

PARTICIPATION AS LEVERAGE POINT FOR SUSTAINABLE ENERGY TRANSFORMATION:

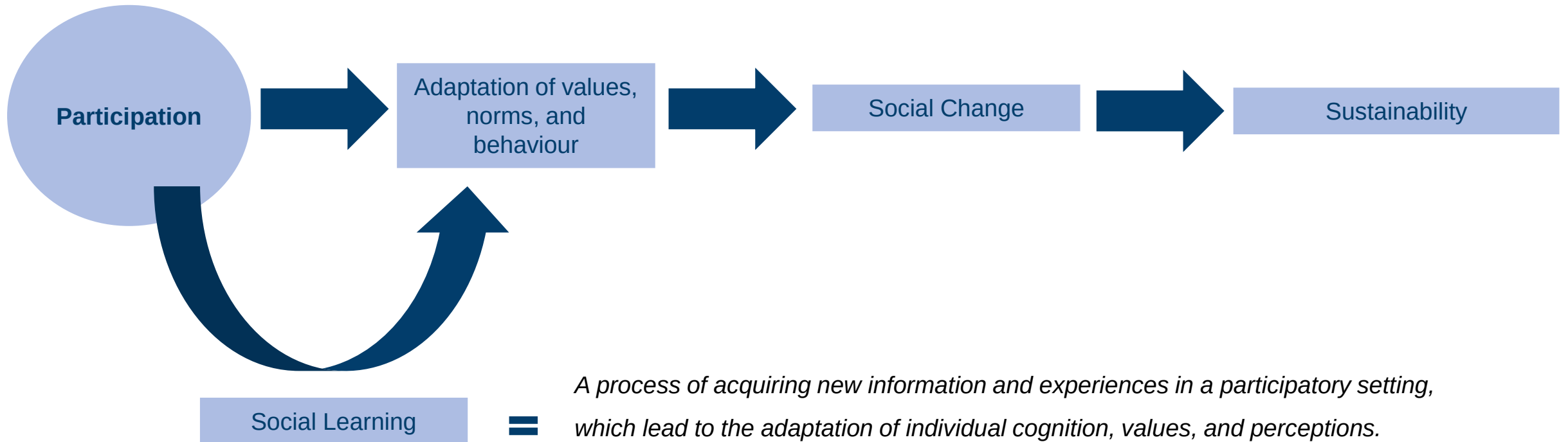
HOW PARTICIPATION PROCESSES CAN FOSTER SOCIAL LEARNING IN ORDER TO INDUCE SOCIAL CHANGE

JUNE 6TH 2018 | ANNA ERNST

FORSCHUNGSZENTRUM JÜLICH, INSTITUTE OF ENERGY AND CLIMATE RESEARCH – SYSTEMS
ANALYSIS AND TECHNOLOGY EVALUATION (IEK-STE)

THEORY

Participation as Leverage Point for Sustainable Transformations



FINDINGS FROM EXISTING RESEARCH

Factors influencing Social Learning and Indicators of Social Learning

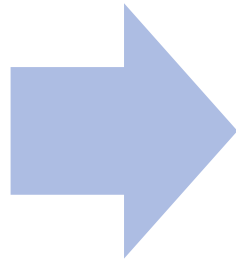
Narrative Literature Review of 100 publications:

- Published between 1990 and 2017
- Environmental Governance
- Evaluation of participation processes or assessment of social learning

Process characteristics

Normative process criteria

Intermediate process outcomes



Acquisition of facts, methods, and skills
Knowledge transfer to organization, peer group
Questioning values
Common understanding
Awareness of alternative action

FINDINGS FROM EXISTING RESEARCH

Factors influencing Social Learning

Process characteristics

- Participation format
- Access to information
- Facilitation
- Diversity of Participants
- Context
- Participants' characteristics
- Conflict within the participation process

Examples

- Dialogic participation promotes social learning more than less intensive processes
- Independent facilitation can lead to increased trust and legitimacy
- Learning is influenced by number and type of participants, but need to be balanced
- Individual degree of knowledge and faith in one's own ability to engage are driver of social learning
- The topic, pre-existing institutions etc. influence social learning

FINDINGS FROM EXISTING RESEARCH

Factors influencing Social Learning

Normative Process Criteria

- Procedural Fairness
- Legitimacy
- Effectiveness, Efficiency, Satisfaction

Intermediate Process Outcomes

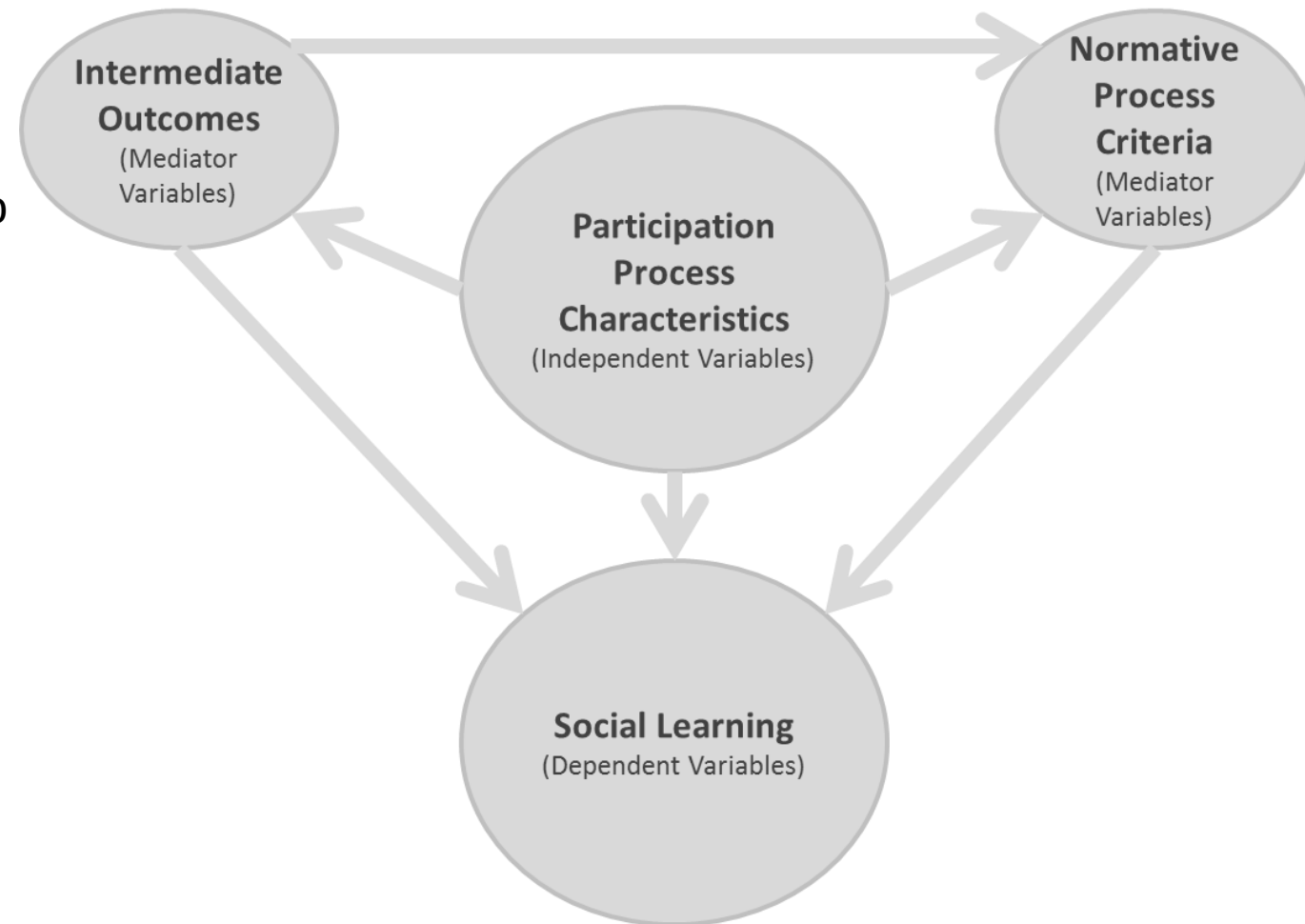
- Trust
- Network building

Examples

- Processes perceived as fair, with equal opportunities to participate enhance social learning.
- Participants greater process control fosters social learning.
- Trust enhances a smooth process and exchange of knowledge by helping participants to open up.

INTERMEDIATE CONCLUSIONS

- Participation outcomes such as social learning are not determined by a single factor
- The interdependencies between criteria seem to explain social learning products
- Different desirable values for single criteria
- Participatory contexts in which social learning takes place are understudied
- Cognitive change process are hardly studied
- Participation processes related to energy topics are scarce



CASE

The German Energy Transformation

Public participation is essential for the transformation from nuclear power to renewable energy.

Not aiming at the skilful acquisition of acceptance, but the public should actually share in the energy transformation, creating support by a large majority and a fair balance of burdens and benefits.

(Ethikkommission "Sichere Energieversorgung", 2011)

METHODS

Quantitative Mixed-Mode Survey

- Retrospective evaluation of participation processes and self-assessment of learning
- Questionnaire: 65 Questions (6 open and 59 closed questions)
- Survey period: December 2017 – End of February 2018

Survey Mode	Target Group	Recruitment Methods
Online Survey: Access-panel	Public	Existing Access Panel
Online Survey	Experts, Facilitators etc.	E-Mail, Newsletter
Telephone Survey	Civil Servants, Companies, Politicians	Internet Search of Contact Data

RESULTS

Survey Mode	Target Group	Sample Size	Age	Role
Online Survey: Access-panel	Public	516	18-79 Mean Value: 44,6 Years	Participant: 100% Organizer, Expert etc.: ~2 %
Online Survey	Experts, Facilitators etc.	54	28-76 Mean Value: 50,7 Years	Participant: 27,3 % Organizer: 34,5 % Policy-maker: 20 %
Telephone Survey	Civil Servants, Companies, Politicians	148	27-67 Mean Value: 47,4	Participant: 18,9 % Organizer: 46,6 % Policy-maker: 21,6 %

RESULTS

Online Survey: Access-panel

- Respondents tend to agree that they:
 - ✓ have acquired new information
 - ✓ know more about different interests and perspectives and alternative actions and solutions
 - ✓ have changed their perspectives
 - ✓ developed a common understanding
 - ✓ feel more part of a community
- Respondents tend to disagree that:
 - ✓ their position and perceptions were disproved
- Respondents mainly judged the process as fair, legitimate and were satisfied
- Respondents developed more trust to other participants and felt treated respectfully

RESULTS

Online Survey: Access-panel

- No correlation between single variables such as participation format and knowledge gained
 - Normative process criteria seem to predict social learning products more than process characteristics
- Perception of the process as fair, efficient, effective etc. more important than participation format?!

CONCLUSIONS

Good participation processes foster social learning?!

Criteria determining the outcome of participation processes are interdependent

So far, no direct statistical correlation between participation format and social learning

- intensity of participation is not key: more is not always better

Practitioners need to balance benefits and obstacles of approaches and need to be flexible to adjust the process

Thank you for your attention!



Contact:
Anna Ernst
a.ernst@fz-juelich.de

BACK UP

TARGET POPULATION

Participants, Facilitators, Experts, Politicians etc.

- Everyone, who has participated between 2014-2017
- Related to Energy issues in Germany
- The participation process must have ended
- All kinds of participation format: except solely voting procedures such as referendum
- Diversity of roles: participant, organizer, moderator, policy-maker, mediator, consultant, expert...

→Diverse Target Group



Image Source: http://equality-difference.wikispaces.com/file/view/banner_03.jpg/233627090/980x243/banner_03.jpg