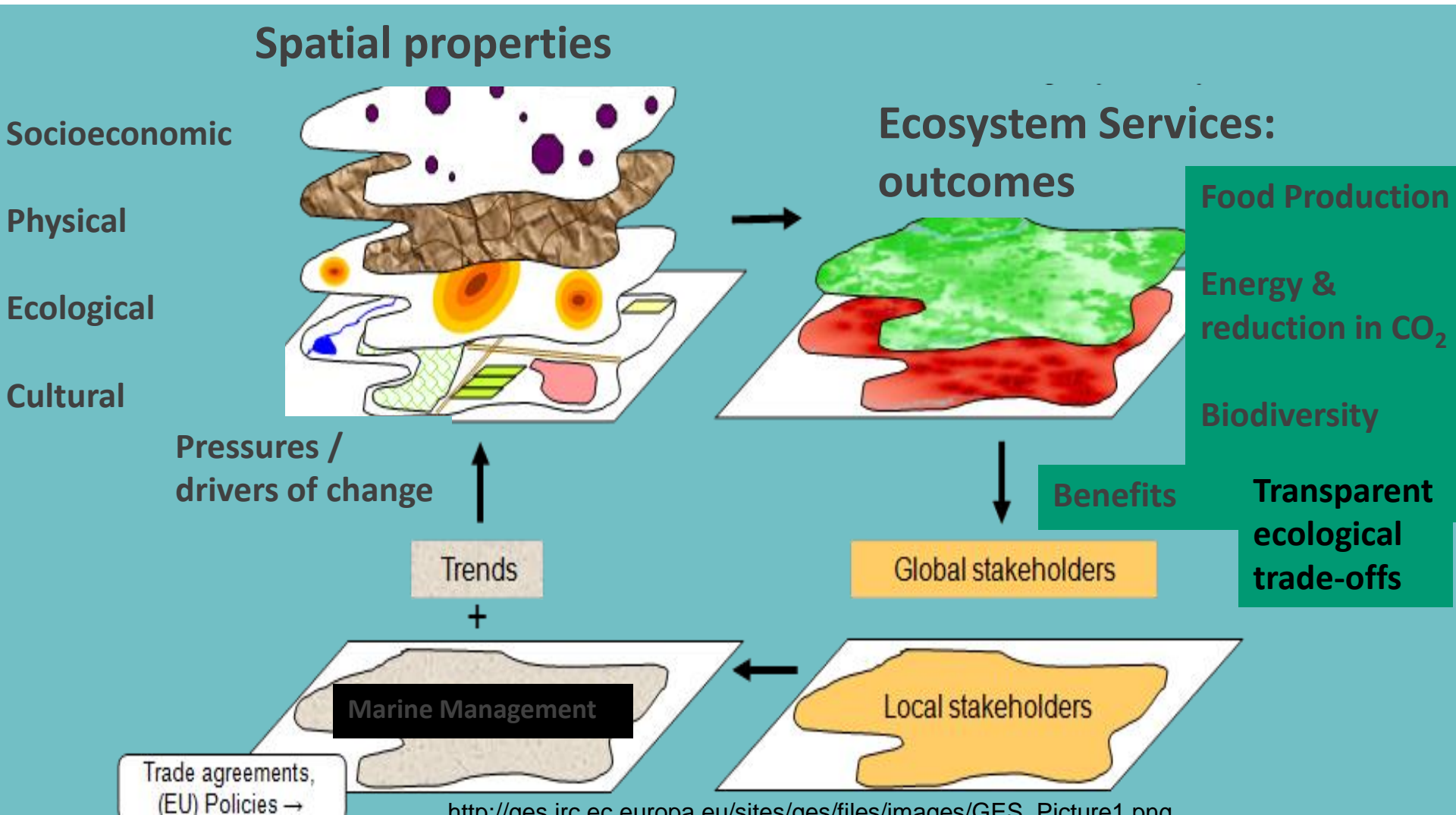
Energy security and
climate change =>
Offshore Renewables



Loss of biodiversity and need
for resilience under climate
change => **Marine
Protected Areas (MPAs)**



Need (e.g. in SEA, EIA, CBA) for multiple layers of information. Ecosystem Services framework provides mechanism for integration and trade-off assessment



Focus on three services

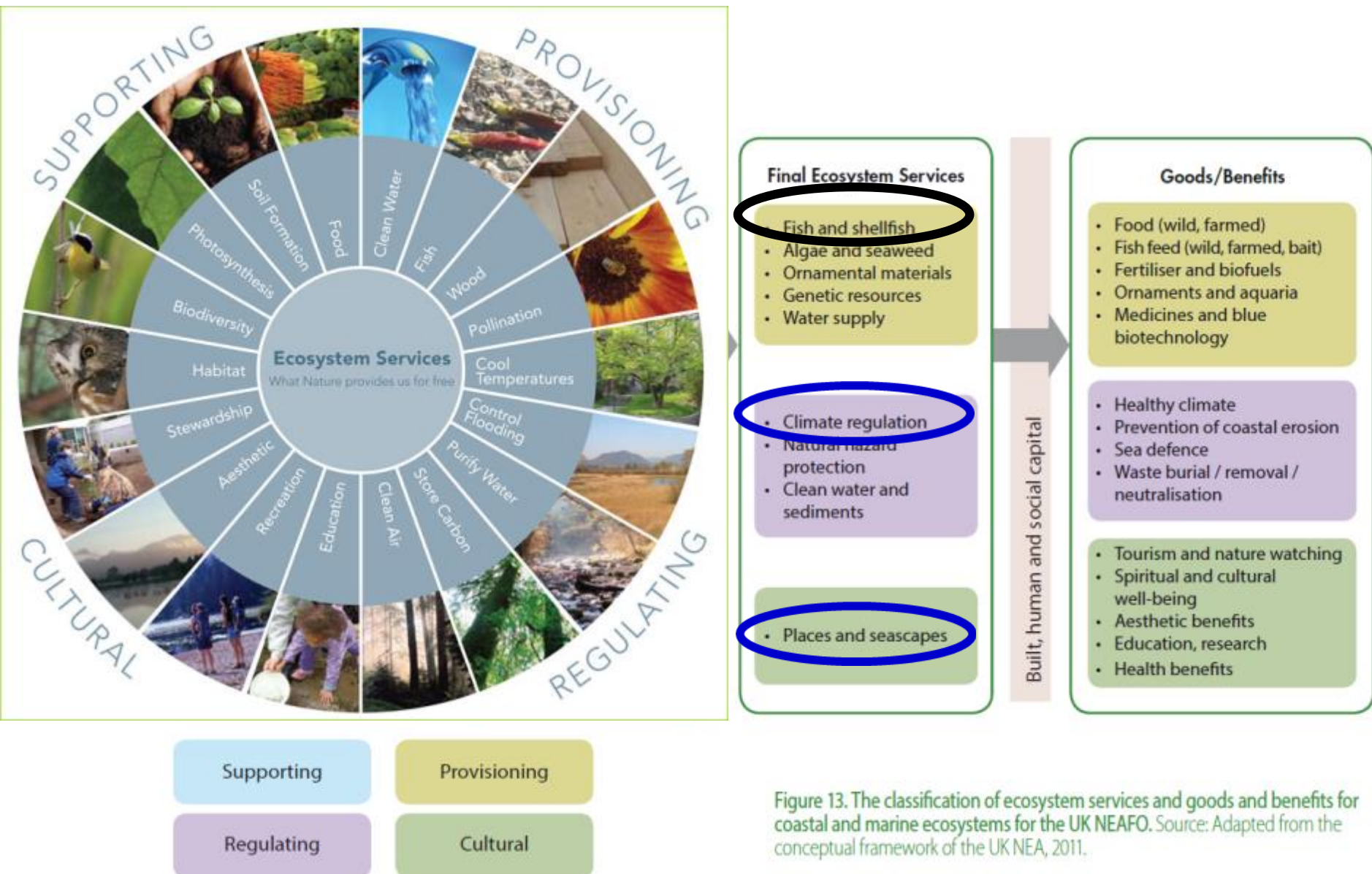
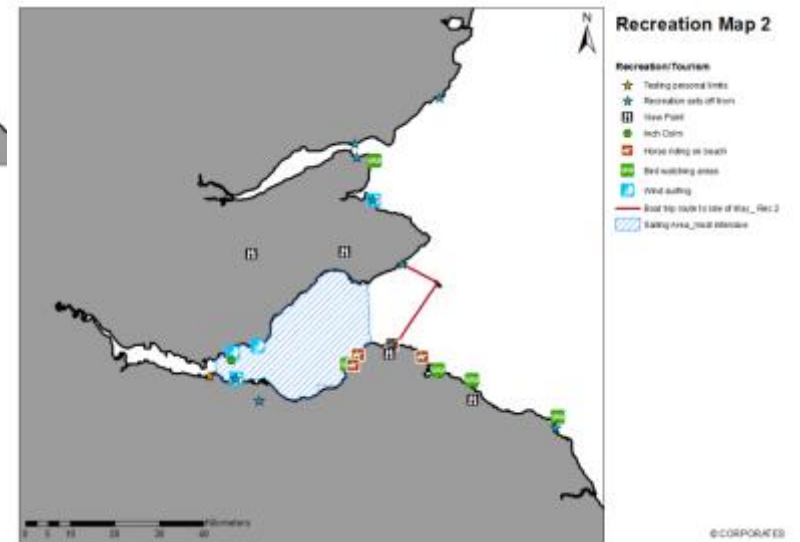
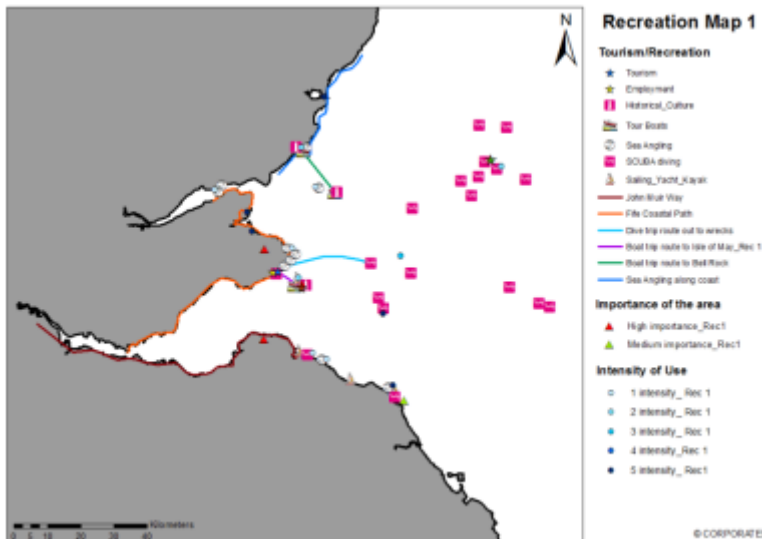
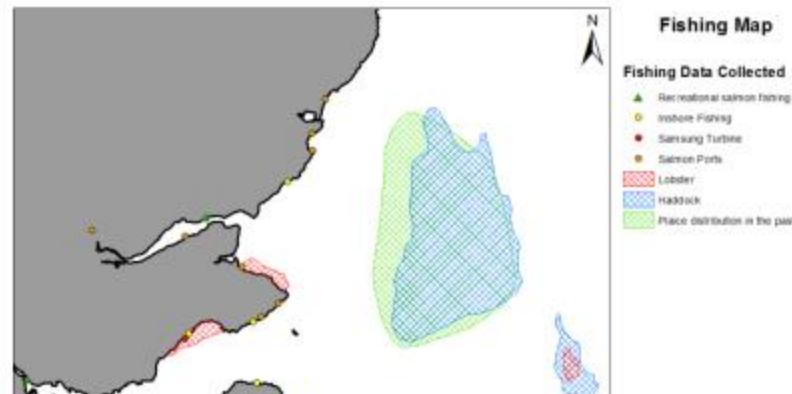
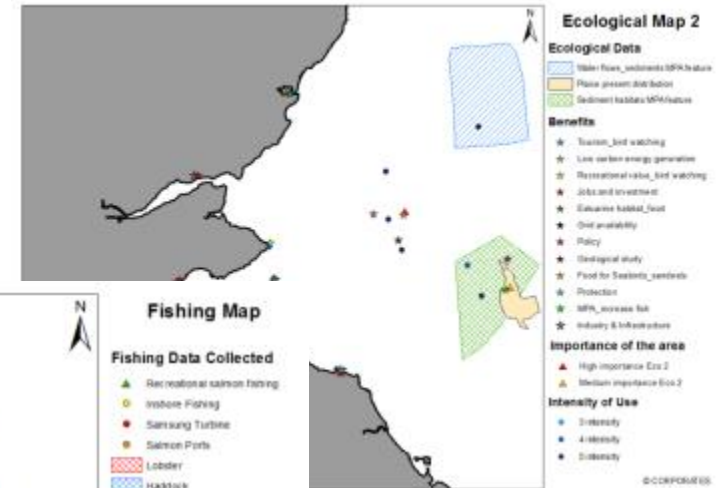
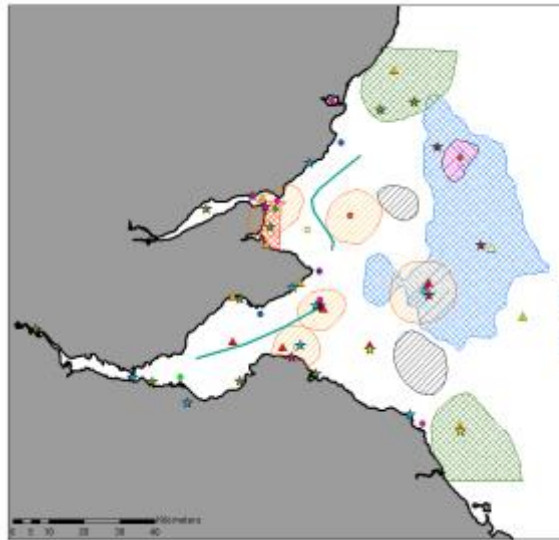


Figure 13. The classification of ecosystem services and goods and benefits for coastal and marine ecosystems for the UK NEAFO. Source: Adapted from the conceptual framework of the UK NEA, 2011.

Workshop 1 – Mapping with wide range of sectors



Digitised maps of spatial benefits from WS1

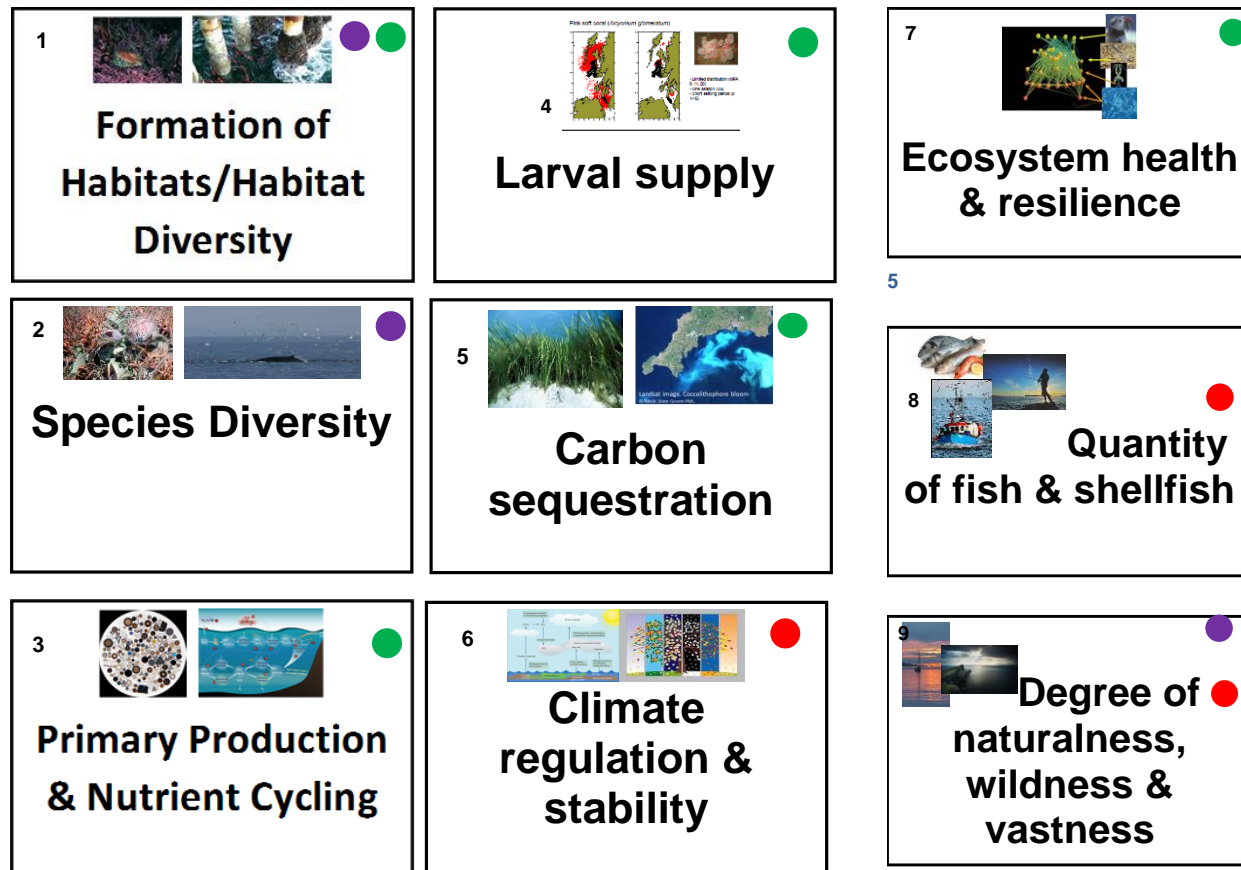


Workshop 2 linking benefits to ecosystem services

Leading to
more
transparent
trade-offs

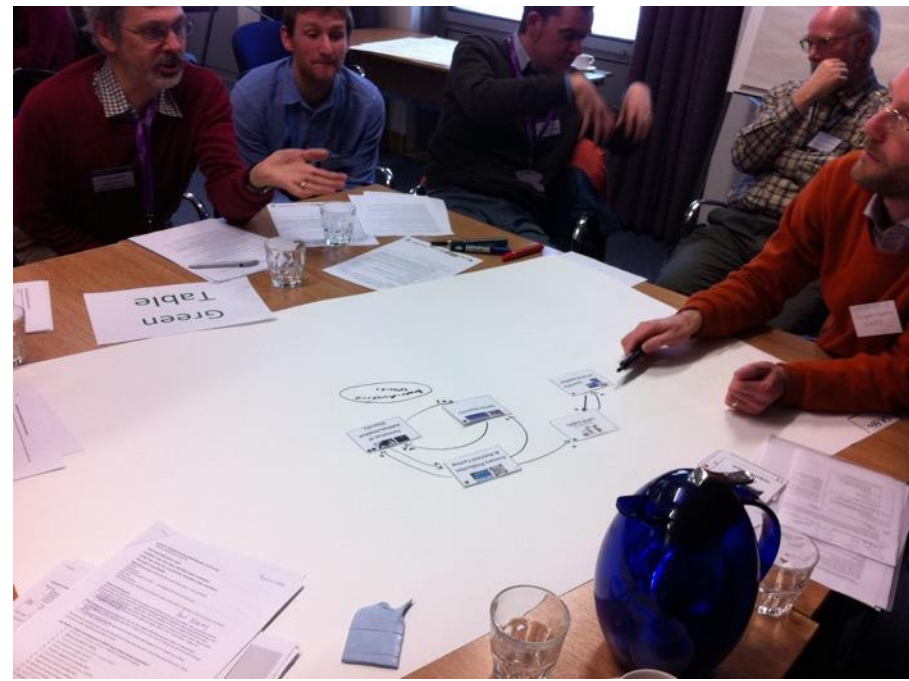
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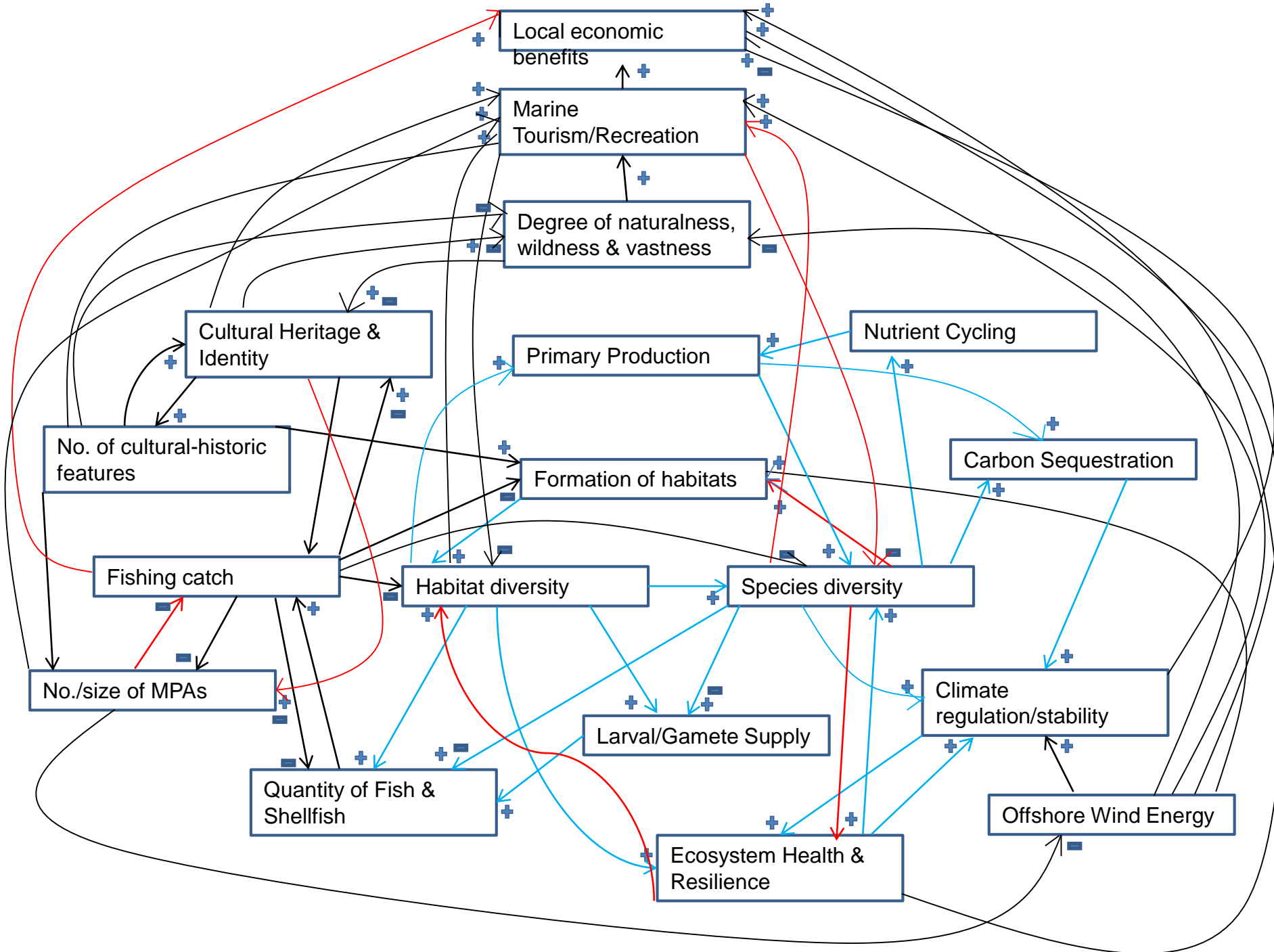
Ecological interlude: relations between ecosystem functions and services



Conceptual system model

- Building a conceptual picture of the social-ecological system
- Looking at interactions between ecosystem services, activities, benefits and drivers of change (wind farms, MPAs, fisheries policy)
- Social learning
- It's not about drawing a perfect diagram, but about the discussion





Stakeholder feedback

- “Interaction with others organisations was very useful – gaining understanding of others view”
“Liked working in a mixed group”
- “Enjoyable, well-facilitated workshop”
- “Good interaction with other contributors – personal/social learning process”
- “People were prepared to listen – level of engagement between sectors was interesting”
- “Good diversity of attendees”

Key factors for successful participation and deliberation

- Establish and communicate what participation is for:
 - What are the objectives?
 - What is the scope for influencing decisions?
- Needs to be timely
- All stakeholders adequately represented
- Inclusivity
- Three-way knowledge exchange
- Deliberation and social learning process
- Careful process design and facilitation



Future directions

- Better integration of economic and non-economic evidence (eg deliberative valuation, participatory multicriteria analysis, participatory CBA)
- ‘Meta-values’ – what are peoples’ preferences for different processes to account for their values
- Demonstrating costs versus benefits of different participation approaches
- Decision support frameworks for multi-use



Thanks for listening

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