

GENERAL INFORMATION

PETUS description of tool in use						
Name of the case	Awel Aman Tawe Community Energy Project					
Name of the tool	For the Awel Aman Tawe Project as a whole: a. Sustainable Livelihoods Approach (SLA) For the wind farm proposal: b. Environmental Impact Assessment (EIA): used on the wind farm proposal; c. Participatory Assessment Process (PAP);					
Country	Upper Aman and Swansea Valleys, South Wales					
City / region Total area (km2) Population Density (people/km2)	13,000 people from 14 villages.					
Tool user's profile a. Organization name (municipality, company, etc.) b. Field of activity c. Detailed contact/feedback (project website, e-mail, address, tel.)	a. The Awel Aman Tawe (AAT) Project. b. AAT is a local community energy group, comprised of seven local employees and a steering group of local people and project partners. Its legal structure is a company limited by guarantee and it has a not-for-profit constitution. c. Dan McCallum, Awel Aman Tawe, Ysgol Gynradd Gwaun Cae Gurwen, Heol Newydd, Gwaun Cae Gurwen, Rhydaman SA18 1UN Phone: 01269 822954 Fax: 01269 825628 Email: awelat@freenetname.co.uk website: http://www.awelamantawe.org.uk/					
Reviewer, date	AL/JP Visit date: 12 th November 2004.					
Short description of the case						
<p>Awel Aman Tawe is a community energy project which developed from a community meeting in 1998 that was held to discuss social and economic problems in the Aman and Upper Swansea Valley areas - a semi-rural, former coal mining area. At the meeting the idea of a community owned wind farm was suggested as an innovative and effective method of bringing profits back into the locality through the sale of electricity and as an alternative to new open cast mines. This idea has developed into a more holistic community scheme to regenerate or enhance communities via energy efficiency or renewable energy means with a focus on strong community involvement, participation and community decision making.</p> <p>The wind farm development involved a year of consultation on the idea of a community wind farm involving 13,000 local residents in 14 villages surrounding the proposed site, which was followed by a referendum which voted in favour of the proposal.</p> <p>The project has been guided by the use of two tools: The Participatory Assessment Process, a tool that steered the public participation process over 10 months; and the Sustainable Livelihoods Approach which helped open up the projects approach from being focused on the end result to focussing on the processes involved and what they could achieve. As a result of the use of the tools the development of the wind farm became less important than the issue of community regeneration in the form of local peoples livelihoods and community change.</p> <p>The PETUS energy key problems associated with this case study are: The Visual Impact of energy supply systems and the ownership of renewable energy sources to gain public support.</p>						
Sector	Waste	Energy	Water	Transport	Green/blue	Building & Land Use
		X				
Scale of project	Component	Building	Neighbourhood	City	Region	
			X			
Status of project	Starting up	Ongoing	Finished	Start date	End date (exp.)	
		X		1997	Continuous community project	
Key words						
<i>Energy, community, wind farm, onshore, energy efficiency, renewables, solar panels, photovoltaics, regeneration;</i>						

<p>Project</p> <p>a. Object (building, city park, wind farm, etc.)</p> <p>b. Type of activity (regeneration, renovation, new development, etc.)</p> <p>c. Type of product (plan, scheme, design project, etc.)</p>	<p>a. This project concerns an onshore wind farm, as well as other energy efficiency and renewable energy projects.</p> <p>b. Awel Aman Tawe is working to regenerate a whole community by focussing on energy. This includes improvement of the existing building stock, the construction of renewable energy sources and new build housing that incorporates renewables/energy efficiency measures.</p> <p>c. AAT is a community project.</p>
<p>Tool</p> <p>a. Character (according to WP3final0704.doc)</p> <p>b. Benchmarks (qualitative or quantitative)</p> <p>c. Availability (paid/ free)</p>	<p><i>For the Awel Aman Tawe Project as a whole:</i> Sustainable Livelihoods Approach (SLA) a. The Awel Aman Tawe project has used the Sustainable Livelihoods Approach/Framework, a tool promoted by the UK Government Department for International Development (DFID). b. The tool seeks to obtain a better understanding of peoples livelihoods and to improve them. c. DFID produces guidance sheets as its core guidance on the Sustainable Livelihoods Approach. These are easily downloadable from their website http://www.livelihoods.org/info/info_guidancesheets.html in a number of languages: English, French, Spanish, Portuguese, Chinese and are beginning to be translated into Russian. There is also a distance learning version.</p> <p><i>For the wind farm proposal:</i> Environmental Impact Assessment (EIA); This is a generic assessment tool, implemented as a statutory requirement for certain projects within the European Union.</p> <p>Directive 85/337/EEC can be obtained from the European Union website http://europa.eu.int/comm/environment/eia/full-legal-text/85337.htm for free, but most EIA are completed by consultants.</p> <p><i>Participatory Assessment Process (PAP);</i> The PAP is a consultation process that took place over 10 months and involved many methods and approaches for community participation.</p> <p>Two documents have been published by the DTI on the consultation process undertaken at AAT, one of the documents was specifically written to give advice on how to consult effectively with communities and to identify the key factors that should be considered when planning and implementing a community consultation. This document Hinshelwood E and McCallum D (2001a) <i>Consulting Communities: A Renewable Energy Toolkit</i> ETSU K/BD/00236/REP/S DTI/Pub URN 01/1067 is available for download free of charge from the Awel Aman Tawe website http://www.awelamantawe.co.uk/toolkit.pdf .</p>
<p>Decision-making process</p> <p>a. Stage of the tool implementation (preliminary, midterm, etc.)</p> <p>b. Level (political, technical, etc.)</p> <p>c. Public participation</p>	<p><i>For the Awel Aman Tawe Project as a whole:</i> Sustainable Livelihoods Approach a. The concepts of the tool were incorporated within the project from the initial stages.</p> <p><i>For the wind farm proposal:</i> Environmental Impact Assessment (EIA); used for the wind farm proposal; a. The EIA was implemented after the consultation phase. b. The <i>Environmental Statement & Environmental Impact Assessment</i> was completed by consultants after the funding had been awarded but prior to the submission of planning applications for the station sites.</p>

	<p><i>Participatory Assessment Process (PAP);</i></p> <p>a. PAP followed a period of research into the wind farm industry in the UK, and began in April 2000.</p> <p>b. PAP was implemented by members of Awel Aman Tawe staff.</p> <p>c. This project is wholly community owned and run, an ongoing consultation process is involved, including a referendum, as to whether the proposed wind farm should go ahead. The process of consultation was led by the Participatory Assessment Process, one of the three tools used in this project.</p>
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DETAILED INFORMATION

A. Detailed description of project and tool	
<p>1. Description of context (existing strategies, laws, policy, action plans, etc.): EU, national, regional, municipal</p>	<ul style="list-style-type: none"> • The National Assembly for Wales has a binding legal duty to pursue sustainable development in all it does. This is built into its constitution through section 121 of the Government of Wales Act. • Local Agenda 21, Launched at the Rio Earth Summit in 1992, aims to make sustainable development a reality in communities around the world. This involves the environment, but also people and their entitlement to a reasonable quality of life. • Neath Port Talbot Community Plan 2002-2012 contains six themes/priorities: economic prosperity; better health and well-being; crime and disorder; education and lifelong learning; environment and transport; and confident communities. • Neath Port Talbot County Borough Council Unitary Development Plan has sustainable development as its central theme. A vision for the area surrounding the proposed wind farm site includes ‘helping communities remain self-sustaining and helping conserve and promote the welsh language’. • The Welsh Assembly Governments Communities First programme is based on the need to prioritise communities on the basis of social and economic needs. “The Communities First Programme is seen as leading the way in giving local communities the power to influence the decisions of the Authority and other partners as part of the Community Plan process” Neath Port Talbot Borough Unitary Development Plan – Deposit Draft January 2003 ‘Community and Social Considerations’. • Supporting policy guidance can be found in the National Assembly for Wales Technical Advice Note 8 (1996) <i>Renewable Energy</i> National Assembly for Wales.
<p>2. Description of project</p> <p>a. Background (What caused the initiation of the project?; What was the problem? Who initiated the project?);</p> <p>b. Objectives/aims (sustainability statement – what issues of sustainability were attacked);</p> <p>c. Time interval and stages of project realization;</p>	<p>Awel Aman Tawe is a community energy project which developed from a community meeting in 1998 that was held to discuss social and economic problems in the Aman and Upper Swansea Valley. The organisation is based in a local primary school in a semi-rural, former coal mining village in the Upper Aman and Swansea Valley, South Wales. The project spans two valleys, engaging with approximately 13,000 people in 14 villages.</p> <p>The project originates from a Local Agenda 21 meeting in 1998, when the suggestion ‘wind farms not open-cast mining’ was made. As a result, following eighteen months of research into the wind industry, a group of individuals decided there was a need for a move towards wind farms with greater local control. An energy focused community regeneration scheme was developed, with a strong awareness of the importance of local decision making, local ownership and management and the local benefits that could be achieved from the harvesting of local resources (Hinshelwood, 2003).</p> <p>Awel Aman Tawe initially intended to focus on a community wind farm, for</p>

- d. Financing – amount, sources, institutions involved, partnerships, levels.
- e. Other sectors involved in the particular project/problem (conflicts and/or links)

which an application for planning permission was submitted in October 2004 to the local planning authority, following a large public consultation (through the Participatory Assessment Process) and an EIA. As a result of the use of the Sustainable Livelihoods Approach (SLA) the project has now expanded its scope. 15 different projects are currently underway including the installation of solar hot water panels on a community centre, community hall and cinema, a photovoltaic roof for the local school and a small housing development incorporating solar hot water, flax insulation and biomass fuel heating using wood pellets.

The proposed wind farm will consist of 5 turbines. The profits from the sale of electricity will be channelled into community initiatives such as an education centre to attract school groups and tourists, as well as supporting small businesses and local regeneration projects. This will help to build capacity within the local area, developing new skills in the population through an emphasis on community leadership, management and control, and increasing the likelihood of sustainable development locally.



Figure 1 - Location of the proposed wind farm.

Photovoltaics have recently been installed on three community buildings including Gwaun Cae Gurwen School. Excess electricity will be sold back to the grid. In addition the Renewable Obligations Certificates will provide funding for each kilowatt of energy produced which is approximately £500 a year.



Figure 2 - Photovoltaic panels on Gwaun Cae Gurwen School.

A sustainable housing project is also being driven by AAT, with funding from the Welsh Assembly Government. The scheme involves biomass district heating for 14 sheltered houses, which are also being fitted with flax insulation and solar hot water panels. The houses are being constructed by the 'Family

Housing Association’.



Figure 3 - Biomass housing scheme during construction

b. Economic, environmental and social factors are all driving this project. The project began as a way of finding an alternative energy generation methods to open cast coal mining and includes in one of its aims, the generation of local training and employment, as a way of regenerating a depressed former coal mining community.

AAT’s overall aim is to help regenerate the Upper Aman Valley, an area of deprivation, by working with the local community to:

- (i) develop the first community led wind farm in the UK,
- (ii) use a community led approach to encourage energy efficiency,
- (iii) increase the use of other forms of renewable energy in the area,
- (iv) use the lessons learnt to enable the community energy sector to develop in the UK,
- (v) generate local training and employment opportunities,
- (vi) treat speakers of Welsh and English on an equal basis,
- (vii) work towards the reduction of fossil fuel emissions,
- (viii) raise awareness about renewable energy and energy efficiency,
- (ix) develop links with European Partners.

C Stages of project realisation are indicated in the table below.

Date	stage
Sept 1998	Community Local Agenda 21 meeting
April & May 2000	Participatory Assessment Process regarding wind farm. Additional wind speed testing.
June 2000 - Feb 2001	Participatory Assessment Process. Detailed Business Plan.
March 2001	Referendum, organised by the AAT team, enquired about the development of community wind farm, for population over 16 years of age, living in 13,000 local residents living in 14 villages surrounding the site.
Feb - March 2002	Raising finance for completion of wind farm EIA and broadening of AAT into other renewable and energy efficiency work
Sept 2002	2 full time energy efficiency advisors employed to help local people, groups and businesses apply for a range of grants.
Jan 2003 – Oct 2004	EIA on proposed wind farm undertaken.
October 2004	Planning application for wind farm submitted.

Table 1 – Stages of project realisation

	<p>d. The project has received funding from a wide range of organisations: European Research Development Fund (ERDF), Objective 1; Welsh Development Agency; Community Regeneration Toolkit; SWALEC; Environment Wales; Enfys; Neath Port Talbot Council Community Regeneration Fund; Energy Savings Trust; New Opportunities Fund; Millennium Fund; Wood Energy Business Fund; Brecon Beacons National Park - Sustainability Challenge Fund; Key Fund, Foothold; Neath Port Talbot Council for Voluntary Services; Scottish Power; and the Local Regeneration Fund.</p>
<p>3. Description of tool</p> <p>a. Character (according to WP3final0704.doc) - calculation tools, process tools, assessment methods, generic tools, simulation tools, guidelines, framework tools, schemes, indicators and monitoring, checklists, case-specific tools;</p> <p>b. Availability of the tool (web-based / paper, paid / free, etc.)</p> <p>c. Based on existing tool or newly elaborated;</p> <p>d. Adaptation of the tool to the local context (are there local experts involved in tool's development?)</p> <p>e. Other tools implemented to support the project development</p>	<p><i>For the Awel Aman Tawe Project as a whole: Sustainable Livelihoods Approach (SLA)</i></p> <p>a. The Sustainable Livelihoods Framework (SLF) has been designed by DFID to provide an organised approach to listing, understanding and linking the main factors and influences on people's livelihoods in order to achieve sustainable livelihoods:</p> <p>" A livelihood comprises the capabilities, assets (including both material and social resources) and activities required for a means of living. A livelihood is sustainable when it can cope with and recover from stresses and shocks and maintains or enhances its capabilities and assets both now and in the future, while not undermining the natural resource base."</p> <p>(Adapted from Chambers, R. and G. Conway (1992) Sustainable rural livelihoods: Practical concepts for the 21 st century. IDS Discussion Paper 296. Brighton: IDS.).</p> <p>The framework should be used to analyse livelihoods, it will then indicate which type of development activity can do the most to eliminate poverty. "They include activities such as:</p> <ul style="list-style-type: none"> • improving access to high-quality education, information technologies and training and better nutrition and health • facilitating a more supportive and cohesive social environment • improving access to, and management of, natural resources • improving access to basic and facilitating infrastructure • improving access to financial resources, and • establishing a policy and institutional environment that supports multiple livelihood strategies and promotes equitable access to competitive markets for all. <p>These six areas of activity relate to the five types of capital identified in DFID's SL framework and to the area of the framework termed 'Policy, Institutions and Processes'. "http://www.livelihoods.org/info/dlg/sect1/3/3_02.htm</p> <p>The Awel Aman Tawe project has used the Sustainable Livelihoods Approach, as a way of thinking about the objectives, scope and priorities for development. It is a way of putting people at the centre of development.</p> <p>The SLA originates from the work of Robert Chambers in the mid-1980's, which has since been adopted by a number of development agencies, including DFID. The SLA consists of 6 core concepts and a framework - a tool for analysis rather than a 'to do checklist'.</p> <p>The core concepts on which the SLA is based are (DFID,1999):</p> <p>(i) People centred - The SLA places people at the nucleus of the approach. Through use of the SLA approach, and the people centred key concept, capacity building within the project was considered to be essential. It was decided that much of the project should be done 'in-house', and within the first years of the project AAT linked with training providers so that all staff could receive any relevant training. As a result some people have been able to move</p>

onto new jobs using the new skills.

(ii) Holistic - The holistic concept seeks to obtain an understanding of what influences peoples livelihoods, and to identify the influencing factors in order that they can be modified by the individuals themselves to create a more favourable livelihood outcome.

(iii) Dynamic - As livelihoods are constantly changing the SLA seeks to be dynamic by understanding and learning from change in order that it can support positive patterns of change and help prevent negative patterns of change. To encourage dynamism within the project, 50 'Participatory indicators' were developed that look at all aspects of the community. It is intended that the indicators will be used to identify changes in livelihoods as a result of the wind farm.

(iv) Building on strengths - The SLA begins analysis with a review of strengths as opposed to needs, through looking at peoples inherent potential. It is intended that people will be helped to achieve their own objectives. In AAT, one of the local strengths identified was the Welsh language, which is very strong in the area, the SLA reiterated how important it was to respect the local language.

(v) Macro-micro links - The SLA seeks to fill the gap between the macro and micro level and encourage the lessons learnt at a local level to be incorporated into macro level policies. In AAT, this concept involved considering how the proposal for a community energy project linked the project to the rest of the world, helped the project to find funding. As part of the research, the project investigated community development, wind farms and climate change.

(vi) Sustainability - 'The notion of sustainability is key to this approach' DFID (1999) *Core concepts 1.3 Sustainable Livelihoods Guidance Sheets*, www.livelihoods.org

In addition to the Core Concepts and objectives, is the Sustainable Livelihoods Framework, a concept that helps to understand and analyse the livelihoods of the poor. The framework is designed to be used as a checklist OR as an analytical tool. As an analytical tool the SLF does not stand alone, but includes a number of tools that should be used to identify issues of relevance. The DFID website contains a toolbox with tools such as governance assessment, risk assessment, Strategic Environmental Assessment and participatory poverty assessment technique.

Sustainable livelihoods framework

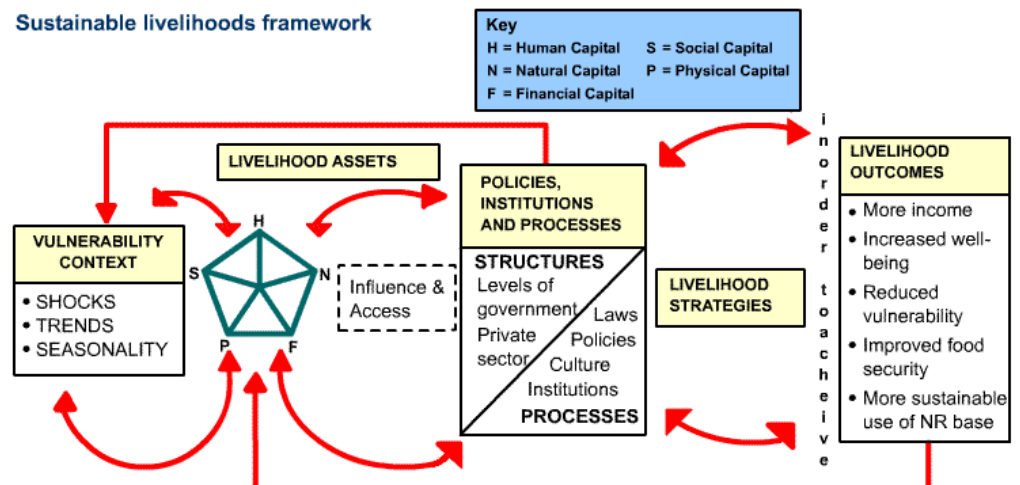


Figure 4 – Sustainable livelihoods framework

Source: <http://www.livelihoods.org/info/dlg/frame/frame.htm>

The framework indicates highly dynamic relationships between components. There is no requirement to follow the flow of the framework from a common

starting point as it does not operate in a linear manner, nor attempt to present a mode of reality (DFID ,1999).

Use of the SLA at AAT helped shift the focus of the project from looking at end results to the process. As a result the development of the wind farm became second to the issues of local peoples livelihoods and community change. Emily Hinshelwood, an independent consultant working on behalf of AAT, believes that “There are three clear aspects of the shift from a typical wind farm development to a community regeneration scheme:

1. Shift in focus from technology to people,
2. Shift in the nature of the project outputs from product to process,
3. Shift in the conceptual framework to combine micro and macro issues”

Hinshelwood (2003).

b. DFID produces sheets as core guidance on the Sustainable Livelihoods Approach. These are downloadable from their website http://www.livelihoods.org/info/info_guidancesheets.html in a number of languages: English, French, Spanish, Portuguese, Chinese and are beginning to be translated into Russian. There is also a distance learning version.

c. The tool used in the case study was the version supported by DFID.

d. The SLA is intended to be used flexibly to be applied to each individual case.

For the wind farm proposal:

Environmental Impact Assessment (EIA);

a. The EIA is a generic assessment tool implemented as a statutory requirement within Europe as a result of Directive 85/337/EEC introduced in 1985, and requires that EIAs are carried out on public and private projects which are likely to have significant effects on the environment. The key elements of an EIA are: Scoping (identifying key issues and concerns of interested parties); screening (decide whether an EIA is required based on information collected); Identifying and evaluating alternatives (list alternative sites and techniques and the impacts of each); Mitigating measures dealing with uncertainty (review proposed action to prevent or minimise the potential adverse effects of the project) and Issuing environmental statements (report the findings of the EIA).

b. This generic tool is a statutory process in Europe that is the result of Directive 85/337/EEC introduced in 1985, and amended by Directive 97/11/EC and as applied by the Town and Country Planning Act 1990. Directive 85/337/EEC can be obtained from the European Union website

<http://europa.eu.int/comm/environment/eia/full-legal-text/85337.htm> for free, but most EIA are completed by consultants.

c. EIA is a generic tool.

d. The EIA tool is not a rigid format and therefore can be adapted to the local context.

Participatory Assessment Process (PAP)

The PAP took place over 10 months and involved many methods and approaches to participation. The PAP had two main objectives:

- To explore the criteria on which people base the decision of whether they want to pursue the community wind farm or not;
- To support the participation of local people in making the decision as to whether the project should go ahead.

This was achieved through a continuous process of: (i) information dissemination; (ii) discussion and debate; (iii) community decision-making.

In detail the PAP for AAT involved

	<p>1) stage one: press coverage; an audit of the community special interest groups in the area (60 were identified, contacted and entered into a database); structured interviews (a random sample was identified using the electoral registers within the three local authorities, 259 questionnaires were completed throughout the area, and results were analysed to provide baseline data for peoples opinions of wind farms which informed the consultation).</p> <p>2) Stage two: nine months of consultation carried out in English and Welsh. Examples of the many distribution methods used include bi-lingual leaflets were delivered to 6,732 households in the surrounding 14 villages, leaflet packs were left in 80 shops and community spaces and 10 permanent displays were put in public spaces, libraries, community centres, adult education centres, clubs and schools, S4C digidol (a Welsh TV channel) produced a documentary on AAT. Feedback was mainly through the turnout and result of the referendum.</p> <p>b. Two documents have been published by the DTI on the consultation process undertaken at AAT. One of the documents was specifically written to give advice on how to consult effectively with communities and to identify the key factors that should be considered when planning and implementing a community consultation. This document Hinshelwood E and McCallum D (2001a) <i>Consulting Communities: A Renewable Energy Toolkit</i> ETSU K/BD/00236/REP/S DTI/Pub URN 01/1067 is available for download from the the Awel Aman Tawe website http://www.awelamantawe.co.uk/toolkit.pdf .</p> <p>c. Awel Aman Tawe, a company limited by guarantee, was set up to allow any member of the community to become a member. AAT is assisted by three organisations: Amman Valley Enterprise; Centre for Development Studies at the University of Wales, Swansea and West Wales Eco Cetnre, who provided guidance for the development of the PAP.</p> <p>d. The consultation process was led by full time staff at Awel Aman Tawe, and tools used within the PAP were chosen to suit the project.</p>
B. Tool implementation	
<p>1. Argumentation for choosing the tool</p> <p>a. What were the reasons for the implementation of the tool? (voluntary or requested by what local, national, etc regulation)</p> <p>b. Who took the initiative for choosing /elaboration the tool?</p> <p>c. What were the criteria for choosing the tool?</p> <p>d. Was there knowledge of other tools and were they considered?</p>	<p><i>For the Awel Aman Tawe Project as a whole;</i> <i>Sustainable Livelihoods Approach:</i></p> <p>a. AAT were attracted to the SLA believing that it takes a broader view than other tools encompassing social and financial aspects. Hinshelwood (2003) believes that “Simplicity is the trump card” of the approach and that “used flexibly, the DFID Sustainable Livelihoods framework can be an effective tool for organising and analysing ideas”. It might not be the answer to all community development problems, but that “there is substantial scope to mould it to individual projects, play with it and explore the different directions it takes. This level of interaction with the framework requires an intimacy with the principles of community development work, development intervention and communities and how they work, all of which are part of the make up of a skilled community development practitioner”.</p> <p>b/c In the early days of AAT, when the concept of a wind farm was being discussed it was agreed that if it was to be developed it should be for the benefit of the community. The use and implementation of the SLA is a result of Hinshelwoods knowledge of the tool. Hinshelwood had previous experience of the tool and could see the benefits of implementing the SLA for AAT.</p> <p>d. As a result no other tools were considered.</p> <p><i>For the wind farm proposal:</i> <i>Environmental Impact Assessment (EIA);</i> An EIA is a statutory requirement for projects of a certain size and scale and therefore had to be implemented within the project. Prepared in accordance with The Town and County Planning (Environmental Impact Assessment) (England and Wales) Regulation 1999 no alternative tools fulfil the</p>

	<p>requirements.</p> <p><i>Participatory Assessment Process (PAP);</i></p> <p>a. The process was undertaken in order to identify:</p> <p>(i) The criteria on which people base their decision or whether or they want to pursue the community wind farm idea or not.</p> <p>(ii) To support the participation of local people in making the decision as to whether the project should go ahead.</p> <p>b/c. The decision to use the tool was the same as for the SLA above.</p>																				
<p>2. Barriers for the tool implementation</p> <p>What were the main problems in the tool implementation? (Regulation, information available, public awareness, lack of clear SD definitions and benchmarks, communication etc.)</p>	<p>Hinshelwood and McCallum (2001b) identified three constraints to the consultation process:</p> <ul style="list-style-type: none"> Organised opposition: from the outset of the project, one village located close to the proposed site of the wind farm, organised an opposition group the Tai'r Gwaith Action Group to the development. Hinshelwood and McCallum suggest a number of reasons why opposition was so strong, including past experience over protesting against an open cast mine that was then built in the village. Local media representation of the project: the project received significant media coverage – an issue that was considered important for the consultation process. In the beginning the coverage was very positive however coverage also took the form of shock headlines which helped to stimulate controversy. This was not considered a negative event as it encouraged discussion, however some newspapers did misprint information which contributed to a negative view of the project. The lack of open support from local politicians: Awel Aman Tawe were disappointed in a lack of open support for the project from the local Welsh Assembly Member (AM) and UK Member of Parliament (MP). Other wind farm applications in Wales have received support from local AM and MPs. Some people felt that the lack of open support for the project meant that this was a project not important to the local AM and MP. <p>Wind farms face well organised national opposition on visual grounds, no distinction about AAT in terms of its community nature was made. The Director of the Council for the Protection of Rural Wales came to speak against the project at public meeting.</p>																				
<p>C. Influence of the tool on the decision-making process</p>																					
<p>1. Description of the decision-making process/ procedures</p> <p>a. Stages</p> <p>b. Levels (political, technical, etc.)</p> <p>c. Sources of information used during the dmp;</p> <p>d. Who are the decision-makers?</p> <p>e. Who made the final decision for the project implementation? Was it political or technical decision?</p>	<p>a/b. The Awel Aman Tawe project was designed in five phases. The five phases were “..planned to ensure that the social components integrate appropriately with the environmental, financial and technical factors. This ensures that the project is tailored to the needs of local people”. Hinshelwood & McCallum (2001b)</p> <p>The decision making stages are outlined in the originally proposed timetable is below:</p> <table border="1" data-bbox="496 1621 1530 2085"> <thead> <tr> <th>Phase</th> <th>Activities</th> <th>Time required</th> <th>Requirement for continuation into next Phase</th> </tr> </thead> <tbody> <tr> <td>I</td> <td>Participatory Assessment. Process regarding wind farm. Additional wind speed testing.</td> <td>1 year April 2000 Mar 2001</td> <td>Community approval. Sufficient wind speed.</td> </tr> <tr> <td>II</td> <td>Participatory Assessment Process. Environmental Impact Assessment. Detailed Business Plan, Planning Application.</td> <td>Mar 2001 to Oct 2004</td> <td>Community Business plan. Successful Planning Application.</td> </tr> <tr> <td>III</td> <td>Raising necessary finance for construction of turbines.</td> <td>1 year Oct 2004- June 2005</td> <td>Sufficient finance raised.</td> </tr> <tr> <td>IV</td> <td>Construction of wind farm</td> <td>6 months year</td> <td>Wind farm constructed.</td> </tr> </tbody> </table>	Phase	Activities	Time required	Requirement for continuation into next Phase	I	Participatory Assessment. Process regarding wind farm. Additional wind speed testing.	1 year April 2000 Mar 2001	Community approval. Sufficient wind speed.	II	Participatory Assessment Process. Environmental Impact Assessment. Detailed Business Plan, Planning Application.	Mar 2001 to Oct 2004	Community Business plan. Successful Planning Application.	III	Raising necessary finance for construction of turbines.	1 year Oct 2004- June 2005	Sufficient finance raised.	IV	Construction of wind farm	6 months year	Wind farm constructed.
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	<table border="1"> <tr> <td data-bbox="478 156 574 324">V</td> <td data-bbox="574 156 1034 324">Implementation of appropriate model (as identified in Phase II) for channelling profits into local regeneration.</td> <td data-bbox="1034 156 1204 324">6 months</td> <td data-bbox="1204 156 1535 324"></td> </tr> </table>	V	Implementation of appropriate model (as identified in Phase II) for channelling profits into local regeneration.	6 months	
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<p>2. Tool in decision-making process</p> <p>a. At what stage was the tool implemented? By whom? (experts, politicians, etc.)</p> <p>b. How did the tool output influence the process (added or skipped levels/stages in the existing decision-making process, etc.)?</p> <p>c. Quantitative goals or benchmarks defined? (If YES, which – and what were they compared to?)</p> <p>d. Was the tool used to support argumentations?</p>	<p><i>Table 2 – Decision making stages for the development of the wind farm</i> Hinshelwood & McCallum (2001b).</p> <p>c. Information regarding the wind farm was provided throughout the consultation stage by AAT who had spent time researching wind farms in the UK.</p> <p>d/e. The decision making for the project took place at the community/public level. The technical decision was at the planning consent stage.</p> <p>The stages at which the tools used can be seen above in Table 2.</p> <p><i>For the Awel Aman Tawe Project as a whole:</i> <i>Sustainable Livelihoods Approach</i></p> <p>a. The tool was implemented by Emily Hinshelwood, an independent consultant working on behalf of AAT, who is experienced with the SLA. The concepts of the tool were implemented from the initial stages of the project, however this tool can be used at any stage of a project.</p> <p>b. Using the tool does not drive a project but in AAT it changed the projects focus from solely developing a wind farm, to looking at the community processes involved in the development. This meant that the development of the wind farm became second to the issues of local peoples livelihoods and community change. With the shift in approach, came a shift in questions being asked about the wind farm. The traditional questions would be ‘what stages do we need to go through to establish an efficient profit-making wind farm?’ which with the use of the Sustainable Livelihoods Approach became ‘How can the different stages of developing an efficient, profit-making wind farm support community regeneration?’ (Hinshelwood, 2003).</p> <p>c. The tool seeks to obtain a better understanding of people’s livelihoods and to improve them.</p> <p>d. The tool was not used to support arguments locally, but it was used to convince donors to support the project.</p> <p><i>For the wind farm proposal:</i> <i>Environmental Impact Assessment (EIA);</i></p> <p>a. Despite the original timetable when the EIA was supposed to have been completed in Phase 2, the EIA was not implemented until after the consultation phase was over. Dulas, a renewable energy consultant, oversaw the EIA and subcontracted specialist consultants</p> <p>b. The tool output influenced the process by providing clear legislation that guides the development of the EIA. For example, the EIA identified 114 sites of archaeological interest which enabled sites remote from these locations to be selected or for mitigating measures to minimise impact. The EIA also identified areas previously mined and quarried which could be avoided.</p> <p>c. EIA is a standard process with defined procedure – ie specific numbers of visits by ecologists to assess birds etc.. The EIA identified that an experienced environmental liaison officer should be employed to aid collaboration between contractors, the community and other local groups. This role would ensure that commitments within the environmental statement would be ensured. For example, transformers for the turbines should be contained within the turbines to prevent additional features on the landscape and to increase safety and security and that stone for building will be sourced on site from local quarries and pits.</p> <p>d. The Council made it clear that EIA would have to be as thorough as a commercial wind farm application. Information collected during the EIA has</p>				

	<p>been used to support the project in discussions with donors and the council.</p> <p><i>Participatory Assessment Process (PAP);</i></p> <p>a. Although the idea to investigate the possibility of a community wind farm occurred in 1998, the PAP didn't begin until April 2000, which was at the beginning of the Awel Aman Tawe project, but after a period of research into the wind industry in the UK. It was implemented by members of Awel Aman Tawe.</p> <p>b. Over the time of the consultation period, opinions changes to favour the development. There were a number of people who opposed the development throughout the consultation process. An opposition group formed at the beginning of the project and campaigned against the development. Hinshelwood E and McCallum D (2001b) believe that although the consultation process did not persuade some people to favour of the development, it also cannot be assumed that this campaign group changed opinions, but that the local context and past experiences were actually the determining factors in many residents opposition.</p> <p>However, Hinshelwood and McCallum (2001b) believe that the tool did add value "by identifying the criteria important to people, Awel Aman Tawe was able to address key concerns and feel local ideas into the scheme thereby tailoring the project to local needs".</p> <p>c. The Consultation process had series of quantitative benchmarks defined such as the number of public meetings held. Main marker was the referendum and the publication of the two reports by DTI on consultation.</p> <p>d. As discussed above, an opposition group formed within one of the villages close to the proposed wind farm site. This tool was used to support the case of Awel Aman Tawe through the provision of media and discussion on the proposed wind farm.</p>
<p>3. Transparency of decision-making process</p> <p>a. How was the information of the dmp disseminated? - directly (decision makers – public) or indirectly (decision makers - NGO, PR company, etc. - public); sources of dissemination used (mass media, internet, brochure, etc.)</p> <p>b. How was the public involved?</p> <p>c. Was there a public discussion over the project and at what stage of the project development?</p>	<p>a. Information was disseminated directly to the public by a large variety of methods through the comprehensive Participatory Assessment Method.</p> <p>Stage 1</p> <ul style="list-style-type: none"> • press coverage; • an audit of 60 community special interest groups in the area who were identified, contacted and entered into a database • structured interviews of a random sample was identified using the electoral registers within the three local authorities, 259 questionnaires were completed throughout the area, and results were analysed to provide baseline data for peoples opinions of wind farms which informed the consultation. <p>Stage 2</p> <ul style="list-style-type: none"> • bi-lingual leaflets were delivered to 6,732 households in the surrounding 14 villages; • additional leaflets were delivered to households when notification of public meetings and open days was required; • leaflet packs were left in 80 shops and community spaces; • 10 permanent displays were put in public spaces, libraries, community centres, adult education centres, clubs and schools; • a mobile display was used at 11 non–AAT events; • a display was developed showing panoramic views from the proposed site and detailing locations with distances; • a bi-lingual video was produced and shown at presentations, showing views from the proposed site; • S4C digidol (a Welsh TV channel) produced a documentary on AAT;

	<ul style="list-style-type: none"> • a bi-lingual website was developed; • Information sheets were produced; • 3 photomontages were made showing what the turbines would look like from the 3 closest villages (Cwmllnyfell, Tai'rgwaith and Brynamman); • 8 coach trips to a nearby wind farm involved 265 people; • AAT visited the 7 farms closest to the proposed site; • the 60 identified community groups (from the audit in stage I) were sent information and updates on the projects activities throughout the year and all groups were offered to have a presentation – 13 of which took up the offer, and one presentation was made at the AAT offices and attended by 40 people which included representatives of 17 groups; • seven public meetings were held in community halls; • eight people were trained to carry out 38 in-depth interviews (in Welsh or English); • nine small group discussions were facilitated for a range of people; • eleven events and conferences were attended; • five open days were held in the closest villages; • during 3 open days a range of participatory methods were used that included mapping, timelines, Venn diagrams, SWOT analysis, and brainstorming. <p>b. From the creation of proposals the public were consulted and invited to be involved in the project through the Participatory Assessment Method. In addition the project was created by local people and the Awel Aman Tawe project, which is staffed by members from the local community, trained a number of locals in order that they could assist with the consultation through interviews and questionnaires.</p> <p>c. The consultation period lasted for 10 months, throughout stages one and two of five stages of the project.</p>
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D. Expert assessment/analysis/comment of the tool effectiveness

<p>1. Assessment by tool users</p> <p>a. Were there measurable improvements as a result of the tool implementation? If YES, what? If no: why not?</p> <p>b. Were there any spin-off's or unintended consequences?</p> <p>c. General view on the tool? Lessons learned?</p> <p>d. Potentials for further use of the tool?</p> <p>e. Will the actors recommend it or use it in other cases - why / why not?</p>	<p><i>For the Awel Aman Tawe Project as a whole: Sustainable Livelihoods Approach</i></p> <p>a/b. From a positive viewpoint, the tools provision of support for the project team resulted in a comprehensive shift in focus from a technical environmental product focused initiative to a broad-based community regeneration scheme. This helped shift the focus of the project from looking at end results to the process. As a result the development of the wind farm became second to the issues of local peoples livelihoods and community change.</p> <p>c. Criticisms of this tool include:</p> <ul style="list-style-type: none"> • for maximum benefit it needs to be used as one of a number of tools. • that there is a lack of recognition of time as an asset and the absence of political capital within the Sustainable Livelihoods Framework, which as the project develops, is increasingly important (www.livelihoods.org/lessons/case_studies/lesson-engy1.html). <p>d. This tool is designed by the Department for International Development (DFID) to help understand and analyse the livelihoods of the poor, as well as being useful in assessing the effectiveness of existing efforts to reduce poverty. It is a tool well used and supported by DFID, for case studies of how the tool has been implemented elsewhere see: http://www.livelihoods.org/.</p> <p>e. The actors would recommend this tool and a paper has been published illustrating Awel Aman Tawe as a case study (<i>Hinshelwood, 2003</i>).</p> <p><i>For the wind farm proposal: Environmental Impact Assessment (EIA): used on the wind farm proposal;</i></p> <p>a. EIA provided a thorough understanding of site and issues therein.</p> <p>b. A lot of information was generated which will add to local understanding of history and ecology, this has been fed into our work with local schools.</p>
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- c. The EIA had to be followed, it is a requirement of wind farm planning application.
- d. The EIA will be used again if we have another big project
- e. AAT would try and do more of the work themselves in future rather than use consultants.

Participatory Assessment Process (PAP);

a. Hinshelwood and McCallum (2001b) concluded that the PAP was a valuable exercise “in that:

- as a result of the consultation people generally moved in favour of the project, and the referendum results showed that a majority of local people supported the idea of the wind farm;
- it helped to tailor the project to the local context, and identify appropriate benefits and opportunities for the local area;
- it raised awareness of the issues of Renewable Energy in general and wind farms in particular across all ages and types of people in the area”.

b. Through using the PAP recognition for AAT was gained from donors and government.

c. Hinshelwood and McCallum (2001b) extracted a number of lessons from the consultation process:

“Awareness raising

- Place an emphasis on awareness raising about issues relating to Renewable Energy and wind farms.
- Make sure information is accessible, consistent, up-to-date and relevant.
- Inform people about the broader context.

Local benefit

- Identify the ways in which the local area could benefit from the proposed scheme.
- Plan and implement the project in such a way that local benefits are realised.

Local context

- Recognise the importance of the local context and past experiences on people’s opinions.
- Recognise the importance of social networks. These networks exist through neighbourhoods and communities, and these networks act as information channels for dissemination and discussion.

Local involvement

- Recognise Communities as Key Stakeholders in the development of RE:
- Involving local people strengthens RE projects.
- Involving local people contributes towards Local Agenda 21 objectives.
- Involving local people could be cost effective. By listening and incorporating local populations considerations throughout the progress of a planning application is less likely to be delayed by objections.
- Plan the appropriate level of local involvement.
- Democratic decision-making is empowering.

Opposition

- Recognise the tactics of opposition and target information accordingly.
- Remember that it is usually a minority of residents that oppose Renewable Energy schemes.
- Acknowledge the impact of an opposition group.
- Stay calm and do not get defensive.
- Ensure that word does not get out about the proposed scheme prior to the start of the consultation.

Consultation process

- Think strategically.
- Plan and implement a consultation strategy appropriate to the proposed

	<p>scheme.</p> <ul style="list-style-type: none"> • Utilise the three directions of information flow in the consultation process. • Encourage and facilitation discussion and debate about the proposed scheme in informal as well as formal settings. • Maintain an active use of the local media. • Feed local ideas into the project.” <p>d. The two papers (Hinshelwood E and McCallum D (2001a) and Hinshelwood E and McCallum D (2001b)) were written to assist with the implementation of this tool in other projects. Hinshelwood E and McCallum D (2001a) is a practical guide to implementing PAP, while Hinshelwood E and McCallum D (2001b) discusses the results from AAT.</p> <p>e. This tool comes recommended from the actors and has been included in a number of publications as an example of a consultation process.</p>
<p>2. Reviewer’s assessment of the tool (usefulness, sustainability relevance, who are the actors excluded? etc.) Suggestions and needs for further development of the tool</p>	<p><i>For the Awel Aman Tawe Project as a whole: Sustainable Livelihoods Approach</i> Without applying the tool, the Sustainable Livelihoods Approach appears to be quite a hard tool to initially understand. However the Guidance notes and Distance Learning package produced by DFID are comprehensive and thorough, but do require a significant time to read. However, those actors who have used the tool strongly recommend its implementation. The person who applied the tool in this project was an expert on the tool and was therefore able to adapt it significantly to the project which provided a significant advantage. However, Hinshelwood (2003) believes that the simplicity of the tool “lends itself to adaption, to recreation, to an informal, flexible practical use”.</p> <p>This is not a tool that is designed to be used alone to produce results, but as one of a number of community development tools. Hinshelwood (2003) argues that its use “provides a useful addition to the conceptual toolkit used in some if not all stages of community development”.</p> <p><i>For the wind farm proposal: Environmental Impact Assessment (EIA);</i> The EIA covers only environmental issues, and does not consider the other pillars of sustainability (social and economic impacts), this requires further impact assessments to be completed. The tool is only applied at the design stage and impacts at future time periods particularly during operation are ignored.</p> <p>An additional criticism of EIA, is that the information output is fairly subjective, since the lack of prescriptive guidelines for the implementation of a tool means that the information investigated will be different for each project, meaning that EIAs cannot be compared.</p> <p><i>Participatory Assessment Process (PAP);</i> The implementation of this assessment tool within AAT is extremely unusual in the length of implementation time that it has been applied. The PAP used a wide range of methods and approaches to discuss and inform the surrounding community including taking members of the community to visit nearby wind farms. The thoroughness of the consultation process has been discussed in a number of papers (including Elliot, D (2003) <i>A Solar World, Climate Change and the Green Energy Revolution</i>, Schumacher Briefings Number 10, Totnes Devon, Green Books for The Schumacher Society) however if the wind farm does go ahead perhaps it will be a process considered by a wider number of organisations.</p>
<p>E. Additional information on the case study available</p>	

Websites	<p>Awel Aman Tawe, <i>Proposal Summary: Fferm Felinwynt Gymunedol/Community-Owned Wind Farm</i>. http://www.awelamantawe.co.uk/proposal/htm</p> <p>Institute of Development Studies (IDS) and Department for International Development (DFID) <i>Livelihoods Connect: Lessons and experiences on sustainable livelihoods from DFID</i>. www.livelihoods.org/lessons/case_studies/lesson-engy6.html</p> <p>DFID (1999) <i>Section 1, Introduction to the Sustainable Livelihoods Approach</i> Sustainable Livelihoods Guidance Sheets, www.livelihoods.org</p> <p>DFID (1999) <i>Section 2, Framework of Sustainable Livelihoods</i> Sustainable Livelihoods Guidance Sheets, www.livelihoods.org</p> <p>DFID (2000) <i>Section 4, Methods of Implementing Sustainable Livelihoods Approaches</i> Sustainable Livelihoods Guidance Sheets, www.livelihoods.org</p> <p>DFID (2001) <i>Glossary</i> Sustainable Livelihoods Guidance Sheets, www.livelihoods.org</p> <p>DFID <i>Distance learning materials</i> http://www.livelihoods.org/info/info_distanceLearning.html</p>
References concerning the case but also the key words or problem (papers, articles, reports, laws, etc.)	<p>DFID, <i>Global Partnerships for Change: Empowering communities through UK Agenda 21</i>. Pamphlet.</p> <p>Hinshelwood E (2003) <i>Special Issue: Sustainable Livelihoods and community development An International Forum</i>. Community Development Journal, Vol 38, Number 3, Oxford University Press.</p> <p>Hinshelwood E and McCallum D (2001a) <i>Consulting Communities: A Renewable Energy Toolkit</i> ETSU K/BD/00236/REP/S DTI/Pub URN 01/1067.</p> <p>Hinshelwood E and McCallum D (2001b) <i>Examining approaches to renewables consultation Lessons from Awel Aman Tawe Community Wind farm project</i> ETSU K/BD/00236/REP DTI/Pub URN 01/1068. http://www.ecodyfi.org.uk/pdf/awelamentawe.pdf</p>
Other sources (Interviews, conferences, discussions, etc.)	<p>Meeting with Joanne Patterson and Anna Leron of the Welsh School of Architecture and Dan McCallum of Awel Aman Tawe, Wednesday 12th November 2003 at Gwaun Cae Gurwen.</p> <p>Meeting with Emily Hinshelwood, formerly of AAT and Anna Leron of the Welsh School of Architecture, Monday 8th November 2004 at Gwaun Cae Gurwen.</p>