

Ipsos MORI



# The key issues for Scotland's environment

Public discussion

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Prepared for the Scotland's Environment Web Project, supported by the European LIFE+ programme, by Ipsos MORI Scotland

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# 1 Introduction

## Background

The Scotland's Environment Web resource was established by The SEWeb LIFE+ Partnership to provide a gateway to environmental data and reports from a variety of sources. This three year project, supported by funding from the European Union, is aimed at putting Scotland at the global forefront of sharing environmental information, prioritising problems and involving citizens in assessing and improving their own environment.

One of the key objectives of the SEWeb LIFE+ project is to engage Scotland's people, using online resources and information to help and support them to enjoy, understand, protect and improve Scotland's environment. There are a number of actions in the SEWeb LIFE+ project that are designed to deliver this public engagement objective. These include identifying public interest; public monitoring or 'citizen science'; and public discussion on the key issues for Scotland's environment.

In spring 2013, the Scottish Environmental Protection Agency (SEPA) on behalf of The SEWeb LIFE+ Partnership commissioned Ipsos MORI Scotland to develop a methodology for, and to help deliver, the public discussion.

## Research objectives

The objectives of the research were to:

- Explore views in a deliberative setting on the key issues for Scotland's environment and local environments, and specifically to consider:
  - why the public hold the views they do
  - whether views change as a result of additional information
  - attitudes towards specific government, business and individual actions to tackle the key issues
- Explore views in an online setting on the key issues for Scotland's environment and local environment
- Learn from the public engagement methodologies and resources used

## Methodology

The research was conducted using a mixed-methods approach comprising a series of deliberative events and an online discussion.

### Deliberative events

Three half day events were held, in Dumfries, Inverness and Edinburgh, between 24 August and 7 September 2013.

Participants were recruited face-to-face, door-to-door, using a questionnaire specifically designed for this purpose. To ensure that an appropriate range of people were engaged in the research, quotas were set on: sex, age, working status, socio-economic position and family structure. Participants were also sampled based on their level of interest in environmental issues: those who had no interest at all in such issues were screened out of the research (reflecting SEWeb's initial focus on engaging the 'interested public').

Thirty people were recruited to each of the events, with the aim of ensuring that around 25 attended on the day. Table 1.1, below, sets out the numbers of people that attended each event. All attendees received £40 as a 'thank you' for their time and to cover any expenses incurred.

**Table 1.1: Number of participants attending each deliberative event**

| Location  | Date        | Number of participants |
|-----------|-------------|------------------------|
| Dumfries  | 24 August   | 25                     |
| Inverness | 31 August   | 28                     |
| Edinburgh | 7 September | 23                     |

Each of the events comprised a mixture of plenary sessions and small group discussions. For the small group discussions, participants were divided into three age-based groupings: (18-34, 35-49 and 50+) to allow for the identification of generational and life stage-based variation in views. Table 1.2 summaries the structure of the events and the purpose of each session (A copy of the discussion guide used at the deliberative events is provided in Appendix A).

**Table 1.2: Structure of the deliberative events**

| <b>Session</b>   | <b>Content/purpose</b>   |
|--|--|
| Initial plenary session  | To welcome participants and to provide an outline of the scope and purpose of the study  |
| Breakout groups (1)  | Initial unprompted discussions to explore: <ul style="list-style-type: none"> <li>- the perceived key environmental issues for local areas, Scotland and the World</li> <li>- the salience of the environment in participants' minds</li> <li>- views on who should be responsible for tackling the key issues</li> </ul>                |
| Presentation on the SEWeb partners' key issue set, followed by a Q&A session | To set out what the SEWeb partners think are the key issues for Scotland's environment and why, and to provide examples of specific government, business and individual action to tackle these issues  |
| <i>Lunch break</i>   |  |
| Breakout groups (2)  | To explore participants' reactions to their presentation and specifically to gauge: <ul style="list-style-type: none"> <li>• views on the SEWeb partners' choice of issue</li> <li>• the extent to which the provision of additional information impacted on views</li> <li>• attitudes towards the example actions outlined.</li> </ul> |
| Plenary session  | A summing up of the key messages from the event and completion of an event evaluation questionnaire.   |

## Online discussion

The online discussion was designed and facilitated by the Ipsos MORI research team. A sample of members of the Ipsos Online Access Panel<sup>1</sup> based in Scotland was invited to participate. An initial sample of 330 participants was selected, with the profile designed to be representative of the Scottish adult online population. Participants who took part in the deliberative events were also invited to take part in the discussion. Additionally, links to the discussion were posted on the SEWeb partners' websites and social media feeds, as well as the social media feeds of the Ipsos MORI research team, so as to widen the reach of the exercise.

Prospective participants were first invited to register for the discussion and subsequently to post responses to a number of discussion 'threads' (which covered similar ground to the

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<sup>1</sup> Panel members are recruited from a wide range of sources and regularly take part in research conducted by Ipsos MORI. As part of our agreement with panel members, an incentive of £20 is paid to participants who contribute to research.

deliberative event discussions). The Ipsos MORI facilitator visited the online discussion site regularly, posing supplementary questions as appropriate.

The discussion was open for a period of 4 weeks, from 30 September to 28 October 2013. Table 1.3 below shows the number of people from each sample source who registered for the discussion and the number who went on to take part. In the event, only 13 people in total took part, almost all of whom were members of Ipsos MORI's online panel.

**Table 1.3: Participation in the online discussion**

|                 | Sample source      |                    |              |
|-----------------|--------------------|--------------------|--------------|
|                 | Ipsos online panel | Event participants | Other source |
| No. registering | 80                 | 0                  | 9            |
| No. taking part | 11                 | 0                  | 2            |

A comparative evaluation of the two methods used for the public discussion is provided in Chapter 4.

## Analysis of the findings

All discussions that took place at the events were recorded and then transcribed with the consent of participants. Group facilitators also compiled summary field notes at the end of each event. In addition to this, the project team held regular meetings, throughout the fieldwork process, in order to discuss findings and emerging themes.

At the end of the fieldwork, the researchers conducted a brainstorming session to identify the top-level findings and implications emerging from both the events and the online discussion. The data was analysed using a thematic indexing and charting system often known as 'Framework'. This involved creating a code frame of substantive themes and sub-themes, and adding in key findings within each theme. Transcripts and online content were systematically analysed for key points and illustrative verbatim comments. Any new sub-themes which emerged at this stage were integrated into the code frame.

This method ensured that analysis and reporting of the data was rigorous, balanced and accurate, and that key messages or concepts were brought out. It was also flexible enough to allow for links and connections across different themes or sub-themes to be made, and for moments of interpretive insight and inspiration to be recorded.



## Interpreting qualitative findings

The findings presented in this report were derived using qualitative data collection methods and analysis. Unlike large surveys, qualitative social research does not aim to produce a quantifiable or generalisable summary of population attitudes, but to develop a deeper understanding of the range of factors that shape views as well as identifying key attitudinal tendencies that are likely to be prevalent across society. Qualitative research is particularly useful when exploring complex or hard-to-understand areas, such as cross-sectoral data linkage; single or resolute responses are unlikely but the process of discussing the issues reveal the complexities of opinions and degrees of consensus. The integration of 'deliberative' approaches aids this process, since participants are given the opportunity to explore their feelings towards the topic alongside considering information provided to them. This process reveals a more nuanced and informed set of considerations and the influences underlying them, which can be useful for informing policy making.

## Structure of the report

The next chapter sets out participants' unprompted views on the key environmental issues for their local area, Scotland and the World. It also considers their reactions to the SEWeb key issue set, including the extent to which the provision of additional information impacted on their views. Chapter 3 explores views on specific government, business and individual actions to tackle the key issues. Chapter 4 provides an evaluation of the methods used for the public discussion and Chapter 5 sets out key conclusions and recommendations flowing from the research.

## 2 Key issues for Scotland’s environment

This section begins by considering participants’ *unprompted* views on the key environmental issues for their local areas, Scotland and the World, before exploring reaction to the SEWeb key issues set, including the impact of information on views. It also looks at the level of importance participants attached to the environment compared with other issues, and who they felt should be responsible for tackling environmental problems.

### Unprompted views on the key issues for Scotland’s environment

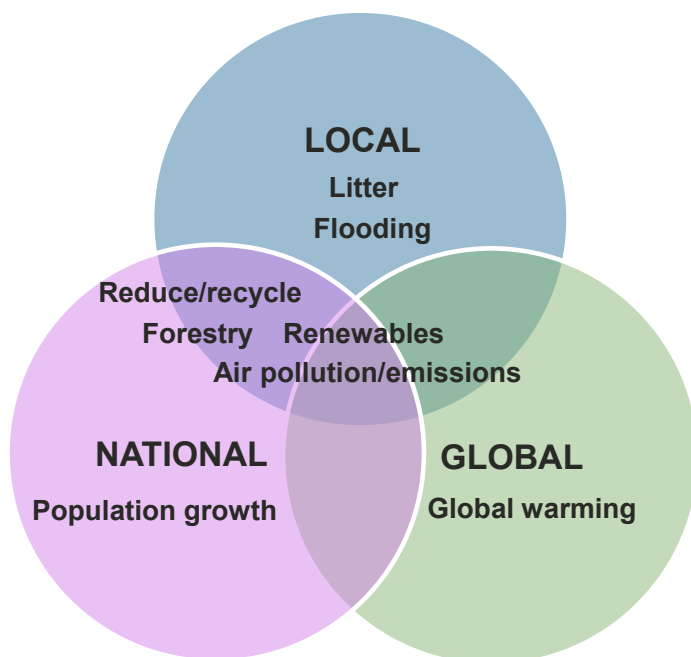
At the outset of each deliberative event, participants were asked to mention the first thing that came into their minds when they thought about the environment or environmental issues. As Figure 2.1, illustrates, a broad range of issues were mentioned, from litter and recycling, to pollution, energy generation and global warming.

**Figure 2.1: ‘Top of the mind’ environmental issues**



Participants were next asked what they regarded as the *key* environmental issues facing: a) their local area b) Scotland and c) the World. Across the events and online discussion, a core set of eight issues were mentioned repeatedly, although to varying degrees for the three geographical levels (Figure 2.2).

**Figure 2.2: Perceived key environmental issues for local areas, Scotland and the World**



**Renewable energy** was a dominant theme of the discussions and one that was discussed in local, national and global terms. There was general recognition that increased investment in renewables was essential given the depletion of traditional sources of energy and the environmental impacts associated with accessing and processing these. At the same time, participants commonly felt that there was too much focus on wind farms at the expense of other renewables (solar and hydro power received particular mention here, although at the Dumfries event there was reference to the potential of clean coal technology). There was repeated suggestion that wind farms were unsightly, inefficient, expensive to operate and had become something of a “gravy train” for energy firms wishing to benefit from government subsidies. On the specific issue of unsightliness, participants discussed this with reference to impacts on both their own quality of life and on Scotland’s tourism industry.

*Everybody jumps on the bandwagon and they’ve all got the massive wind farms. Of course [the turbines] can’t keep going...they’ve got to switch them off and they still get paid for it. You can’t store the electricity. Hydro seems to be the way to go, because we have plenty water and it’s been working fine for years.*

(Female, aged 35-49, Inverness)

*Thirty-three turbines are going on untouched moorland within three miles of our home. I like the idea of renewable energy but on this scale I am not so sure. Seven turbines are up already and can be seen for miles all over the island [and] also for miles out at sea. For tourists coming to the Isle of*

*Lewis, this will be the sight that they see.*

(Online discussion)

**Emissions/air pollution** was another issue that was conceived of in local, national and global terms. When participants identified it as a *local* and *national* issue they were referring predominantly to fumes from what they regarded as the ever-increasing amount of traffic on Scotland's roads. When they identified it as a *global* issue their focus was more on industrial pollution. They commonly suggested that the countries responsible for such pollution – which they tended to identify as China, the US and Russia – were not doing enough, nor being encouraged to do enough, to tackle the problem and that this undermined other countries' attempts to do so.

*I think it's awful that India and China are getting away with using fossil fuels and the heavy metal things and they're polluting like crazy. They're a developing culture but they're developing down the lines that we have already learnt that you shouldn't be developing. I think it's awful that we don't look at the world as a one because we have learnt lessons we should be sharing that with them.*

(Female, aged 50+, Inverness)

*As a country we're kind of limited to what we can do. It's up to more America or Russia, the big continents, they should be doing a lot more.*

(Male, aged 18-34,

Dumfries)

**Global warming**, although commonly identified as a key environmental issue, was not spoken about to any great length during these initial unprompted discussions. Among some participants, this appeared to reflect a lack of understanding of the issue and, among others, a perception that global warming was somewhat abstract or distant from their everyday lives. Indeed, global warming was predominantly seen as an issue for the world or for other countries, rather than for Scotland or local areas.

Older participants tended to raise the question of whether global warming was a manmade or a natural, cyclical process. Those of them who held a view on the subject more often than not identified with the latter perspective, which, in turn, led them to suggest that there was a limit to what scientists and other experts could do to address the problem. The following exchange from the Dumfries event was typical:

*M: There is obviously something going on when you look on the accelerated ice melt as an example, but I'm not overly sure that they know why.*

*M: The thing is, it has happened before. It's as if the world is going through cycles.*

*F: It's just you know about it more now because of the communication in the world.*

*M: That's right.*

*M: Absolutely.*

(50+ group, Dunfermline)

**Recycling** was discussed widely at the deliberative events but less so in the online discussion. Although it was regarded as both a local and a national issue, comments in the main took the form of complaints about local service provision. Participants at the Dumfries event felt strongly that provision in their area was at best patchy, resulting in less waste being recycled than might otherwise be the case. Those in Edinburgh talked about inconsistency in kerbside services across the city, and in the colour coding used for kerbside and 'on the go' provision.

*F: The colour scheme that's used on the street recycling bins isn't the same as the colours at your house. It would make sense if it was the same.*

*M: It would, I can't ever fathom them out.*

(18-34 group, Edinburgh)

Beyond issues of service provision, a small number of participants were sceptical that the materials they put in recycle bins actually ended up being recycled, and this led them to feel somewhat apathetic about sorting their waste. A small number of others expressed bemusement that materials from Scotland are sometimes sent overseas for processing and subsequent re-use. They felt that this made neither environmental nor economic sense.

*So many people tell you stories: there is mountains of glass bottles somewhere that nobody has actually recycled, because it costs too much to recycle it. If you actually saw what is being done you would be even more keen to do it.*

(Female, aged 35-49, Inverness)

*M: Why can they no' have a recycle [processing plant] here? Old rubber tyres they go to Italy [to be] made into backing for carpets.*

*F: Look at the jobs it would create.*

(50+ group, Edinburgh)

Some of the language that participants used when reflecting on their own recycling behaviour was noteworthy as it indicated that recycling is becoming something of a social norm that

they are increasingly reluctant to flout. Accordingly, it may be that there are important lessons to be learned from recycling policy and initiatives in terms of encouraging other forms of green behaviour.

*[Recycling] is a pain in the neck, but you've got the boxes so you tend to put them in. Everybody round about me just tends to do it. You just follow, you feel the odd one out if yours is not out.*

(Female, aged 50+, Edinburgh)

*...You get into a way of doing things like recycling plastic containers or bottles and jars and stuff like that, that comes naturally to you after a while, so you don't actually think of it. You do it because you do it.*

(Female, aged 50+, Dumfries)

**Reducing waste** was discussed in less depth than recycling. Nonetheless, many participants felt strongly about the issue; in particular contending that the amount of packaging on foodstuffs and other consumer goods was excessive and ought to be limited.

**Forestry** was another issue that was seen as having both local and national significance. As might be expected, the local aspect was most commonly discussed at the Dumfries and Inverness events, where participant talked about the loss of forestry in their respective areas to agriculture and housing, and about associated implications for both wildlife and the local economy.

*They flatten everything and just build houses. They're doing away with the forestry. The forestry at one point was the main source of employment in Galloway. There's nothing now.*

(Male, aged 50+, Dumfries)

At the same time, a couple of participants at each event were aware of ongoing efforts by the Forestry Commission to plant more native and broadleaved trees in Scotland's forests (there was specific mention of the Caledonian forest). They saw this as a very positive development and, indeed, suggested that the amount of planting ought to be increased.

*The local forestry around our way have been reducing the amount of cash crop that they're planting and have been substituting a lot of it with broad leaf trees native to Scotland.*

(Female, aged 50+, Inverness)

*I know there is a small scheme going now, but replanting some of the Caledonian Forest with true native trees would be a great boom to the environment.*

(Male, aged 50+, Edinburgh)

**Population growth** was discussed primarily in terms of perceived threats to Scotland's greenbelt land from domestic and industrial building, and associated increases in pollution and waste. Consistent with comments made in respect of wind farms, there was some concern that too much building on Scotland's greenbelt would undermine the country's appeal to prospective visitors.

*I'm amazed how they could build on what used to be called a greenbelt. When I first moved to Scotland in '91, it was greenbelts in between where I stayed, Penicuik, all the way through back to the Captains Road, and that has been whittled away and whittled away. We've got an Ikea, and we're getting Asda and Sainsbury's, and now they have built all these houses on either side of the road...*

(Female, aged 35-49, Edinburgh)

*We've got a national resource that people come to because it's sort of wilderness and it's uninhabited and it is beautiful and now we're building holiday villages in it and things. So, I think we're changing what people admire about Scotland.*

(Female, aged 50+, Inverness)

**Litter** was repeatedly identified as a key environmental issue for local areas. There was a tendency to regard the problem as symptomatic of a general reluctance on the part of some individuals to take responsibility for their behaviour and their surroundings. At the Edinburgh and Dumfries events there was some suggestion that councils need to provide more public bins to reduce the likelihood of people littering but this view was not widespread.

Finally, the issue of **flooding** was mentioned mainly in Dumfries where participants talked about long-running problems with the river Nith. While there was some bemusement that the problem was only just beginning to be addressed properly, it was clear that participants also recognised the challenges involved in installing flood defences in the town, including the potential for inadvertent "knock on effects" elsewhere on the river's course.

There was some clear overlap between the key environmental issues identified spontaneously by participants and the SEWeb key issues set, as figure 2.3 illustrates. An obvious difference, however, was the lack of any spontaneous mention of the marine environment or of freshwater (beyond the River Nith issue). When participants were pressed on these issues, some acknowledged that the marine environment was important; typically commenting that the sea was an important source of food or employment, or that more needed to be done to protect marine wildlife from oil spills and other forms of pollution. Others, however, professed to never having given the marine environment much thought;

mainly because it did not affect their day-to-day lives. In essence, they saw it an issue for coastal communities.

*[The marine environment] doesn't affect me, if you like, and I'm not conscious of it being part of an argument or a discussion amongst people like ourselves.*

(Male, aged 50+, Dumfries)

*I'm very rarely on the seas, so I'm not thinking about it.*

(Female, aged 50+, Inverness)

With regard to freshwater, participants had very little to say about this, even after prompting, which appeared to reflect their general lack of awareness or understanding of associated issues.

**Figure 2.3: Comparison between the SEWeb and research participants' key issues**

| SEWeb key issues   | Participants' key issues   |
|--------------------|--|
| Climate Change     | Global warming<br>Reduce and recycle<br>Renewable energy                     |
| Built environment  | Population growth<br>Air pollution/emissions<br>Reduce and recycle<br>Litter |
| Land management    | Forestry   |
| Freshwater         | Local flooding   |
| Marine environment |  |

### Characteristics of opinion

Aside from considering the specific issues identified by participants, it is instructive to reflect on the general manner in which they engaged with and spoke about those issues. Six key characteristics stand out in this regard:

1. Although they often stated that they did not know very much about environmental issues, they in fact had quite a good understanding of some issues – particularly locally-based ones (for example, the River Nith issue in Dumfries and the tram project in Edinburgh) – and of environmental debates as reported in the media (for example in relation to renewables and recycling)



2. While they distinguished between local, national and global issues, they also recognised that global problems might manifest locally and that locally-based behaviours can affect the global picture:

*If [people] care locally then it's global – everyone is going to care globally.*

(Female, 18-34, Inverness)

3. At the same time, their focus was much more on local, or otherwise visible, issues (wind farms, litter, flooding and recycling) than on insidious or perceived distant issues (for example, global warming and the marine environment);
4. Further, their perspective on most of the issues they discussed tended to be anthropocentric in nature. That is, they tended to focus on the aesthetic and/or economic implications of such issues as wind farms, deforestation and greenbelt developments, rather than on more ecocentric considerations.
5. A considerable degree of ambivalence in attitudes was also apparent. For example, while many participants expressed concern about congestion and associated pollution, several of the same people were often reluctant to reduce their own car use to any significant degree. Similarly, the perception that there was too much building on greenbelt land co-existed with an equally strongly held view that Scotland needs more affordable homes.
6. Participants' engagement with environmental issues affecting Scotland was often inextricably linked with a sense of national pride. They often commented that Scotland's natural heritage was its strongest, most defining feature and, for this reason alone, ought to be protected

Addressing or reflecting these characteristics of opinion in future communications around the key issues for Scotland's environment will be important in engendering further public engagement with those issues.

## **Level of importance attached to the environment**

Participants were asked how important the environment was to them personally. Most conceded that it was not an issue to which they gave a great deal of thought. They cited three main reasons for this.

First, they often commented that environmental problems were not sufficiently immediate – either in time or space – to capture their attention and cause them significant concern. This

perspective also found expression in a view that the public would engage more with environmental issues if it were made clearer to them how those issues could impact on them or their families in the here and now.

*F: I don't think you think about [environmental issues] unless they affect you, you know what I mean?*

*F: Aye, if it's not on your doorstep type of thing.*

(35-49, Dumfries)

*The best way of showing the huge impact [environmental problems are] going to have is by explaining the changes that are happening to the whole world but people will link best to things that affect them directly in their own lives, so it's trying to find the balance between those two things. They're saying the world is going to hell on a handcart, we all know that, but [it's] how it affects you directly.*

(Female, 18-34, Edinburgh)

*... The way it could become more relevant to people is by making it more immediate; how is it going to affect you more day to day or week to week, instead of this 100 years or your kids generation ... It's too long term I think.*

(Male, 18-34, Dumfries)

Second, participants repeatedly commented that other issues, particularly financial security, were simply more salient to them than the environment and, indeed, had become more so over recent years owing to the onset of the global recession.

*I think people are more concerned about finances and the state of the economy because of everything that's going on recently...what they're trying to do is keep a roof over their heads, keep a job, and keep an income coming in, to secure theirs and their kids' futures.*

(Female, 35-49, Dumfries)

*Five years ago, if you had asked me one of the things I was most interested in, I would have said the environment. I now find a lot of my attention is spent on making sure I can make ends meet by the end of the month, and that has impacted on every aspect of my life... I used to campaign for stuff, I haven't got the time or energy [now] because I'm doing extra hours.*

(Female, 35-49, Edinburgh)

Third, and related to the previous point, it was often suggested that being concerned about the environment and adapting one's behaviour accordingly, is prohibitively expensive. This point was most commonly made with reference to using public transport and eco-purchasing.

*Whereas before things that you would buy would be organically farmed or things like that, now that's less of a concern. The concern is paying for it.*

(Female, 35-49, Edinburgh)

Of the minority of participants who said that the environment was a priority for them, virtually all explained this in terms of having children or grandchildren and being concerned about their futures. In other words, these participants had a longer term perspective than some of their peers, which countered the perceived lack of immediacy to some environmental issues, discussed above.

*If we don't think about things like [the environment], then it's only going to get worse and our children aren't going to have the quality of life that they perhaps should.*

(Male, 35-49, Dumfries)

*[The environment] is definitely [a big priority]. No' for me; it's for my grandson.*

(Male, 50+, Dumfries)

Participants' personal priorities aside, there was a widely held view that Scotland as a country is performing relatively well in respect of its environmental policy and practice. As evidence of this, participants pointed in particular to the Scottish Government's home insulation scheme and its focus on renewable energy.

## **Responsibility for tackling environmental problems**

Asked who should be responsible for tackling environmental problems, participants tended to say that "everybody" should be responsible. There was specific spontaneous mention of individuals, businesses, schools, local councils and the Scottish Government.

In relation to individuals, participants often spoke of a need for people to take greater responsibility for their actions, particularly in terms of using their cars less often and being more energy efficient in the home. In relation to businesses, there was suggestion that companies should do more to reduce the amount of packaging on any goods they produce, make greater use of recycled materials and reduce the prices of green products and services.

At the same time, however, there was a consensus that individual and corporate behavioural change will only become a reality in the context of a more fundamental 'top down' shift in environmental policy and practice. That is, they felt that it was the role of government (broadly defined) to educate people about the key issues for Scotland's environment and to facilitate or promote related actions.

*[It is], an issue for the government...I think we would struggle to initiate [change] from ground level. I think that the majority of folk like to be told what to do or what's going to be done.*

(Male, 50+, Dumfries)

*F: Everyone [should be responsible] but the government should be encouraging it as well, definitely.*

*M: I think government is here to supply people with resources and enough information and to support us.*

(18-34, Edinburgh)

There was specific mention of a perceived need for government to: ensure that new buildings are designed to make maximum use of renewable energy technology; promote environmental education in schools (although participants with children recognised that it is already doing this to a degree); make public transport cheaper and more convenient; and incentivise businesses to behave in a more environmentally responsible way.

*I think there should be legislation brought in that all new builds have solar panels incorporated at the time of build. I know it would add to the cost of buying property but a small cost to the environment in the long term.*

(Online discussion)

*I think the government's general idea that improving public transport is the way to get people out of their cars, and improving the facilities for cyclists and things like that [is the right one].*

(Female, 18-34, Edinburgh)

Views on specific government, business and individual actions to address environmental problems are discussed further below in relation to the SEWeb key issues set.

## **The SEWeb key issues set**

Participants were given a presentation by a representative from the SEWeb Partnership, which provided information about the five issues identified as priorities for Scotland's Environment – climate change, the built environment, land management, freshwater and the marine environment. For each issue, the presentation offered a definition, details of current and likely future impacts on Scotland and example actions in which government, business and individuals might engage to help tackle the issue. The same presentation was uploaded to the bulletin boards platform on which the online discussion was conducted (A copy of the presentation is included at Appendix B).

Participants were asked whether or not they felt the key issues covered in the presentation were the right ones on which to focus. Reflecting a perceived overlap between the issues and those participants had themselves identified as important, the consensus was that the SEWeb issues were appropriate. Indeed, many of the event participants described these issues as being “bang on” or “in sync” or with their earlier discussions.

### **The impact of information provision on views**

It was clear that the presentation has a significant impact on the event participants' views. Many of them commented afterwards that they hadn't appreciated just *how* important the issues were. Others stated that they hadn't been aware of the extent of human impact on the environment, or of the level of ameliorative action required. Some participants went on to suggest that greater awareness-raising of environmental issues was required to encourage more people to think about the impact of their own actions, while a couple indicated that the presentation had made them more willing to get involved in environmental activities.

*If you're more aware then you're more likely to think about it, maybe a little bit more than you would have done normally, and, therefore, you might change the way you act on a daily basis ...if we all did that, then that potentially could make a profound huge difference.*

(Male, aged 35-49, Dumfries)

Participants felt that the presentation also raised their awareness of issues which either hadn't been discussed, or were discussed only briefly, to that point; in particular, freshwater and the marine environment. Following the presentation, participants were more likely to conceive of these issues as important and, indeed, to consider them in detail. They expressed particularly strong levels of interest in the amount of freshwater in Scotland and how it is used, the impact of over-fishing, the effects of noise pollution on aquatic wildlife, and the pollution of rivers.

*Now [the presentation has] touched on it, there is a lot of things that concern me about the marine [environment], and I'm really concerned about all those fish species that we 'oik' out of the water.*

(Male, aged 50+, Inverness)

*There are so many countries that would kill to have the amount of water that Scotland has. Whole continents that don't have the water resources we have [and] we just take it for granted every day.*

(Female, aged 18-34, Edinburgh)

The presentation also increased participants' awareness of the interconnectedness of environmental issues. There were two main aspects to this. Firstly, participants often commented that the presentation demonstrated ways in which human behaviour impacted on particular aspects of the environment, which in turn affected other aspects. The specific example that they alighted on in this regard was the discharge into rivers of water that has been used in industrial processes, which can raise the temperature of the water and harm wildlife. Many participants said they had not been aware of such "chain-reactions" in advance of the presentation and expressed surprise at how frequently these occurred.

Secondly, prior to the presentation participants had discussed a wide range of environmental issues, but tended to perceive these issues in isolation (for example, litter, congestion and waste). However, they felt that the presentation showed them "the big picture" by providing an insight into common causes or effects, or the cumulative impact of, different issues (for example, on the built environment).

*It is easy to forget about this when you focus on the rubbish, you focus on [the] small things around you and then you just don't see the whole picture.*

(Female, aged 18-34, Edinburgh)

However, while the presentation increased awareness of the interconnected nature of issues, participants tended to continue discussing issues in isolation. This, coupled with their tendency to focus on local environmental issues (discussed previously), suggests that SEWeb should carefully consider how it conceptualises issues on the SEWeb website and in wider communications around the key issues.

The presentation also raised awareness among participants of the range of actions individuals can undertake to tackle environmental problems. Although they had been familiar with some such actions, particularly recycling and reducing their car use, many had been less aware of others, such as buying local produce, reducing water use or getting involved in local activities, and of the impact these could have. Their new found awareness of both the range of actions in which they could get involved and of the interconnectedness of issues, appeared to lead to an increased sense that individuals have a role to play in tackling environmental issues and can make a difference. Views on actions for individuals – and for government and business – are discussed in more detail in chapter 3.

### **Prioritising environmental issues**

Towards the end of the event discussions, participants were asked to identify their top five environmental issues, taking into account the issues identified by the SEWeb partners and those raised spontaneously prior to the presentation. It was notable that they found this task quite difficult; not simply because of the wide ranging nature of the issues discussed throughout the day but because they had come to regard all of these issues as important.

Still, most of the participants did manage to complete the ranking task. As figure 2.4 shows, climate change was ranked as the top priority followed by freshwater, the built environment, land management and the marine environment.

**Figure 2.4: Results of the prioritisation exercise**



Participants offered some explanations for ranking climate change as the highest priority. There was a perception that climate change was an overarching issue that encapsulated and affected many other environmental issues. Further, of the five SEWeb issues, climate change (or global warming) was the issue that participants had heard most about through coverage in the media.

Arguably, the most significant finding from this exercise was the fact that the issue of freshwater was ranked as the second top priority by participants, despite not having been mentioned spontaneously before the presentation. As explained earlier, participants became highly engaged with this topic following the presentation, which provides testimony of the significant impact that information-provision can have on views.

Still, it was clear that considerations of local issues continued to underpin views and impacted on participants' rankings of the remaining issues. The marine environment emerged as the lowest priority because many participants continued to regard it as distant

from their day-to-day lives. Land management was similarly seen as somewhat distant and more of a concern for those living and working in rural areas.

In a similar vein, the built environment was less of a priority for participants in Inverness and Dumfries than in Edinburgh, as they felt the issue was more relevant to people living in cities.

Aside from the SEWeb issues, some participants included in their ranking issues that they or their fellow participants had identified spontaneously prior to the presentation. Chief among these issues were recycling, renewable energy and pollution. Some also included raising awareness of environmental issues or local environmental issues among the general public.

### **Factors that increased engagement with the SEWeb key issues**

Participants' reactions to the presentation pointed towards three key factors that helped to promote engagement with the issues discussed – and which may therefore be crucial in terms of promoting future public engagement.

First, participants commented that the information was pitched at the right level for a general public audience. More specifically, they felt that it: provided enough information about each topic without being too complex or overwhelming; used plain English rather than jargon; and covered issues they could understand.

*[The presentation] was not too technical, or people just won't bother with it, but it shows you practical things that you can do and ... [presents] information that is easy to understand. If I see a technical document, I am going to switch off immediately.*

(Male, aged 35-49, Inverness)

Still, a minority of participants felt that too much information was provided and found it difficult to recall the information in the subsequent discussion. These participants indicated that they would have preferred to have received the information in smaller, "bite-size" sections.

The provision of facts and statistics was identified by participants as another key factor in helping them understand and relate to the issues. Indeed, when asked what surprised or interested them most about the presentation, they tended to recite many of the facts and statistics mentioned – for example, that 90% of the UK's freshwater was in Scotland and the size of the sea area for which Scotland was responsible. There was a clear sense in which the facts and statistics facilitated a more in-depth discussion of the issues as participants were able to link these to other issues they had previously seen coverage of in the media.



For example, the information about the size of the sea area for which Scotland was responsible led to discussion about over-fishing and EU regulations.

However, it was clear that facts and statistics also had the potential to be misunderstood or misconstrued. For example, some participants felt that Scotland's having 90% of the UK's freshwater meant that it did not need to be concerned about its water supply, while others commented that if "only" 4% of Scotland's land was classified as a built environment, then there was further scope for building on greenbelt land. Such inferences underscore the importance of appropriately contextualising facts and statistics to avoid potential misunderstandings.

Finally, it was clear that the perceived veracity of the messenger was crucial in engaging the audience. Each presenter was perceived to be knowledgeable and enthusiastic about the subject, and to have conducted the presentation in an impartial manner, which gave weight to the information provided. Participants expressed the view that they would be more likely to believe information provided by someone whom they perceived to be an expert in his/her field rather than a politician or representative from a pressure group whom, they felt, would be trying to push a particular agenda.

*[The presenter] seemed to know what he was talking about. If anyone could go into that [detail] about something, then I think I would be confident in trusting them and believing what they were saying.*

(Female, aged 18-34, Inverness)

As discussed previously, participants demonstrated a good understanding of the different sides of current environmental debates as reported in the media, particularly surrounding climate change and wind farms. Consequently, although they engaged keenly with the presentation and generally trusted the information provided, some displayed a degree of scepticism towards, or questioned, what they regarded as "assertions" and "assumptions" made; for example that climate change was caused by human behaviour rather than being a natural process. The view among many participants was that acknowledging the different sides of such debates, including any scientific unknowns or uncertainties and differing opinions expressed in the media, was important in terms of making information credible.

*There are a couple of issues there, I'm not saying they're not true [but] the assumption; one, is that climate change is happening and the second assumption that if it is happening it's [due to human behaviour].*

(Male, aged 50+, Dumfries)

*Can they actually prove that [climate change] is because of the amount of carbon we're releasing, which is why we're getting heavier rain?*

(Female, aged 35-49, Edinburgh)

## 3 View on actions to tackle the key issues

### Overview

As already mentioned the presentation outlined a range of actions that could be undertaken by government, business and individuals to help tackle each of the SEWeb key issues. Overall, participants recognised the potential benefits of these actions and none of the actions were perceived as particularly controversial or unreasonable. There was also an acknowledgment that the actions of each group contributed to environmental problems and, as such, all parties had to take responsibility for tackling these problems. However, participants did raise two main issues regarding the actions outlined in the presentation.

The first issue concerned a perceived imbalance in the degree of action suggested for government, business and individuals. The perception among participants was that government and business had a greater impact on the environment than individuals, but that the presentation placed more focus on individual actions than government or business actions. Further, the actions outlined for government and business were considered by participants to be too “vague” or “lenient”, with the effect that there was little requirement or expectation placed on government and business to tackle environmental issues.

Participants expressed a deep mistrust of politicians, often commenting that they only undertake actions that “make them look good”, rather than those that actually make a difference to the environment. They also felt that government was “in the pocket” of big business, which meant that it was reluctant to try to encourage, far less force, business to act.

*[Government should] make realistic targets rather than ambitious ones, just because it sounds good. Make a realistic target they can actually stick to.*

(Male, aged 18-34, Edinburgh)

*Before [an environmental policy] is even put into law, [private] companies have got so much pulling power, [they can influence] the wording of the law [for their own benefit].*

(Male, aged 50+, Dumfries)

The second main issue participants raised about the actions outlined in the presentation concerned perceived differences in the language used to describe the actions for individuals

vis a vis those for government and businesses. Participants felt that the former was focussed on 'stopping' (for example, *reduce* use of polluting detergents and *avoid* buying non-native trees and plants), which they perceived as negative, whereas the language used for government and business actions was focussed on 'doing' (for example, *support* land managers to deliver greater environmental benefits and *set* ambitious climate change targets to reduce greenhouse gas emissions), which they perceived as more positive. Overall, participants felt that this language suggested that individuals were to blame for environmental problems and should, subsequently, shoulder the responsibility for tackling these.

*If you look at [the actions for] individuals, it's all negative, what we should not do. So, there is a tone saying that it is actually our fault.*

(Male, aged 18-34, Edinburgh)

The view among participants was that individuals were less likely to respond to negative language than to more positive or empowering language.

*If you tell somebody something they can choose to listen or not listen, but if you pose it as a question then it automatically engages you to think about it. So, instead of "use less energy in the home", [try] "how can you make your home more energy efficient?"*

(Female, aged 18-34, Edinburgh)

## The role of government

The perception among participants was that government should have the most prominent role in tackling environmental issues. This was predicated on a belief that government had the power and the resources, as well as a holistic understanding of what was required, to drive forward change.

Participants had three specific expectations of government. Firstly, that it should lead by example, both in the implementation of environmental policies (for example, setting and meeting environmental targets) and in its own behaviour (for example, ensuring ministers and officials use public transport rather than private cars). The prevailing view was that government could not expect others to adopt environmental actions if it was not seen to be doing so itself.

Secondly, government was expected to create conditions that encouraged or enabled individuals and business to undertake environmental actions. As discussed previously, many

participants felt that they should be provided with more adequate information or services to enable them to adopt environmental behaviours (for example, more consistent recycling services, cheaper and more reliable public transport, and practical advice on using energy more efficiently).

*[Government] could do with [providing more] bins for glass at your house. It is so much easier than, as we said earlier, having to bring [items for recycling] on a bus. If you're a single parent with kids you can't exactly put it all under a buggy. And, the bottling banks are usually at either the recycling centres or supermarket car parks. Why are they not in housing schemes?*

(Female, aged 18-34, Inverness)

Many participants also felt that government should provide clearer, more consistent messages in order to encourage people to adopt environmental behaviours.

*We [are told to] wash clothes at 30, and yet yesterday it was on the radio saying that, if you wash your clothes at 30, it's actually not killing bacteria. You're told to do one thing and then all of a sudden you hear [something] else. So, you just think, "what am I supposed to do?"*

(Female, aged 50+, Dumfries)

Thirdly, there was a strong feeling among many participants that government should adopt a tougher stance with business to ensure that businesses were held accountable for their environmental impact.

*I think companies who pollute freshwater should be accountable, and there should be much heavier penalties, if not jail sentences.*

(Male, aged 35-49, Edinburgh)

## The role of business

As discussed previously, a strongly held view among participants was that business contributed significantly to environmental problems, primarily through pollution. Consequently, the consensus was that businesses should do more to reduce their impact on the environment (for example, by cleaning up derelict industrial sites) and support or contribute to wider environmental initiatives (for example, investing in the development of "green" technologies).

*[The community becomes] liable for [the derelict building] rather than the company that ran it. It just doesn't seem right that we have to pick up the tabs.*

(Male, aged 35-49, Inverness)

In addition to taking greater responsibility, participants felt that businesses had an important role to play in encouraging and facilitating environmental behaviours among employees and consumers. There was a perception that, as employers, businesses were in a unique position to set a standard of environmental behaviour in the workplace that might seep into employees' home lives. Specific initiatives suggested included efforts to reduce workplace waste and energy use, cycle to work schemes, and subsidised public transport for commuters.

*Businesses can have an impact on the behaviours of their employees by having a green strategy - all the behaviours for saving energy and reducing waste in the office can transfer to the home.*

(Online discussion)

*I work in a restaurant, part time, and a lot of food does get wasted. It goes straight into the bin, into the black bag and then out the back. Even restaurants should do more [to cut down waste].*

(Female, aged 18-34, Edinburgh)

With regard to encouraging behaviour change among *consumers*, participants tended to suggest that businesses should reduce the cost of environmentally-friendly products, such as local produce, organic produce and non-polluting detergents. There was also a view that business could do more to help consumers cut down on their waste through reducing the amount of packaging on products, particularly food products, and by making products more durable.

### **The role of individuals**

Discussions about actions for individuals tended to focused on the likelihood of participants themselves adopting those actions. The consensus among participants was that they were more likely to adopt actions that were cheaper or more convenient than any alternatives. This included actions such as using public transport and buying local produce. Conversely, participants were less likely to adopt actions that were perceived to involve greater financial, time or effort costs, such as getting involved in local area planning or projects to improve local areas.

*Across the [actions], I think they're asking an awful lot of individuals ... I don't think you would be able to live if you [undertook those actions], you would have no time for anything [else]. You would spend a lot of time running around local meetings saying "don't do that, do this".*

(Female, aged 35-49, Edinburgh)

Finally, although the general perception among participants was that the impetus for adopting environmental behaviours should come from government and business, a minority of participants held the view that individuals could do more to put pressure on government and business to act, by exercising their electoral and consumer power. Those who held this view tended to be the more environmentally engaged participants.

### **Views on ongoing public engagement**

Towards the end of the deliberative events, participants were asked about their attitudes towards future public involvement in discussions about Scotland's environment. There was unanimous agreement that the public should be involved in such discussions. However, this was underpinned by a desire for more information about environmental issues and actions rather than for public involvement in decision-making or the setting of environmental priorities. This reinforces the finding, discussed above, that participants were less keen to adopt environmental behaviours that involved a significant commitment of time or effort. There was a particular desire for awareness-raising in respect of local area issues and for feedback on progress made in tackling environmental problems. It was commonly suggested that increasing awareness and demonstrating progress in this way might encourage more people to adopt environmental behaviours.

*Let the experts do their job [and], in the meantime, they can raise awareness, even among a small pocket of [the] population.*

(Male, aged 35-49, Dumfries)

*I think if you started involving [the public] in a discussion and then [they] probably would become more proactive in carrying out [actions].*

(Male, aged 35-49, Edinburgh)

Participants felt awareness-raising should take place at both a national and local level. A range of methods were suggested, including: media marketing campaigns (in the print, broadcast and internet-based media); the provision of information leaflets; and events such as fun days for children and public meetings. Many participants also commented that the deliberative events were a good way of raising awareness and involving the public in discussions. It was felt that any awareness-raising activity should focus on providing information about key environmental issues, practical advice on actions that individuals can undertake, and information about local activities in which individuals can get involved.

Participants felt that the use of online methods would help expand the reach of a public discussion and make it accessible to people who may not otherwise take part. Social media sites, such as Facebook and Twitter, were suggested as means of getting people involved in an online discussion. However, participants also felt that the sole use of online approaches for public discussions would mean that many people would be excluded, particularly groups with lower levels of internet access, including older people. Consequently, the prevailing view was that an online discussion should form just part of a mixed-mode approach to public engagement.

When asked how likely they personally would be to contribute to an online discussion about the environment, there were some differences in views between age groups. Younger participants (under 35s) were more likely to say they would be interested in getting involved in an online discussion, but expressed the view that they would not “go looking” for the discussion and it would have to be brought to their attention, most likely via friends on social media.

*[Sharing information between friends is] the actual basis of the advertising that Facebook do, that's why they started this whole thing because they figured that people would pay more attention to what people they knew liked.*

(Female, aged 18-34, Edinburgh)

Most older participants (over 35s) said that they would be unlikely to get involved in an online discussion, either because they did not use the internet or because it was not their preferred method of interaction.

*[An online discussion is] no good for me, you can't interact with folk.*

(Male, aged 50+, Dumfries)

*Personally, I've got no problem talking, but online forums, phones, I just don't like that as a medium of communication, so I tend to shy away from them.*

(Male, aged 35-49, Dumfries)



## 4 Evaluation of methodologies

As outlined in the introduction, a core objective of the research was to evaluate the methodologies used for the public discussion. Table 4.1 below provides a comparative evaluation of the deliberative events and the online discussion, taking into account five key criteria: accessibility; levels of participation and representativeness; quality of discussion; opportunities for information provision; and feedback from participants. The evaluation is based on both objective evidence emerging from the research and on the researchers' observations and reflections.

**Table 4.1: Evaluation of methodologies**

| Criteria             | Deliberative events  | Online discussion  |
|----------------------|--|--|
| <b>Accessibility</b> | <p>The deliberative events were open only to members of the public living in the selected locations (Dumfries, Inverness and Edinburgh) who were approached by the Ipsos MORI recruiters and who met a number of pre-defined demographic and attitudinal criteria (a total of 90 people). This was to ensure that the sample was broadly representative of the general public (see levels of participation and representativeness below).</p> <p>Steps were taken to ensure that all prospective participants approached by the recruiters were given an equal opportunity to take part in the research and no one was excluded on the basis of their race or ethnicity, their disability, their gender or sexual orientation, their age or religion. In particular:</p> <ul style="list-style-type: none"> <li>the events were held on Saturdays to maximise the number of people who are able to attend</li> </ul> | <p>The online discussion was open to an invited sample of members of the Ipsos Online Access Panel living in Scotland and anyone who wished to participate via links to the discussion placed on the SEWeb and Partner websites and the SEWeb Partners' and Ipsos MORI researchers' social media platforms. In this sense, the online discussion was 'open' to a wider group of people than the deliberative events.</p> <p>The online discussion offered greater flexibility for participants than the deliberative events due to the lower time commitment required and through enabling them to contribute at a time that suited them.</p> <p>However, individuals without access to the internet were systematically excluded from participating. Although overall levels of home internet access in Scotland are high (currently 76%), some groups of the population, particularly older people and those living in</p> |

|  |   |  |
|--|---|--|
|  | <ul style="list-style-type: none"> <li>• all venues were accessible to those with physical disabilities and were convenient for participants to travel to, both by public transport and private means</li> <li>• all those recruited were asked whether they had any other special needs that might affect their ability to attend and/or participate</li> <li>• the offer of incentive to take part in the research was, in part, designed to encourage participation in the research from individuals who might not normally take part in social research and ensured that potential participants were not discriminated against because of worries about travel expenses or dependent care expenses</li> </ul> | <p>more deprived areas, are far less likely to have home internet access<sup>2</sup>.</p>  |
| <p><b>Participation and Representativeness</b></p> | <p>Turnout for the deliberative events was high. For each event, 30 members of the public were recruited to take part with the aim of having 25 attend. In total, 76 people attended. Several steps were taken to achieve this high rate, including:</p> <ul style="list-style-type: none"> <li>• conducting recruitment face-to-face and door-to-door, which tends to yield higher response rates than other recruitment methods</li> <li>• providing participants with information about the purpose of the event and reassurance about their involvement</li> <li>• having recruiters call those recruited in the days</li> </ul>  | <p>Participation in the online discussion was low. Of the 330 members of the Ipsos Online Access Panel who were invited to take part, 80 registered on the bulletin board but only 11 contributed to the discussion. A further 9 individuals registered on the bulletin board having been directed from another source, of whom only 2 participated.</p> <p>Attempts were made to boost participation in the form of:</p> <ul style="list-style-type: none"> <li>• the offer of an incentive (£40) to members of the Ipsos Online Access Panel</li> <li>• the use of social media platforms (including the SEWeb Partner's and researchers' Twitter, LinkedIn</li> </ul> |

<sup>2</sup> <http://www.scotland.gov.uk/Publications/2013/08/6973/9>

|  |  |  |
|--|--|--|
|  | <p>before the event to confirm their attendance</p> <p>Through the recruitment process, the research team was able to exercise control over the types of people recruited. As a result, the profile of participants represented a cross-section of Scottish adults across a number of demographic (age, gender, working status, household composition) and attitudinal (level of interest in environmental issues) characteristics (See appendix C for a full breakdown of the participant profile). This approach ensured that a broad range of people were able to take part in the research rather than just those with a particular interest, or engagement with, environmental issues.</p> <p>Event attendees were representative of the broader pool of recruits for each event.</p> | <p>and Facebook feeds) to promote the discussion</p> <ul style="list-style-type: none"> <li>• moderators encouraging discussion by posing questions and probing responses</li> </ul> <p>In terms of the representativeness of participants, although the initial sample of panellists invited to take part reflected the profile of the Scottish online adult population by age and gender, the profile of those who contributed to the online discussion was skewed towards women, those in middle and older age groups and those who were fairly or very interested in the environment (See appendix C for a full breakdown of the participant profile).</p>   |
| <p><b>Quality of the discussions</b></p> | <p>As demonstrated throughout the report, the events allowed for the discussion of a very broad range of issues, encompassing the issues important to both participants and to SEWeb partners.</p> <p>The events also allowed for the <i>in-depth</i> discussion of those issues. The presence of moderators in the break out groups meant that participants were encouraged to expand on their views and to explain why they held those views, as appropriate.</p> <p>As in all group-based qualitative research, the events were subject to the effects of group dynamics. The group setting enabled the generation of insights through interaction between participants as they were able to compare and contrast their views with others in</p>  | <p>The range of issues covered in the online discussion was comparatively narrow. The comments tended to focus on issues relating to wind farms (almost one in three comments made were about wind farms), recycling and public transport.</p> <p>There was also less depth to the online discussion as participants' comments tended to take the form of short statements. Despite attempts by the moderator to probe for explanation of views and encourage participants to expand, few responded or said much beyond their initial point. This may in part have reflected the fact that there was sometimes a time lag between comments being posted by participants and the moderator responding. (The online discussion was moderated periodically during office hours only as it</p> |

|   |  |   |
|---|--|---|
|   | <p>the groups. However, there were also instances in which some of the more vociferous participants began to dominate discussions and where others were more reluctant to express their views. The skills and experience of the moderators ensured that interaction was encouraged, but also that all participants were given the opportunity to express their views.</p>  | <p>would not have been cost-effective to moderate the discussion 24/7).</p> <p>The discussion was entirely driven by the moderator and there was very little interaction between participants. For example, comments tended to take the form of responses to moderator questions and few comments directly referenced comments made by other participants. Consequently, the online discussion did not generate group insights or consensus in the same way as the deliberative events.</p> <p>It was more difficult to assess the negative impacts of group dynamics in the online discussion. Although no individual participants dominated the discussion, there is no way of gauging the extent to which others were discouraged from contributing as a result of reading the comments posted.</p>                  |
| <p><b>Opportunity for information provision</b></p> | <p>At each event, participants were given a presentation by a representative of one of the SEWeb Partner organisations. As discussed earlier in the report, the presence of the SEWeb representatives proved to be crucial in stimulating the discussion as their perceived expertise and enthusiasm piqued people's interest and gave the information greater credibility than might otherwise have been the case. The presenter was also able to provide context and examples to support the information and to respond directly to participant questions.</p> <p>The events also afforded the research team the opportunity to gauge levels of participant engagement with the discussion and the SEWeb key issue set; in</p> | <p>The slides from the presentation used in the deliberative events were made available on the bulletin boards and participants were invited to consider them at their leisure and to post any comments or questions they had about the slides. A key benefit of this approach was that they could view the presentation at their own pace, devoting as much or as little attention to each slide as they wished. A disadvantage of the approach, however, was that they were not able to benefit from the additional context and examples provided by presenters at the events, nor could they ask questions of those experts. Accordingly, the success of the presentation in stimulating engagement with the key issues and influencing views was entirely dependent on participants' understanding of the slide</p> |

|                                    |  |  |
|------------------------------------|--|--|
|                                    | <p>particular, through:</p> <ul style="list-style-type: none"> <li>• the extent to which participants asked questions and/or sought clarification from the presenter</li> <li>• comments made by participants following the presentation and in feedback forms – many commented that they found the presentation “interesting” and “informative”</li> <li>• the extent to which participants engaged with the issues in the post-presentation break out group discussions – as the report demonstrates, engagement with the issues was high</li> </ul> <p>However, a minority of participants felt the presentation provided too much information, which in turn led them to feel somewhat overwhelmed.</p>  | <p>content.</p> <p>Quite apart from this, the research team had no way of gauging the level of participant engagement with the information nor, indeed, of knowing whether they considered the presentation at all. (Only one comment on the online discussion directly addressed the presentation, despite probing by the moderator). A corollary of this was that the research team was unable to assess the extent to which the provision of information impacted on participants’ views.</p> |
| <p><b>Participant feedback</b></p> | <p>At the end of each event, participants were asked to complete a short feedback questionnaire. The vast majority of participants agreed that: they found the event enjoyable; the presentation was informative and interesting; the opportunity to ask questions was useful; they felt better informed about the material discussed; the design of the event was stimulating; there was enough time to hear the views of others; and there was enough time to share their views with others. A minority of participants indicated that they neither agreed nor disagreed with some of the statements, while no participants disagreed.</p> <p>Participants also provided comments on what they liked most and least about the event. The opportunity</p> | <p>No formal feedback was obtained from participants in the online discussion.</p>   |

|  |   |  |
|--|---|--|
|  | <p>to learn new things, listen to the views of others and to share their own views were commonly mentioned as the aspects participants liked most. In the few instances that participants identified aspects they liked least, their focus tended to be on the length of the presentation (too long) and the amount of information provided (too much).</p> <p>Participants were also asked about the suitability of the venue used for the event they attended. Most felt that the venue was suitable, with the minority of complaints focussing on the quality of the lunch provided.</p> |  |
|--|---|--|

## Discussion

As table 4.1 above demonstrates, in the context of this research, the deliberative events were more effective than the online discussion in gauging public opinion on the key issues for Scotland's environment. The deliberative events enabled a high level of representativeness, an effective means of providing information and a high quality of discussion; all of which produced more robust and reliable evidence than the online discussion. However, there are still ways in which the deliberative events could be improved. For example, there may be scope to: recruit more participants to increase participation levels further; vary the number and size of the events based on location to improve their accessibility (a small number of larger events could be conducted in cities, and a larger number of smaller events conducted in rural areas); or alter the structure, for example, by having breaks within the presentation to enable participants to ask questions after each issue. Further, deliberative events require significant resources in terms of cost, time and expertise, which can make them prohibitively expensive for conducting large-scale public discussions.

The online discussion was less representative of public opinion than the deliberative events, provided limited opportunity to provide information and did not enable a high-quality discussion. However, that is not to say that an online discussion would not work in alternative contexts. The

research suggests that online methods may be more suitable for discussions conducted among smaller, more targeted audiences, such as stakeholders, regular users of the SEWeb website or an invited segment of the public with interest in specific issues, than a general public audience. Based on comments made by event participants, online discussions may be more effective if conducted through social media sites, such as Facebook or Twitter, which could take the form of question and answer session or short, focussed discussions on particular issues.

## 5 Conclusions and recommendations

Across the events and online discussion, views were generally consistent, though nuanced, thus providing a reasonably clear and coherent set of findings in respect of the research aims and objectives.

### Unprompted views on the key issues for Scotland's environment

**Most participants recognised that the environment is an important issue, but conceded that it was not an issue to which they gave a great deal of thought.** There were three main reasons for this: environmental problems were not perceived as sufficiently immediate; other issues, particularly financial security, were currently more salient; and there was a perception that being concerned about the environment and adapting one's behaviour accordingly, is prohibitively expensive. The minority of participants for whom the environment was more of a priority tended to be people with children or grandchildren, which appeared to give them a longer term perspective than their peers.

Despite the fact that the environment was not a high priority for participants, they displayed a wide-ranging knowledge of global, national and local environmental issues, and cited a core set of eight key issues that they regarded as particularly in need of attention: renewable energy; emissions/air pollution; global warming; recycling; reducing waste; forestry; litter and flooding. **There is some clear overlap between these issues and the SEWeb key issues set**, although an obvious difference is the lack of spontaneous mention of freshwater and the marine environment.

In terms of the general manner in which participants engaged with and spoke about these issues, five aspects stood out; namely: a good understanding of some of the issues and related debates; a recognition that global problems might manifest locally and that locally-based behaviours can affect the global picture; a focus on local or visible issues; an anthropocentric outlook on the environment; a considerable degree of ambivalence in attitudes; and a desire to protect Scotland's natural heritage based on a sense of national pride

Although participants tended to say that "everybody" should be responsible for tackling environmental problems, **there was a consensus that behavioural change will only become a reality through a fundamental 'top down' shift in environmental policy and practice**, with government providing the impetus for change.



## The SEWeb key issues set

Reflecting a perceived overlap between the issues discussed in the presentation and those that participants had themselves identified as important, **the consensus was that the SEWeb issues were the right ones on which to focus**. Further, it was clear that **the presentation has a significant impact on the event participants' views** with many commenting afterwards that they hadn't appreciated just *how* important the issues were.

The presentation also increased participants' awareness of the interconnectedness of environmental issues by: demonstrating ways in which human behaviour impacted on particular aspects of the environment, which in turn affected other aspects; and showing them "the big picture" by providing an insight into the cumulative impact of disparate issues.

In identifying their top five environmental issues at the end of the discussion, event participants ranked climate change as the top priority followed by freshwater, the built environment, land management and the marine environment. The fact that the issue of freshwater was ranked as the second top priority, despite not having been mentioned spontaneously before the presentation, provides testimony of the significant impact that information-provision can have on views. Still, it was clear that considerations of local issues continued to underpin views and impacted on participants' rankings of the other issues.

Participants' reactions to the presentation pointed towards three key factors that helped to promote engagement with the key issues; namely: the level at which information was pitched; the provision of interesting and surprising facts and statistics; and the perceived veracity of messenger.

## View on actions to tackle the key issues

Overall, participants recognised the potential benefits of the government, business and individual actions outlined in the presentation and none were perceived as particularly controversial or unreasonable. However, they did raise two main issues regarding the actions. Firstly, the perception among participants was that the presentation placed more focus on individual actions than on government or business actions. Secondly, the language used to describe individual actions was perceived as being negative in tone and concerned with "stopping", "reducing" and so on, whereas the language used to describe government and business actions was perceived as being positive in tone and concerned with "doing". This in turn was seen as sending a message that individuals were to blame for environmental problems and should shoulder the responsibility for tackling these.

The perception among participants was that government should have the most prominent role in tackling environmental issues. In this regard, government was expected to: lead by example in the implementation of environmental policies and in its own behaviour; create conditions that encouraged or enabled individuals and business to undertake environmental actions; and to ensure that businesses were held accountable for their environmental impact.

With regards to business, the view among participants was that it should, first of all, do more to reduce its impact on the environment and support wider environmental initiatives, but also that it was in a unique position to encourage behaviour change among employees and consumers.

The consensus among participants was that they were **more likely to adopt actions that are cheaper or more convenient than any alternatives**, while they were less likely to adopt actions that were perceived to involve greater financial, time or effort costs.

## Views on ongoing public engagement

**There was unanimous agreement that the public should be involved in discussions about the environment.** However, this was underpinned by a desire for more information about environmental issues and actions rather than for public involvement in decision-making or the setting of environmental priorities. Participants felt awareness-raising should take place at both a national and local level.

## Evaluation of methods

A comparative evaluation of the deliberative events and the online discussion was conducted. In the context of this research, the **deliberative events were more effective in gauging public opinion on the key issues for Scotland's environment.** The events enabled a high level of representativeness, an effective means of providing information and a high quality of discussion; all of which produced more robust and reliable evidence than the online discussion.

The online discussion was less representative of public opinion than the deliberative events, provided limited opportunity to provide information and did not enable a high-quality discussion. However, the research suggests that **online methods may be more suitable for discussions conducted among smaller, more targeted audiences** than a general public audience.

## Recommendations

The research provides valuable insights for the development of the SEWeb website and wider communications around the key issues for Scotland's environment. These can be considered in terms of both modes and content of communications.

### **Modes of communication:**

Members of the public are open to being involved in discussions about the environment, but it was clear that the discussion has to be taken to them. The relative success of the deliberative events in comparison to the online discussion demonstrated the importance of being proactive in engaging the public. However, participants felt that the use of online methods would help expand the reach of a public discussion and make it accessible to people who may not otherwise take part. In this regard, public engagement is likely to be best achieved through a mixed-method approach to ensure that the discussion is accessible to as wide an audience as possible. Specific, modes that should be considered include:

- media marketing campaigns in the print, broadcast and internet-based media to raise awareness of environmental issues and actions,
- discussion events, based around the deliberative event model, which enable SEWeb to provide information and the public to give their views
- social media, particularly Facebook and Twitter, and other online resources such as video sites (e.g. YouTube) and image sites (e.g. Instagram or Pinterest), which can link to the SEWeb website for those wanting more information

### **Content of communication**

The research points to a number of aspects that are likely to engage the public in discussions; specifically:

- relating environmental issues to people's everyday lives and local areas, for example, by providing locally focussed information on the SEWeb site
- focussing on ways in which environmental behaviours can save people money, perhaps with direct reference to the difficulties some families face making ends meet in the current economic climate

- capitalising on the perceived need for individuals to take greater responsibility for their behaviour, particularly in relation to their local area – for example messaging designed to encourage people to think about the impact of their actions (or inaction)
- using experts to deliver environmental information to, and interact with, the public, for example, through “ask the expert” question and answer sessions on social media or incorporating videos showing experts talking about environmental issues on the SEWeb website
- ensure that information is pitched at the right level, including breaking down information into 'bite-sized chunks' while signposting to more detailed information for those who want to find out more
- using positive or empowering language that emphasises the potential impact of small changes to increase people's sense of personal efficacy
- using interesting/surprising facts and statistics (with care) to capture people's attention and help them understand issues
- use other known “hooks”, such as parenthood or national pride, to capture people's attention
- provide feedback on the progress of environmental initiatives and actions, for example, through measuring progress in reaching specific environmental targets

Ensuring that the content of the SEWeb website and communication activities are designed with these aspects in mind should go some way to encouraging engagement in discussion about environmental issues among the public.

# Appendix A: Topic Guide

## SEWeb LIFE+ Partnership Deliberative Workshop Discussion Guide FINAL

### 9:30am – 10am: Arrival

Registration, provide participants with name badge indicating which of the small groups they will be in

Workshop facilitators and presenters to mingle

Poster boards with agenda and purpose of the event

Teas and coffees

---

### 10:00-10:10: Initial Plenary

Thank participants for attending

Introduce Ipsos MORI and the SEWeb LIFE+ Partnership and the people involved and their roles during the event

Explain, why they were invited, briefly explain the background to the study and emphasise that the focus is on identifying and discussing the priorities for Scotland's environment. Briefly outline agenda for the day.

Emphasise: confidentiality, no right or wrong answers, give everyone opportunity to speak, important to hear public views and involve public in these issues.

Explain that SEWeb are interested in the range of views that people have but will not be able to act on all the issues raised during the discussion

Permission to record discussions

Housekeeping: toilets, fire exits, refreshments, mobile phones switched off

---

### 10:15-11:15: Breakout groups 1 (60 minutes)

*Objectives of this section are to explore participants':*

- general attitudes towards the environment in relation to other issues

- views on the key issues for the environment at a global, national and local level
- views on specific government, business and individual actions to tackle and resolve environmental issues
- priorities for the environment

What are the first things that come into your head when you think about environmental issues or environmental problems? Anything else?

PROBE:

What about issues facing...

- the world?
- Scotland?
- your local area?

[RECORD ANSWERS ON FLIP CHART]

In general, how much of a priority is the environment compared with other issues...?

...to you personally?

...to Scotland?

...to the world?

PROBE:

- Why do think the environment is more/less important to you/Scotland/the world?

LAYOUT FLIPCHART PAPER WITH ENVIRONMENTAL ISSUES ON THE TABLE

Thinking about all of the environmental issues you have mentioned – global, national and local - , which do you think are the most important to tackle?

[MODERATOR TO LOOK FOR AND HIGHLIGHT LINKAGE BETWEEN GLOBAL/NATIONAL/LOCAL ISSUES]

PROBE:

- Why do you think these are more important than other issues?
- Do other people agree?
- What about... [SEWeb issues not mentioned: Climate change; Built environment; land management; freshwater; marine environment]?

Who do you think should have responsibility for tackling environmental issues? Why do you say that?

PROBE:

- What role, if any, do you think the government has in tackling environmental issues?

- What role, if any, do you think businesses have in tackling environmental issues?
- What role, if any, do you think individuals have in tackling environmental issues?
- Are there any other groups or organisations who have a role in tackling environmental issues?

EXPLAIN: We have covered a wide range of issues that are important to Scotland's environment. SEWeb have also been having similar discussion to try to identify the most important issues and the actions that can be taken to address these. We are going to return to the full group and xxxx is going to talk about the issues they have come up with then we will come back into the smaller groups to discuss your views on SEWeb's issues and how they compare to the issues you have identified.

---

### **11:15-12:00: Presentation (20 minutes) and Q&A session (25 minutes)**

The presentation will provide participants with information on SEWeb's key issues for Scotland's environment and explain the reasoning behind the choice of issues

The Q&A session will enable us to answer initial questions from participants and obtain some immediate reactions

---

### **12:00-12:40: Lunch (40 minutes)**

This will enable participants to consider the information provided and discuss the issues with each other.

---

### **12:40-13:40: Breakout groups 2 (60 minutes)**

*Objectives of this section are to explore participants':*

- reaction to the information provided in the presentation
- perceptions of SEWeb's key issues for Scotland's environment
- the extent to which participants feel these are the priorities for Scotland's environment or whether greater priority should be given to their own priorities identified in the first breakout groups
- perceptions of the acceptability of specific government, business and individual actions to tackle key environmental issues
- attitudes towards further public engagement

I'm interested in getting your initial reactions to what you've just heard. What did everyone think of the presentation?

Was there anything that you were surprised to hear?

- Why do you say that?

Was there anything that you found particularly interesting?

- What was it?
- Why did you find it interesting?

Have you changed your mind about what issues are most important, or not?

- Which issue(s)?
- In what way have you changed your mind?
- Why have you changed your mind?

[PUT FLIPCHART PAPER BACK ON THE TABLE]

Let's just take some time to compare SEWeb's issues with the ones you identified as important earlier. How do you think the SEWeb issues compared with the issues you identified earlier?

PROBE:

- Do any of the issues overlap or fit well together?
- What do other people think?

Thinking specifically about the issue discussed in the presentation, were there any that you didn't think should be included?

PROBE:

- Why do you say that?
- What do other people think?
- Did you think the reasons given for each were strong enough to make them priorities?

FOR EACH ISSUE, HAND OUT BRIEFING MATERIALS AND DISCUSS:

Was there anything you didn't understand?

IF YES PROBE:

- What do you think would help you understand it better?

Do you think this issue affects you or your local area?

PROBE:

- In what way?
- Does that make it more or less important to you? Why/not?

Moving on, what did you think of the actions proposed for government, business and individuals?

PROBE:



- Was the emphasis on government/business/individuals right or should government/business/individuals be expected to do more/less?
- Was there anything you didn't think government/business/individuals couldn't do?
- Was there anything you didn't think government/business/individuals shouldn't do?
- Were there any actions you felt were missing?

Do you think these actions will be undertaken?

- Why do you say that?
- Do you think government/business/individuals will be willing to undertake these actions?
- Are there any barriers to undertaking these actions?

CARD SORTING EXERCISE: ASK PARTICIPANTS TO INDIVIDUALLY RANK THE FIVE KEY ISSUES IN ORDER OF PRIORITY TO THEM. GIVE PARTICIPANTS BLANK CARDS AND ALLOW THEM TO WRITE DOWN AND RANK PRIORITY ISSUES FROM FIRST SESSION. MODERATOR TO COMPARE AND CONTRAST THEN PROBE:

- Why did you rank them in that way?

---

**13:40-13:50: Breakout groups 2 – public engagement (10 minutes)**

Just to finish up this discussion, SEWeb would like to continue holding discussions with the public about these issues. Do you think the public should be more involved in discussions about key environmental issues for Scotland?

IF YES PROBE:

- In what ways? Workshops? Online discussion? Consultation? Communications?
- How often should these discussions take place?
- Where should these discussions take place?
- How can these discussions be best used to inform decision-making?
- How likely or unlikely would you be to get involved in further discussions?

IF NO PROBE:

- Who should be involved in the discussions?

How likely or unlikely would you be to get involved in an online discussion about key environmental issues for Scotland?

PROBE:

- Do you think an online discussion would work? In what format? What would encourage you to take part in an online discussion?
- Would there be any barriers to holding an online discussion about these issues? If so, what?

## FINISH AND REPORT BACK TO WHOLE GROUP

---

### **13:50-14:15: Plenary Session (25 min)**



Summarise key messages from the day and ensure agreements and disagreements noted

Thank participants for their input and discuss next steps

Distribute post-event questionnaire and incentives



## Appendix B: Key Issues Presentation

The image shows two presentation slides. The top slide features the 'Scotland's environment' logo on the left and the 'LIFE' logo on the right. The central text reads 'Key issues for Scotland's Environment' in a large blue font, with 'Scotland's Environment Web' in a smaller black font below it. The bottom slide has the same logos at the top. Below them is a horizontal row of five rounded rectangular boxes. The first box is green and contains the text 'Climate change'. The other four boxes are dark blue and contain the text 'Built environment', 'Land management', 'Freshwater', and 'Marine environment' from left to right.

**Scotland's environment**  


## What is climate change?

*Climate change is the change in the world's climate. It is widely accepted that climate change is caused by greenhouse gas emissions from industry, land use, and travel and energy use in our homes*

**How has climate change affected Scotland?**

|                               |                        |
|-------------------------------|------------------------|
| Record temperatures           | Extreme weather events |
| Longer growing season         | Shorter snow season    |
| More heavy rainfall in winter |                        |

**Scotland's environment**  

## How might further climate change affect Scotland in the future?

- Higher temperatures
- Increased and heavier rainfall
- Rise in sea levels
- Increases in flooding
- Impact on wildlife and habitats
- Longer tourist seasons
- Increased risks of pests and diseases in farming and forestry
- Extreme weather events
- International impacts on Scotland, e.g. changes in food prices




Scotland's environment  

**Scotland's Environment Web believe that tackling climate change should be a priority because...**


Action is needed now to avoid higher costs and negative impacts on everyone in the future.


Scotland's environment  

**What can government, business and individuals do to help?**

| Government   | Business  | Individuals  |
|--|---|--|
| Set ambitious climate change targets to reduce greenhouse gas emissions                                    | Invest in renewable energy generation   | Use less energy in the home (e.g. install loft insulation to keep the heat in, washing clothes at 30c) |
| Invest in and support greener forms of transport (e.g. cycle lanes, charging points for electric vehicles) | Reduce business travel (e.g. use of video conference instead) and support employees to use greener forms of transport to work | Walk, cycle or take public transport instead of taking the car   |
| Set building standards so that homes are more energy efficient   | Improve energy efficiency of products and services and reduce waste   | Reduce food waste  |



Scotland's environment 

 LIFE ENV-UK-00002

## What is the built environment?

*Scotland's built environment comprises our cities, towns, villages and the greenspaces and historic features within them*

*What are the environmental challenges facing the built environment?*

**derelict/vacant land**

**greenhouse gas emissions**

**pressure on greenfield sites**

**carbon from transport**

**urban air quality**

**flood risk**

**reducing energy demand**

**Scotland's environment**  

**How do pressures on the built environment affect the environment?**


- Population growth and change
- Air quality and transport
- Waste and litter
- Industrial legacy (e.g. derelict factories)




**Scotland's environment**  

**Scotland's Environment Web believe that maintaining and improving the built environment should be a priority so that...**


Scotland's towns, cities and villages are healthy and attractive places for people to live, work and play, and are attractive to investors and visitors






### What can government, business and individuals do to help?

| Government  | Business  | Individuals  |
|---|---|--|
| Ensure planning system delivers high quality environments       | Invest in high quality places to live, work and visit   | Get involved in local area planning consultations            |
| Provide advice and guidance to reduce energy use in buildings   | Design buildings that use less energy                   | Use less energy, recycle and use public transport more often |
| Work to reduce inequalities between different areas of Scotland | Invest in derelict and vacant areas of towns and cities | Get involved in projects to improve local areas              |





Climate change

Built environment

Land management

Freshwater

Marine environment



## What do we mean by land management?

*Scotland's land is used to grow trees and food to feed people, as well as providing unspoilt countryside for local people and visitors to enjoy*



*Changes in the way we manage the countryside can be important in reducing climate change impacts. For example, restoring peat bogs can help trap carbon*

## What pressures are affecting land management?


- Climate change
- Population growth
- Economic factors



**Scotland's environment**  

**Scotland's Environment Web believe that tackling land management issues should be a priority because...**



The way we manage our land has a significant impact on Scotland's countryside and the people, plants and animals that live here

**Scotland's environment**  

**What can government, business and individuals do to help?**

| Government  | Business  | Individuals  |
|---|---|--|
| Support land managers to deliver greater environmental benefits | When using fertiliser, maximise the benefits    | Buy local food produce   |
| Encourage sharing of land for different uses                    | Encourage local food production and consumption | Support local conservation projects  |
| Encourage woodland expansion                                    | Maintain sustainable levels of grazing animals  | Avoid buying non-native trees and plants that could spread and become invasive |



Scotland's environment  

### What do we mean by freshwater?

*Freshwater covers all of Scotland's lochs, rivers and canals*

**90% of standing freshwater in UK lies within Scotland**

**drinking water**  
**fishing** **Wildlife**  
**washing raw materials**  
**irrigating crops** **whisky**  
**watersports** **tourism**  
**waste water** **electricity**

The complex block features a header with the text 'Scotland's environment' and a leaf logo, and the 'LIFE ENVIRONMENT' logo on the right. Below the header is the question 'What do we mean by freshwater?' in blue, followed by the italicized text 'Freshwater covers all of Scotland's lochs, rivers and canals'. To the right is a blue box with white text stating '90% of standing freshwater in UK lies within Scotland'. On the left is a word cloud of various uses of freshwater, including 'drinking water', 'Wildlife', 'fishing', 'washing raw materials', 'irrigating crops', 'whisky', 'watersports', 'tourism', 'waste water', and 'electricity', with 'Wildlife' being the largest word.


## What pressures are affecting freshwater?


- Hydro-electric power
- Farming
- Pollution
- Changes to habitats



## Scotland's Environment Web believe that safeguarding freshwater should be a priority because...


A healthy freshwater environment protects wildlife, is good for the economy and supports our quality of life






### What can government, business and individuals do to help?

| Government  | Business  | Individuals   |
|---|---|---|
| Ensure that the quality of lochs and rivers is maintained or continues to improve     | Use water more efficiently  | Use water more efficiently  |
| Work towards meeting climate change targets by promoting more use of renewable energy | Follow land management guidelines to reduce pollution             | Reduce use of polluting detergents                                |
| Work with others to reduce impact of flooding   | Consider impact of building developments on the water environment | Get involved in activities to protect and improve the environment |







Climate change

Built environment

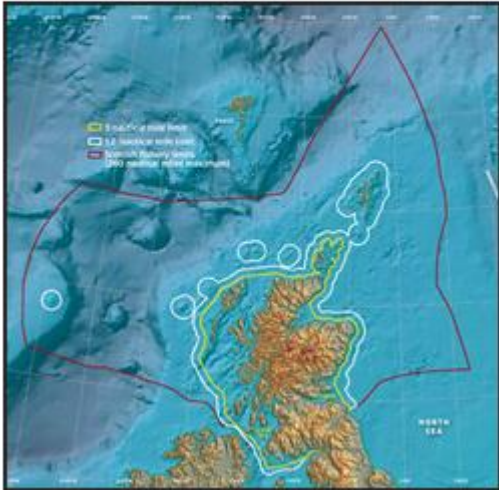
Land management

Freshwater

Marine environment



Scotland's environment  

## What do we mean by the marine environment?



**Scotland's seas support...**

|                              |                                  |
|------------------------------|----------------------------------|
| Habitats & species           | Transport                        |
| Food (fishing & aquaculture) | Energy (oil & gas; & renewables) |
| Weather & climate patterns   | Leisure & recreation             |

Scotland's environment  

## What pressures are affecting Scotland's marine environment?

- *Human activity*
- *Fishing*
- *Pollution*
- *Offshore renewable energy*
- *Oil and gas*
- *Fish farming*
- *Noise*

**Competition for sea space**

**Changes in sea temperature, level and storminess**



**Changes to species and habitat diversity**

**Impact on quality of water and seabed**

Scotland's environment  

**Scotland's Environment Web believe that protecting the marine environment should be a priority because...**

Seas provide food, energy, transport and recreational space. We need to balance these uses to protect seas for future generations

Scotland's environment  

**What can government, business and individuals do to help?**

| Government  | Business   | Individuals  |
|---|--|--|
| Set objectives for everyone to use the seas responsibly in a National Marine Plan | Consider other sea users when developing new proposals   | Use appropriately licensed boat operators when taking wildlife watching trips      |
| Monitor the seas for natural and man-made change                                  | Participate in local marine planning initiatives   | Consider your impact e.g. don't litter beaches, respect sensitive coastal habitats |
| Fund research into how different activities impact on the seas                    | Reduce effect of business on the seas e.g. reduce pollution / litter and disturbance to wildlife | Shop responsibly e.g. buy fish from sustainable sources                            |

## Any questions?





## Appendix C: Profile of participants

Table C.1: General public workshops

| Criteria                           | Location |           |           | Total |
|------------------------------------|----------|-----------|-----------|-------|
|                                    | Dumfries | Inverness | Edinburgh |       |
| <b>Total attended</b>              | 25       | 28        | 23        | 76    |
| <b>Gender</b>                      |          |           |           |       |
| Men                                | 12       | 12        | 9         | 33    |
| Women                              | 13       | 16        | 14        | 43    |
| <b>Age</b>                         |          |           |           |       |
| 18-34 years old                    | 7        | 10        | 5         | 22    |
| 35-49 years old                    | 9        | 8         | 8         | 25    |
| 50 years and over                  | 9        | 10        | 10        | 29    |
| <b>Working status</b>              |          |           |           |       |
| Working                            | 15       | 15        | 17        | 47    |
| Not working                        | 10       | 13        | 6         | 29    |
| <b>Socio-economic status</b>       |          |           |           |       |
| Social grades A/B                  | 3        | 4         | 5         | 12    |
| Social grades C1/C2                | 14       | 15        | 11        | 40    |
| Social grades D/E                  | 6        | 4         | 7         | 17    |
| <b>Tenure</b>                      |          |           |           |       |
| Owner occupier                     | 11       | 13        | 15        | 39    |
| Renting                            | 11       | 10        | 8         | 29    |
| <b>Interest in the environment</b> |          |           |           |       |
| Very interested                    | 7        | 9         | 8         | 24    |
| Fairly interested                  | 9        | 12        | 9         | 30    |
| Neither interested or uninterested | 4        | 1         | 6         | 11    |
| Fairly uninterested                | 2        | 1         | 0         | 3     |

Where numbers do not sum, this is because some participants chose not to provide some information on recruitment

**Table C.2: Online discussion**

| <b>Criteria</b>                    | <b>Total</b> |
|------------------------------------|--------------|
|                                    |              |
| <b>Total participating</b>         | 13           |
|                                    |              |
| <b>Gender</b>                      |              |
| Men                                | 4            |
| Women                              | 8            |
|                                    |              |
| <b>Age</b>                         |              |
| 18-34 years old                    | 0            |
| 35-49 years old                    | 6            |
| 50 years and over                  | 6            |
|                                    |              |
| <b>Interest in the environment</b> |              |
| Very interested                    | 5            |
| Fairly interested                  | 6            |
| Neither interested or uninterested | 1            |
| Fairly uninterested                | 0            |
|                                    |              |
| <b>Source</b>                      |              |
| Ipsos Online Access Panel          | 11           |
| SEWeb website                      | 1            |
| Social media                       | 1            |

Where numbers do not sum, this is because some participants chose not to provide some information on recruitment