

Appendix 1 - Education Scoping Report & Process

GIFS Final Report Activity 3.4 Education

October 2014

Authors: Dr Johanne Orchard-Webb, Esther Brown & Kathy Crowther, University of Brighton; Tiny Maenhout, & Jack Doms, Municipality of Middelburg; and Yasmin Ormsby, Hastings Fishermens Protection Society



Contents

A. Introduction/ context

1. Project objective
2. Aim/ purpose of scoping meeting

B. Findings from the scoping meeting

1. Informal audit of HFPS education delivery to date
2. Experiences (positive and negative) – challenges and successes
3. The marketplace for this AP (Alternative Education Provision):
 - a) Experiences of other case studies - scoping visit and desk-based research
 - b) Costing model in other examples of non-classroom based AP
4. Developing the Classroom on the Coast model
 - a) Key principles
 - b) Model of delivery
 - c) Demand – possible users
 - d) Possible partners
 - e) Product/offer – menu of lessons
 - f) Risks to mitigate against
 - g) Indicators of success

C. Considerations for mainstreaming this model of education provision

- a) Mapping the national curriculum to identify a need for this offer
- b) Calculation of costs
- c) Resource packs – content and development
- d) Pilot – outline and timing
- e) Second scoping meeting & workshop with fishers testing out draft resources

A. Introduction/ context

Project objective

“Supporting the development of and creation of materials for a fisheries based & fisher-led alternative education provision in Classroom on the Coast”.

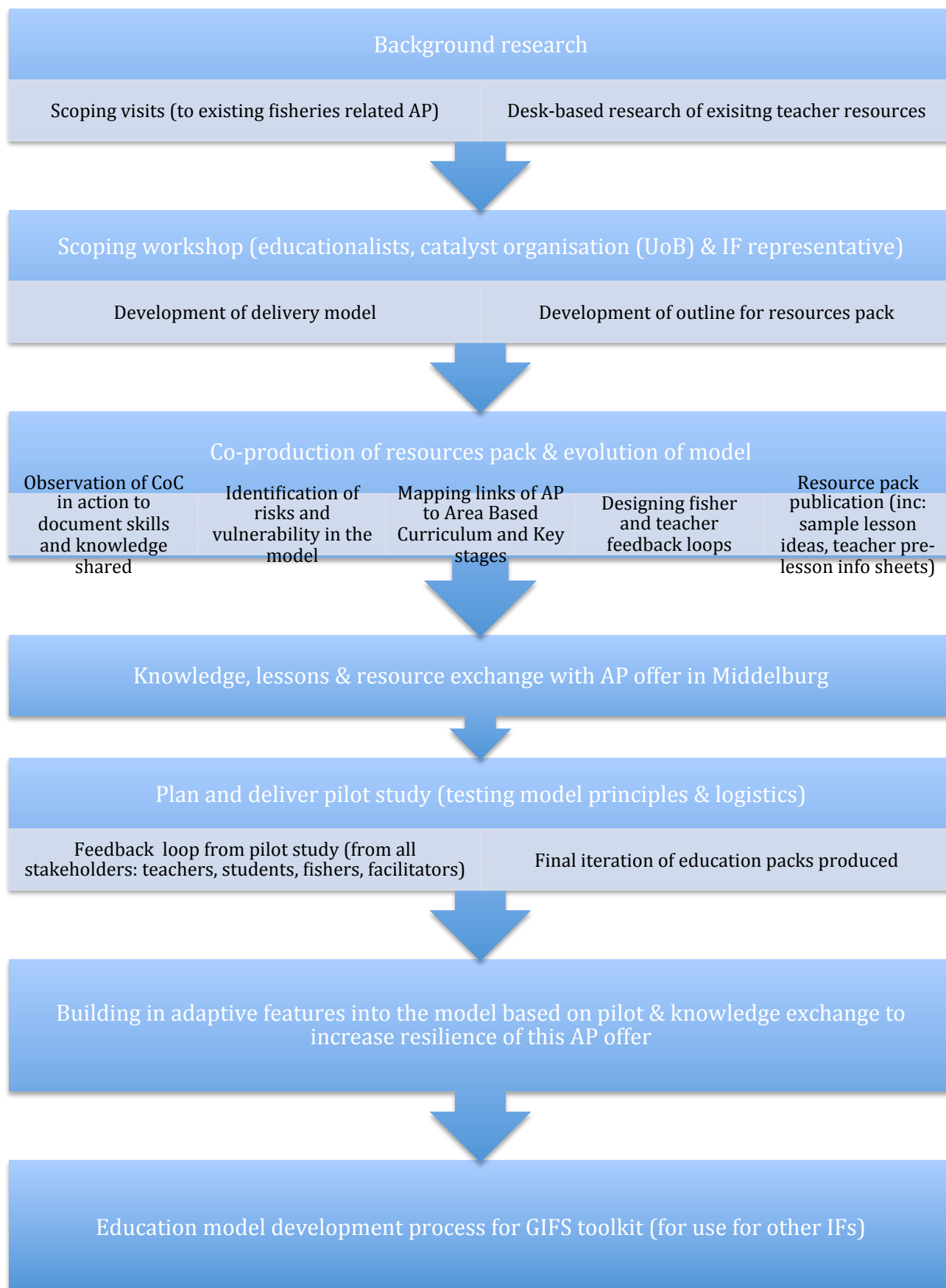
This report outlines the findings from the scoping meeting for an education pack development project which is part of a wider research project called GIFS (Geography of Inshore Fishing and Sustainability: <http://www.gifsproject.eu/en/>). The aim of the education pack project is to support the development of a model of AP (Alternative education Provision) and the creation of materials for the delivery of a fisheries related and fisher-led education offer in the Classroom on the Coast, Hastings (south-east England). The Classroom is for the use of the fishers and other community stakeholders for training, education and community events. Helping research and develop the education packs and model of delivery for an AP from the Classroom to be led by the fishing sector and delivered (in the majority) by fishers themselves is part of the economic regeneration and tourism element of GIFS. GIFS is an INTERREG funded project seeking to better understand the value and sustainability of Inshore Fisheries (IF) along the Channel. To this end GIFS will create a toolkit of resources for IFs to use to demonstrate their economic, social, cultural and environmental sustainability value to coastal communities. This particular project will contribute to that toolkit by documenting the process of developing education packs in collaboration with fishers and educationalists (for other IFs to use); by developing with the Hastings fleet the education resources pack that will be used at the Classroom on the Coast; and finally by funding the delivery of a pilot day of lessons for local schools from which we can incorporate a feedback loop into the process of development of the AP model to be used in Hastings in future.

Aim of the scoping meeting

The aim of the scoping meeting was to gain the shared expertise of attendees from both the education and fisheries sector. The scoping team was purposively selected in order to bring together expertise and experience in: the education curriculum, the local student profile, teacher and student needs, AP delivery and Hastings fleet knowledge, economic and social engagement, and community project delivery.

The meeting objectives included thinking through and scoping out: the Hastings fleet AP experiences to date; the possible features of a future AP offer; the demand for that offer; the challenges to delivery and how to mitigate those challenges; learning from other case studies; clarification of the key principles to underpin this future model of delivery; the AP process; the suite of lessons; the potential users; the role of partnership; the content of the resource packs; costings; and finally make plans for the pilot.

Education Pack Development Project Process Diagram



B. Findings from the scoping meeting

The findings below are a summary and synthesis from the scoping meeting of the ideas and contributions of Pip Gasson (ex deputy school head with expertise in Alternative Education Provision and teaching Science), Yasmin Ornsby (HFPS Representative and AP provider) and Esther Brown (Economic and Social Engagement for UBH (University of Brighton in Hastings)). Please note these are not direct quotations unless specified and any mistakes are the responsibility of the report author. The agenda for the scoping meeting can be seen in Appendix 2.

1. Informal audit of delivery to date

1. Undergraduate (first year) from University of Brighton, Hastings (2012/13). One 2 hour session on fishing process, fish identification and recording, filleting (and so anatomy), discards, seabed ecology and fish stocks.
2. Eggtooth programme 2013 (15 students using a 'Boat to Plate' model). A selected group of students attended the classroom over the course of 3 weeks with repeat visits to the beach, the classroom, the fish market and Webbes Restaurant. Provided with a tour of the beach to observe beach life of an under 10 metre coastal fleet community, launching and landing of boats, the different types of vessels. They were taught by fishers to gain skills in local ecological knowledge, the life of a fisher, the fishing process including discards, net making, and fish filleting; and by professional chefs and restaurateurs with regard to fish preparation, food hygiene, and finally the creation of a healthy fish meal in a formal commercial restaurant environment.
3. Outreach lessons on the beach and in local primary schools by HFPS since 2007 – to talk through the beach, the fishing process, fish anatomy, and preparing fish for market and filleting fish for cooking.
4. Corporate Team Building for NGO (2013) consisted of a beach tour, an overview of the fleets community history, fish n chips at Maggies and a ride up the funicular to the East Hill to view the regeneration followed by a trip to the Jerwood Gallery.

2. Experiences to date – challenges and successes

[Successes]

Positive feedback and repeat business: HFPS have received very positive verbal feedback from groups and often receive thank you cards.

The recent Eggtooth programme (an alternative education provider for the Accademies) have re-booked for a second year (i.e. repeat business). HFPS need to get the full report from Eggtooth to feed this into the development of the classroom model and use the feedback in the promotion material. Feedback from University of Brighton in Hastings (UBH) included how impressed the lecturer was in the marine science

expertise of the fishers and the positive teaching benefit to the students of the unique opportunity for them to discuss with the fishers different fishing methods, fish stocks, conservation issues and marine ecology. UBH first year Biology have booked to repeat this lesson each year with their first year undergraduates given their positive experience.

[Challenges]

Not having a professional pack to send out to interested parties has meant the AP offer to date has been very ad hoc and while this has worked well so far (hence the appetite from the fleet to develop this offer) it is taking up a lot of HFPS time to organise a response to each lesson request. With the development of the Classroom facilities the HFPS need a professional resource pack to send out and a planned process for delivery to formalise and reap the potential of this funding stream. Without this formalisation and the full consideration of the development of the offer in conjunction with educationalists the group felt the current offer doesn't yet fulfil its potential with all the social and economic benefits this might bring.

Trying to keep the data up to date in the information they do give out is a challenge as it is such a dynamic topic. However, if they could plan for this (i.e. have a baseline pack that has an updating cycle) and have a guaranteed income this might (in the future) fund someone part-time to support the HFPS in the production of these materials (thus improving the quality and sustainability of this offer).

Challenges have been encountered with regard to concerns over the health and safety of the students given the dangers encountered on a working beach and the movement of the boats on the beach. Further the sensitivity of working with young and teenage students raises its own consideration (e.g. with bathrooms or if they are unwell on the boats).

The availability of the fishers to deliver this suite of lessons is of course limited by the time commitment to their main livelihood as fishers. So for example they are more likely to have time to commit to the Classroom over the winter which creates a potential limit to the flexibility of the package the Classroom can provide.

3. The marketplace for AP

[Experiences of other case studies - scoping visit and desk-based research]

Scoping visit: The full report of the scoping visit to Horizon Educatief (Oostende, Belgium) by the report author can be seen in Appendix 1 detailing the aim and observations. This scoping exercise provided useful background information about their model of delivery as an established and progressive fisheries and sustainability centred AP based on the beach in Oostende (and so a similar model to the plans for the Classroom on the Coast). This real live example helped inform and focus the structure and discussions of the scoping meeting. Sharing of knowledge and best practice between the GIFS partners is a central feature of the project and this proved to be a particularly productive example of this exchange. In summary the visit raised interesting questions for the scoping team with regard to: the challenge of making clear the fisher/teacher balance of responsibility for the students; the sustainability of their model of delivery (partly through the depth, scale and flexibility of their offer made possible by the

number of volunteers); the range of innovative activities that have the life of a fisher/ the fisheries market and sustainability at their core is central to their successful offer; their underlying education principle is 'experience and experimentation' which has proved successful in offering something that is different to the students classroom experience and as such attractive to both the students and teachers (in common with the initial experiences in Hastings to date). These observations informed the development of the model for Hastings below. However, a caveat to learning from other case studies was acknowledged in terms of cultural differences with regard to the varied student capacity and experience of learning through such non-school classroom based provision.

Desk based-research into online resources: In preparation for the scoping meeting Esther conducted an informal desk based-research of the type and content of resources pack already available online to teachers to conduct fish/ marine and coastal related lessons for themselves (these included resources by University of Sussex; NEF; Fish for Kids and Dynamic Coasts). These were reviewed in the scoping meeting to consider examples of different practice and prompt ideas as to how this might inform the structure of the resources pack provided by HFPS and the Classroom on the Coast. The scoping team felt the resources were either overly-academic and as such would not reflect the nature of teaching and education by the fishers, or the reverse was true with very basic colouring-in/Step by Step type resource packs that fail to convey the lived reality of a fishers livelihood, or the contemporary conservation and maritime planning issues they engage with as individuals and as an industry. In short the existing marine and coastal education resource packs do not reflect what HFPS and the Classroom on the Coast want to share with the students in terms of LEK and the environmental, social and economic issues facing a contemporary active fishing industry today. This exercise was extremely useful in sharpening the focus of what will be offered at the Classroom on the Coast and how this differs to the current offer.

[Costing model in other examples of non-classroom based AP - inc other sectors]

The cost of AP provision by the Hastings fleet through HFPS has varied depending on the intensity of the offer and the needs of the students. Future costing needs to be based on the market value of similar AP and the loss of earnings of the fishers. As both fluctuate and are complicated to calculate this requires further investigation by the scoping team. This will partly be done by exploring the offer of more established local APs such as Drusillas, Wildlife Park (<http://www.drusillas.co.uk/education-at-drusillas>) and Battle Abbey (<http://www.english-heritage.org.uk/daysout/properties/1066-battle-of-hastings-abbey-and-battlefield/>). There is also a new Beach School model being launched that needs to be investigated further.

Establishing a willingness to pay (WTP) and willingness to travel to the Classroom would be useful and there may be existing pieces of research in other case studies that we can draw parallels from to further inform our model.

4. Developing the Classroom on the Coast model

[Key principles]

Equity of fisher knowledge: The scoping team were clear that the development of the model must come from the partnership of the fleet and educationalists. The equal combination of these skills and expertise is central to enshrining the equity of the fisher knowledge within the model of AP.

Fisher ownership and leadership: Equally the team determined the delivery of the lessons must only be done by the fisherman/ fleet members in the first instance. This is central to the uniqueness of the Alternative Education Provision offer in Hastings and key to successfully sharing/ communicating the fishing community cultural identity. Further, both these principles help formalise (and thus secure) the transfer of local ecological knowledge (LEK) to new audiences. Also by ensuring the fleet ownership of the project this model seeks to avoid a 'done-to' community project approach and all the negative social outcomes associated with this.

Focus on contemporary and living inshore fishing (IF) industry and marine issues: It is important that the Classroom on the Coast AP centres around contemporary marine planning and conservation issues to distinguish it from the Fisherman's Museum and Shipwreck Museum in Hastings. This approach is also key as part of the development of the AP is concerned with making what are contemporary IF and marine planning issues visible and in doing so sharing knowledge on the (un) sustainability (environmental, economic and social) features of this fleet and others like it.

[Model of delivery]

General approach: A fisher/educationalist forged model to be delivered by fishers. This model may develop in time to include volunteers as observed in the Oostende case study to try to help: 1. Extend the flexibility of the AP (in terms of different skills/ lessons taught and also in terms of numbers/ availability of people to deliver the lessons). Further, the volunteer model (which includes a ten session 'volunteer course' (i.e. teach the teachers) could help further integrate the wider fishing community (and its cultural heritage) into the broader coastal community. If successful the volunteer course could in time become an additional income stream to the Classroom on the Coast model.

Step 1: Registering of interest from the possible users [see draft list below]

Step 2: If phone request for information HFPS will use the phone guide produced as part of GIFS to qualify the interest

Step 3: Posting of generic information pack, including class preparation guidelines, outline of suite of lessons, joint use agreement and confirmation form that includes the profile questionnaire of the students attending so HFPS can adjust the lessons to the capacity/ needs of the students (pre pack produced as part of GIFS)

Step 4: Confirmation documentation and payment

Step 5: Lesson planned according to the information inputs in Step 2 & 3.

Step 6: Preparation class by teachers in the schoolroom

Step 7: Classroom on the Coast lesson(s)/ activities (including student feedback form at end – this will be available in hard copy and online and produced as part of GIFS)

Step 8: Take home pack for teachers (hard copy and DVD) including: feedback form, lesson ideas to build on their Classroom on the Coast experience, fact sheets related to the lesson and further information links (post-lesson pack prepared as part of GIFS)

Step 9: Student and teacher feedback fed into the development of the model and collated as part of the measurement indicators.

Step 10: Student feedback collated and sent in soft copy to the teacher concerned to be used in their lesson planning/ development and also for the purposes of OFSTED soft feedback.

[Demand – possible users]

School children: Local academies (East Hastings and St Leonards Academies), Hastings and Rother Primary Schools, Private Schools in East and West Sussex and Kent; Beach Schools; HE Colleges

Life long learning: Women's Institute; University of the Third Age; Workers Educational Association (WEA); Seniors Forum; Probus Club; Rotary Club; Corporate Team Building

Responsible Tourism: local visitors, day trippers and longer term visitors interested in wider RT package

[Product/offer – menu or suite of lessons]

Underlying all these lessons is the key principle outlined above that the AP in the Classroom on the Coast must be concerned with contemporary marine planning and conservation issues and the sharing of LEK from this “living, breathing, sustainable fisheries”. The Hastings fleet is one of very few active primary industries that students can visit and learn on site in the Hastings area making this a unique teaching environment and the lessons will reflect that. The fleet have been working with the Sussex IFCA (Inshore Fisheries Conservation Association) and University of Brighton on an undersea mapping project where data is collected by the fishers (see link for more details: <http://www.youtube.com/watch?v=ugUdpVyWUvA>). The video coverage and other media from this project will be integrated into the AP offer for the students to use the video footage to get involved in real life species and habitat identification on the IFCA YouTube channel (<http://www.youtube.com/user/TheSussexIFCA/videos>) where the media is stored. This can be scaled from primary to undergraduate level.

Draft menu of lessons include:

1. Business planning - fishers as sole traders and their business model (at a HE level this can include quotas)
2. Local Ecological Knowledge – fish stocks, fish identification, seabed mapping, marine and coastal ecology and marine habitat etc.
3. Coastal Geography – including marine zone conservation
4. Social history – the fishers role in developing Hastings’ cultural and economic identity (past and present)
5. Personal, Social, Health and Economic Education (PSHE) & Citizenship – including sustainable development and the environment, economic well being and working as part of a community

[Risks to mitigate against]

Student health and safety risks while learning on a working beach: This will be mitigated against through the risks being outlined formally in the preparation pack for teachers sent in advance. In addition the signing of a joint use agreement sent out as part of that pack outlining the extent of the fishers responsibility for the students and the ongoing role and responsibility of the teachers throughout the lessons/ activities will also help limit this risk. The students will be given appropriate waterproof clothing by HFPS.

Fisher work practices: early on in the development of this model the limited availability of the fishers time - particularly during the peak fishing summer months – creates a risk concerning their availability to deliver these lessons. This will be partly overcome by the involvement of retired fishers and others related to the fleet but will be an issue to revisit as the model develops and hopefully grows.

The rapid rate of change of the National Curriculum means we need to conduct further research into how the AP offer (above) maps onto the recent changes at all levels and therefore the ‘need’ for this AP offer. Without that match of offer and need there is a risk the Classroom won’t be able to fulfil its lesson capacity.

Q. Do we need those conducting lessons to do CRB checks? And do we need more of the fleet to have food hygiene certificates?

[Indicators of success (measurement) and quality assurance]

The scoping team discussed the need for measurement indicators that would help the Classroom on the Coast identify areas of success and areas for development. These indicators will feed into the feedback loop that is apart of this AP model to ensure it evolves with the needs of both the fishing community/ fleet and the students. The indicators below can also be used to help promote the Classroom to the right audiences and provide evidence of quality and consistency of offer. As part of this process of measurement the Classroom will seek to be registered on the ESCC (East Sussex County Council) list of approved Alternative Education Providers as a marker of quality assurance for the schools and other users. The feedback indicators listed below can also be used by the schools as part of their OFSTED soft feedback requirements where relevant. The indicators below need developing into a table of measurements (with a small narrative) for 1, 3 and 5 years milestones.

Draft indicators include:

- Income generated
- Fish sold locally
- Destination figures: total number/ age range/ ethnicity/gender/ geography (i.e the reach of the provision)
- Testimonials – feedback from students, teachers and fishers
- Number and variety of activities
- Number of lessons completed
- Repeat users
- Variety of organisations engaged (public, private, NGOs)

C. Considerations for mainstreaming this model of education provision

1. Mapping the national curriculum to identify a need for this offer – particularly interesting to see where sustainability features in the NC
 2. Calculation of costs
 3. Resource packs – content and development
 - Pre-lesson interest and preparation:
 - Draft questions for HFPS upon receipt of expression of interest
 - Student/class profiling questionnaire for teachers to complete to allow HFPS to judge their capacity and adjust the lesson accordingly
 - Joint use agreement Outline of suite of lessons available with typical day/ half day structure
 - Costing table
 - Brief preparation exercises for classroom pre attendance
 - Lesson
 - Student feedback form – in paper and online version (the academies students have iPads)
 - Any activity sheets?
 - Post-lesson (hard copy and DVD)
 - Fact sheets relevant to their lesson with links for further information
 - Follow-up questions
 - Feedback form for teachers (hard copy)
 - Seabed and other Hastings fleet video footage
 4. Pilot – outline and timing
 - Timing of pilot tbc but probably November
 - 2 x 2 hour lessons (1 in the morning and 1 in the afternoon)
 - Students receive drinks and fruit refreshments at end of each session post feedback form
 - 1 FOC lesson for each of the two academies
 - Different levels?
 - Need to purchase waterproof clothing?
 5. Second scoping meeting ? -
 6. Workshop with YO/PG/EB and fishers to get their input and feedback on the model and draft resources
-

Appendix 1 – Scoping Visit Report to Horizon Educatief, Ostend

Scoping visit to Horizon Educatief – Ostend – 20 August 2013

Preparation for the Hastings Education Packs Workshops [Aug 2013]

Note author: Dr Jo Orchard-Webb – University of Brighton

Aim/ Purpose:

The centre **Horizon Educatief** at Ostend is over ten years old and is perceived as an established and progressive model of fisheries related education (involving the fisherman in the education packages and based on the beachside). Given their success and experience this scoping visit was valuable for capturing: the features of their education model in terms of activities (lesson) delivery, logistics, challenges, examples of successful practice, costs/ funding, interaction with the schools, interaction/co-production with the fisherman in order to bring those lessons to the workshops and the Hastings case as it develops the Classroom on the Coast.

Findings and observations:

Data captured following a 2 hour guided introduction to the centre and detailed informal questioning of three established volunteers that deliver activities and help run the centre (they have each worked there for over 8 years with 2 of the volunteers being involved during the period of the set up of the project). In addition see photos attached below taken during the tour to aid the description of the facilities.

- The centre has been delivering lessons/ activities to schoolchildren from 3yrs to 18yrs for over ten years.
- They now have a pool of approx 50 volunteers and 3 fishermen delivering these activities. The fisherman approached them in the early days of the project as they were unemployed and wanted work – this has led to some of those fisherman getting involved in teaching and council environmental work more generally (i.e. a diversification of skills and income).
- They very much have shared and learnt together / from each other (the fishers and educationalists)
- Under Belgium law the volunteers can only be paid for approx 43 sessions per annum (a session = 2 hours – the duration of the typical lesson). This is the equivalent of €1000 per annum (this for tax free purposes). Anything in addition is done for free. Many of the volunteers have part time jobs in addition.
- They started with 10 volunteers and 8/10 different activities (lessons). They have now got 50 volunteers and deliver over 30 different activities (lessons). All the lessons are developed to fit in with the Belgium schools curriculum which changed in 2009 to stress issues of sustainability.
- At the beginning and throughout a key issue for them as an organisation has been maintaining the funding and continued support of the council as the facilities are reduced.
- Each volunteer needs to complete a 10 lesson course (run by the more experienced volunteers) that includes issues around teacher training (e.g. group management techniques, what to expect at each level of development, how to do

each activity/ lesson outline/ prepare a mini activity at the end) – 4/ 20 of those that do the course each year stay on to become volunteers at the centre others either get jobs/ decide it isn't for them/ move away etc. They pay €10 each for the course to cover insurance.

- Their school classes are 18-25 students per one volunteer and one teacher.
- The classes are adjusted depending on the capacity of the students (including provision for children with special needs).
- Each lesson is 2 hours long.
- Approximately 80% of the volunteers are woman – they are mostly those with free time/ interest in nature/ perhaps a background working in the environment/ teaching sector. They come from all across the coast of Belgium to volunteer (attracted by the quality of training/ and the teaching they can do at this uniquely positioned education centre – on the beach/ next to the port).
- The schools pay a fee for each lesson. The primary and secondary schools come from all over Belgium to attend lessons. Most of these teachers then become repeat customers. The money from the fees is used to pay volunteers (inc fisherman), pay the electricity and maintain the materials.
- They run the lessons all year and are busiest from April to October,
- The lessons are run on the beach and in the centre in addition to a camp in the forest 10mins away where they deliver activities (once per year) related to nature on the coast.
- The centre itself is given to them rent free by Oostende Council and is made up of approx 6 rooms including: the boat and main classroom/ an arts room/ a mini lab with microscopes and store room for the materials and admin centre. They only pay for their electricity. They previously didn't have to pay for this and had further facilities on site but these have been given to other organisations by the council given the economic climate.
- The original project and room (with boat/ nets/ ropes/ marine food web/ mini lighthouse/ maps / crew kit / projector etc) was developed with a 3 year European funded project led by educationalists and concerned with issues of nature / sustainability and fisheries. They have been involved in various other University or government funded projects since (e.g. to do with arts) but they are largely self-funding from the lessons.
- They send out a brochure in advance to the teachers explaining what they (the teacher) need to do in the classroom in advance to help prepare the children get the most out of the lesson (though not all do prepare).
- Their website is where most of the interest is captured and teachers select from a portfolio of lessons on the site. The website is maintained by a volunteer.
- The different activities are related to biology, fisheries (and the life of a fisherman), nature and arts, linked customs of those coastal/ fishing communities in the global south.
- From a fisheries perspective they cover: the crew log book (each student gets one and fills it in and gets it stamped), the different role of each crew member (they get allocated each role) the sea charts (e.g. sea depth, sand banks, reefs, wrecks etc), navigation, morse code, the role of a lighthouse, marine food web game, boat structure and related vocabulary, different netting techniques, net making, different types of knots, fish identification (with real and dried fish), 10min film of the life of a fisher, geography of the vessel routes on maps, lessons on the beach with the kids in sowestas and waders pulling the nets, small fish/ shrimp/ sea weed etc caught by the students is examined under microscopes, arts work with poetry and wind painting and also mask making (all related to local Belgium

artists who work with the sea/ nature), re-enacting fish auctions (esp as the visits to the real fish auctions that they used to do have been banned due to health and safety).

- Most lessons are based on an educationalist focus on 'experience and experimentation' (touch, feel, hear, do).
- The volunteers can choose which lessons they want to give/ to what age group.
- They have partnerships with other organisations (e.g. kids camps and charities) who also use their services.
- Their main challenge in delivery is making sure the teachers understand they still have responsibility for the kids and must stay engaged throughout the lesson to help manage them.

Key themes:

1. Volunteer model of delivery – flexibility/ sustainability/ connections with wider markets
2. Variety of lessons developed
3. 10 lesson course for volunteers to maintain quality/ consistency of offer and update volunteer learning
4. The broad geographical reach of their market (schools all over Belgium)
5. Partnerships with other organisations – aids their reach and flexibility
6. Importance reiterated again and again by each volunteer of the 'experience and experimentation' model.
7. Diversification of fisher skills.
8. Importance of council support through facilities.

Appendix 2 – Scoping Meeting Agenda

Education Pack Scoping Meeting Agenda

21st August 2013 [10.00-12/13.00]

Attendees: Pip (education sector), Yasmin (HFPS), Esther (UBH), Jo (UofB - facilitator/ observer)

Plan for the morning

1. Introductions - aim of workshop/ what does everyone wants to get out of it?
2. Experience of education offer so far and how has that worked?
 1. What has been delivered/ how?
 2. Fisherman experience of that?
 3. Feedback from schools/ students?
 4. How does this link to the curriculum?
 5. Challenges/ logistics/ demand?
3. What could this include if developed further?
 1. Experiences from other case studies (fisheries and other)?
 2. Ideas pool – what might we develop going forward?
4. How could this be mainstreamed?
 1. How could this be improved in terms of ease & success of delivery?
 2. What could the pack include? – what resources/ how transferable to other subjects/ groups/ flexibility of delivery etc?
 3. Qualify the business model (costing/ charge/ demand/delivery/ marketing)?
5. Next steps (actions to be taken and timescales for those actions)
 1. Packs draft/ feedback
 2. Pilot – timing & logistics
 3. Second workshop ...
6. Thanks/ feedback