

Concluding report – GIFS Activity 3.4 Education

Fisheries related education resources pack; cross-border knowledge exchange and alternative education provision (AEP) model development

October 2014

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Executive Summary

This report is based on research undertaken within the INTERREG 2 Seas project 'GIFS' (Geography of Inshore Fishing and Sustainability) [www.gifsproject.eu]. The GIFS project addresses the challenge of incorporating the socio-economic and cultural importance of inshore fisheries to coastal communities along the English Channel and Southern North Sea more explicitly into fisheries and maritime policy, coastal regeneration strategies and sustainable community development. This particular aspect of the GIFS project is concerned with sustainable community development and involves research into, and practical application of fishing related education resources, cross-border knowledge exchange and a sustainable delivery model for fisheries based alternative education provision (AEP). AEP is a model of education concerned with a local industry and community (in this case two different fishing communities) sharing their area based local knowledge with a range of audiences including - but not restricted to - school children, wider local community, and tourists (see p5 for our definition of AEP). The linkages between AEP and responsible tourism (RT) are explored in the report and relate to developing a form of tourism concerned with helping to create better places to live and visit (see p10 for a full definition of RT).

The University of Brighton worked in partnership with Municipality of Middelburg and Hastings Fishermans Protection Society to develop and test a model of delivery and creation of materials for a fisheries based and fisher-led alternative education provision in Hastings and Arnemuiden. The final report documents the process used of scoping, model development, pilot testing, lesson planning, recommendations and wider applications including responsible tourism. The report seeks to share practical lessons and tools that can be applied in other fishing communities.

The report stresses the principles co-developed by all partners to underpin both the process of partner knowledge exchange, and the core testing principles that ground this innovative education and responsible tourism offer in the identity, sense of place, traditions, values and knowledge of the fishing communities in each study [See p25 for detail on core principles].

Core AEP model principles

Equity of fisher knowledge: The equal value of the fisher contribution and recognition of their skills and expertise is central to enshrining the equity of the fisher knowledge within this AEP model.

Fisher ownership & leadership: The AEP programme should be predominantly fisher-led with the delivery of the core lessons mostly by the fisherman and wider industry members.

Focus on contemporary fishing industry and marine issues: This approach ensures contemporary fishing and marine planning are better understood by a wider audience, that are able through their own actions to raise the awareness of the sustainability features of this fleet and others like it.

'Doing what you know; doing what you love; love sharing that knowledge' as part of an enriched whole community education offer: This principle places the reality of the day-to-day fisher life and work at the centre of the AEP experience and shifts the emphasis to a story-telling and experience based approach to learning that is a uniquely impactful element of this education and RT offer.

Locality: Recognise the importance and specificity of place in your education offer.

Interactive and experiential approach: It is important to make the learning come to life and for it not to be static talks.

The report highlights the steps taken, the challenges encountered as well as practical techniques you can use to test your own AEP offer. It also describes feedback mechanisms that enable the model to evolve and respond to inherent vulnerabilities and constraints of working with an active fishing fleet.

It is important to recognise that developing your own AEP is an ongoing process and as such steps need to be taken to help improve the AEP flexibility, relevance, and resilience of AEP at all stages. Example testing mechanisms and adaptive features to improve the model flexibility and mitigate vulnerabilities are highlighted. We also share researcher and stakeholder blog entries, as well as images of the creative tools used in each location to develop the education provision.

In **Appendix 1** we show in more detail the outcomes of initial scoping visits to other alternative models of education, as well as the deliberative workshop undertaken to identify model objectives, risks and opportunities.

In **Appendix 2** the full educationalist evaluation of the Hastings education pilot is available. This includes: a clear mapping to current primary curriculum in England; practical lesson and administrative templates; and headline recommendations for the Hastings AEP to develop the quality, relevance, accessibility and sustainability of its offer.

“I work with/ am part of a fishing community - How will this report help me?”

1. Learn about practical steps to developing a model of AEP that can provide an alternative income stream for fishers and the wider fishing community.
2. Understand the different ways in which fisheries led/related AEP informs the wider public (including schoolchildren) in a meaningful way about the health and environmental benefits of buying and consuming sustainable fish. The hope is that this education will inform shifts in the scale and value of local markets for sustainable fish which in turn would help secure the livelihoods of local fishers.
3. The report sets out case study supported learning that can help you inform local policy-making around the different ways that fisheries led/related AEP highlights the value of fisher local (ecological) knowledge in tourism, education and local economic regeneration planning in our coastal communities.
4. This report also sets out for the reader the many direct and indirect benefits for fishing communities - identified through this research process - if they engage in fisheries led/related education. The benefits include: increased political and cultural profile/ capital; equity and inclusivity of local fisher knowledge in marine planning; mobilising community support for the fleet and locally landed fish; alternative fisher income streams; encouraging the next generation of industry entrants; acting as a catalyst for coastal town regeneration and improved participatory systems of engagement with relevant marine and environmental conservation authorities.

There are also wider benefits of this model of AEP that indicate the integral role education can play in securing a sustainable future for our fishing communities. This AEP enables fishers to share with their wider local community and tourists their cultural traditions, skills and values. This helps strengthen fisher community identity, and increases understanding and knowledge of their cultural heritage. Also this very practical and experience based approach to education about the fisheries may encourage new entrants to the industry, which is valuable for an industry with an ageing demographic.

5. The equity of fisher knowledge and expertise built into the principles of this model helps inform a local governance culture around co-management approaches to fisheries and wider coastal development planning as well as facilitating community empowerment. The 'whole community learning' focus (i.e. all ages, sectors and education backgrounds) embeds a positive social benefit for both the learners (e.g. school children or tourists) and those sharing their knowledge.

6. The experiential approach to learning employed creates an authentic and locally specific responsible tourism offer that aims to safeguard existing fisher and fishing community income streams by reinforcing local sustainable supply chains linked to tourism. We know that by providing information for tourists about the nature of a fisher's life and sustainable fishing they will reconnect the food they consume with the people/landscape/environment that produces it and so enhance a sense of place. In this way the AEP contributes to sustainable food based regional branding and the market for sustainably sourced local produce in the tourism sector. While information for tourists around sustainably caught fish, fishing methods and the communities that provide them encourages a culturally sensitive understanding of ecosystem services and environmental conservation.

7. The report concludes with a reflection on the contribution of AEP to the learning and cultural experience within a meaningful responsible tourism (RT) destination offer. Working with partners through the TourFish project and drawing from work in INTERREG IV 2 Seas projects GIFS and Fish & Chips - we were able to strengthen understanding of how innovative forms of education like this have an integral and potentially transformative role in RT.

Using the Hastings case study to illustrate our thinking we created a new framework to facilitate the analysis and development of AEP/RT linkages in other localities. We hope the shared learning from this process will illustrate to other local sustainable foods producers and social policy practitioners the enormous potential of integrating sustainable foods based alternative education provision into regional RT planning. AEP/RT linkages can act as a catalyst for societal change in relation to food security, ecosystem conservation, intra-inter generational cultural exchange, community cohesion and sustainable economic renewal.

1. Introduction

This report is based on research undertaken within the INTERREG 2 Seas project 'GIFS' (Geography of Inshore Fishing and Sustainability). The GIFS project addresses the challenge of incorporating the socio-economic and cultural importance of inshore fisheries to coastal communities along the English Channel and Southern North Sea more explicitly into fisheries and maritime policy, coastal regeneration strategies and sustainable community development. This particular aspect of the GIFS project is concerned with research into, and practical application of fishing related education resources, cross-border knowledge exchange and construction of a sustainable model concerned with how to deliver fisheries based alternative education provision led by fishing communities. For further information on this work and the Geography of Inshore Fishing and Sustainability (GIFS) project supported by INTERREG IVA 2 Seas please see: www.gifsproject.eu

The key aim of the GIFS education project has been to enable the further development of a fisheries related and fisher-led model of AEP (Alternative Education Provision) (referred to in practice as 'enriched whole community learning'). Led by the University of Brighton the project has included the creation of materials to support the delivery of this education offer. In the main this approach has been co-developed with the Hastings Fishermen's Protection Society (HFPS) in the Classroom on the Coast, Hastings (southeast England), but it has also been shared and shaped through the knowledge exchange partnership between the two partners (HFPS and Municipality of Middelburg). This partnership approach has helped to establish common principles that will provide a guide for best practice for other areas seeking to develop their own version of fisher-led and fisheries based education. Specifically, the partnership has involved enabling the productive sharing of common lessons and working with stakeholders to develop meaningful resources for the AEP in Hastings (see Figure 1) and Arnemuiden (see Figure 2). The key elements of this project are outlined in Box 1 on p6.

What we mean by Alternative Education Provision (AEP)? A model of education provision grounded in the local fishing community & fleet made available for multiple audiences, providing enriched, whole community, experiential learning at any age. The AEP is fisher or wider fishing community led and centred on sharing their local area and industry based knowledge, traditions, values and experiences using an interactive and experiential approach in both classroom and outdoors locations (e.g. beach or boat yard). This AEP covers a broad spectrum of topics relevant to traditional curriculum including geography, ecology and economics, but also focuses on post formal education learning about sustainable fishing; eating and preparing fish; and fishing community life.

In the report below we begin by introducing the project framework, varied fisheries context and key objectives of the project (Section 1). This is followed by a summary in Section 2 of the important benefits (social, economic, environmental and political) that fishing communities can experience as a result of engaging in AEP. Section 3 provides a flow diagram of the process undertaken to develop this model of AEP and the resources needed to support it. This is explained in more detail in Section 4 so that readers can reflect how these steps might apply to their own context and the differing roles and skills required in order to deliver this innovative form of learning for both students and visitors. Section 4 offers a rich variety of supporting evidence - including photographs, project team blog entries, workshop notes and graphics – in order to help the reader achieve a deeper insight into both the positive experiences, and challenges overcome, through developing and applying this model. In Section 5 we outline key underlying principles that were born out of the process detailed in Section 4, and are central to this approach in terms of the ongoing evolution of the model and the resources developed

What we mean by Responsible Tourism (RT)? RT is a form of tourism concerned with helping to develop better places to live and visit. Formalised through the Cape Town Declaration in 2002 RT focuses upon limiting negative environmental, social and cultural impact of the visitor experience while creating economic benefits for local people that enhances their wellbeing.

[For more information on RT see: <http://www.responsibletourismpartnership.org/capetown.html>]

and delivered. Section 6 offers the reader 10 essential lessons learnt in developing this fisheries based AEP model that we feel would be of practical use to other fisheries stakeholders. In Section 7 we outline how these two unique education offers will progress going forward, and also reflect upon wider applications of AEP within community led economic development and responsible tourism illustrating how AEP can act as a catalyst for a number of areas of development in coastal communities. Finally, Section 8 offers brief testimonials from a number of key stakeholders in the project highlighting the very central human factors of partnership and knowledge exchange that are at the core of this research and key to its success.

- **Stakeholder scoping meetings and facilitated workshops** to co-develop and plan the resource and model development.
- **Scoping and learning visits** to established AEP models and resources in Ostend by University partners and fishing community stakeholders in order to understand existing approaches and resources.
- **Partner project site exchange visits** to Hastings (Classroom on the Coast) and Arnhemuiden (museum and boat yard).
- **Resources pack and teacher support material creation.** This has included: 1. educationalist observation of existing lesson delivery and reporting on strengths of existing offer, gaps or risks, mapping links to existing curriculum and identification of development and support needs for the classroom educators, students and school teachers. 2. Education resources and artefacts production by the fleet (including the construction of a model fisherman's net shop to store material).
- **Resources exchange** and community partner site meetings with Municipality of Middelburg. Sharing / exchange of materials and the approaches to educational engagement with Municipality of Middelburg to be tailored and applied in Arnhemuiden.
- **Funded lesson pilots** in Hastings to inform the testing, review and feedback loop for the AEP model and resources.
- **Developing an AEP network** to facilitate the ongoing development and evolution of this model through shared learning and cross-border knowledge exchange (e.g. volunteers from Horizon Educatief visited Hastings Classroom on the Coast in a return knowledge exchange).

Box 1: Summary of key elements of AEP education research and application project

In the first stakeholder meetings it was recognised that the two case study sites were significantly different. Hastings is a visible artisanal beach launched inshore fleet in the heart of the town that faces challenges to its future survival. Arnhemuiden is a fishing village with a rich fishing heritage and a community of fishermen who now operate out of Vlissingen, the fishers are away at sea four days at a time and as such are less motivated to look for a diversification of income. Both partners had differing needs that would shape the development of their educational resources, coupled with: the differences in the respective education systems; number of local schools and age profile; religious and cultural differences with regard to tourism. A one size fits all resource was not possible or desirable. However, both partners have a lot to gain from developing educational resources that can address the disconnection that has occurred as a result of the globalisation of the fishing industry and in turn their diminished social, cultural, environmental and economic value at a local scale. Both recognise that to support the sustainability of fishing in the future community engagement and education is key.



Figure 1. Hastings, south-east England (Source: VLIZ, 2014)



Figure 2. Arnemuiden, Province of Zeeland, in the Netherlands (Source: VLIZ, 2014)

2. Why develop an AEP in your fishing community?

The approach outlined in Box 1 provided us with the opportunity to develop something that built on existing provision and principles but also provided a space for clearer focus to help secure the socio-economic and environmental benefits to the community detailed in Box 2 below and visually presented in Figure 3.

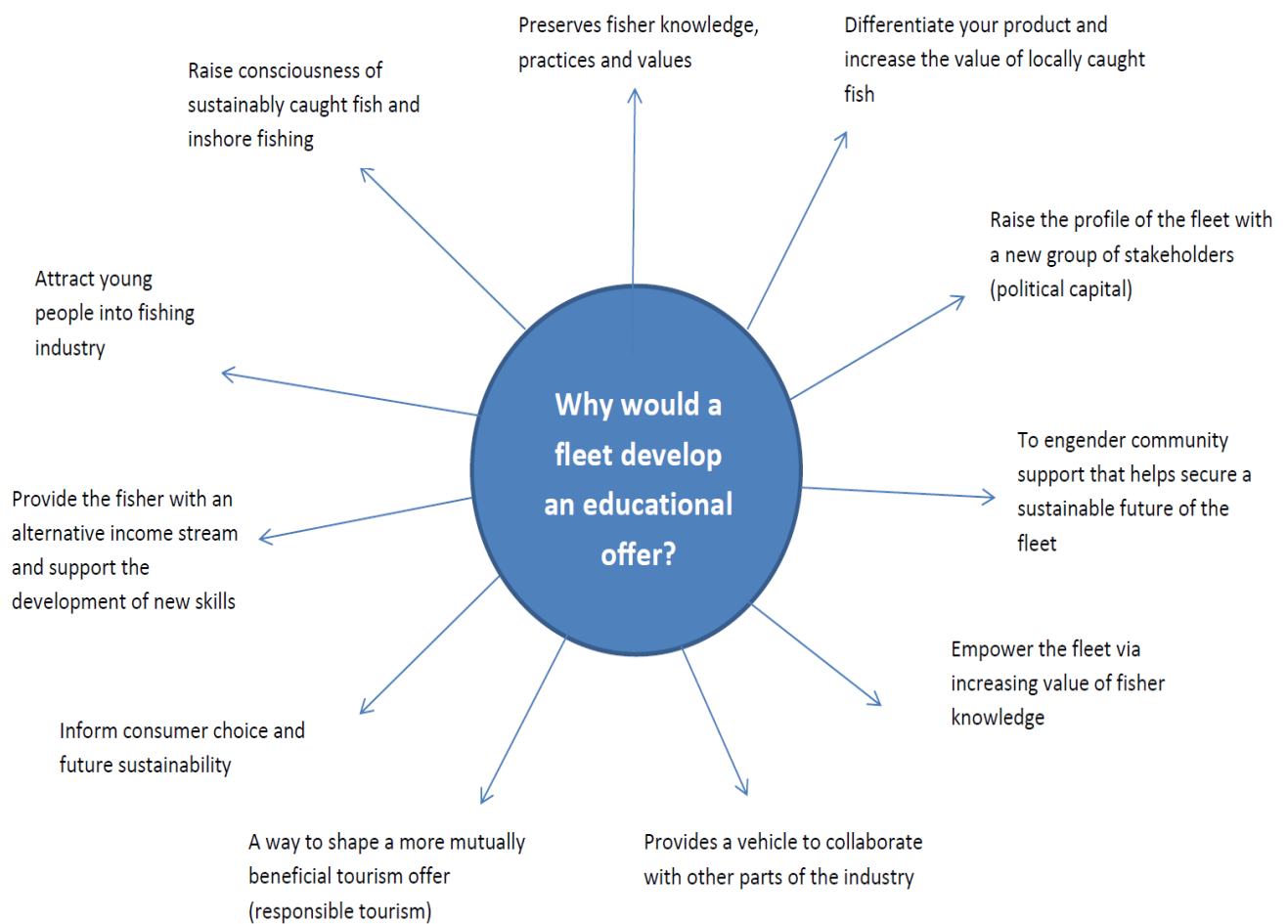


Figure 3. Direct potential benefits to a fleet or fishing community of engaging in AEP

1. Engagement of fishers directly with the local community so that they might share their cultural identity, traditions and values (**cultural regeneration and valuable cultural ecosystem service**)
2. Reconnection of 'learners' (from local community and further afield) to the nature of fishing, a fishers life and the value of buying locally caught seasonal fresh fish (**supporting the responsible tourism offer of the locality**)
3. Mainstreaming the equity of fisher knowledge and expertise helps inform cultural changes around co-management approaches to fisheries management (**this helps build social/political capital within the community as well as contributing to a governance culture that takes better account of the human factors needed in a successful ecosystems approach to fisheries and coastal planning**)
4. Education for life focus (i.e. all ages and education backgrounds welcomed) may lead to new students seeking to join the industry directly/indirectly (**this is a key economic and social benefit given concerns over limited number of new entrants in the sector**)
5. Security of an alternative income stream for fishers and/or wider fishing community (**diversification of income**)

Box 2: Summary of the socio-economic and environmental benefits of AEP resources and model



Figure 4: Hastings fisherman Paul Joy teaching. (Source: Kathy Crowther, 2014)

In addition, through the parallel work being done by both partners as part of the 2 Seas Cluster project TourFish it became clear to the research team that the synergies between Responsible Tourism (RT) and the whole community enriched learning being developed through GIFS education work was explicit and productive in its overlap. Both the AEP in Hastings and Arnemuiden have the potential to appeal to a variety of audiences including schoolchildren, local businesses and local tourists. RT provides a useful framework to consider how this form of learning model contributes to the tourism and economic development offer in each town. We reflect on and outline in detail the benefits of AEP in this respect below.

What we mean by Responsible Tourism (RT) in this context?

RT is a form of tourism concerned with helping to develop better places to live and visit. Formalised through the Cape Town Declaration in 2002 RT focuses upon limiting negative environmental, social and cultural impact of the visitor experience while creating economic benefits for local people that enhances their wellbeing. RT should importantly involve local people in decisions that affect their lives and life chances in a way that echoes the key principle of this AEP (see section 5 below). Further it should make a positive contribution to conservation of cultural heritage just as this approach to AEP is concerned with sharing and communicating fisher traditions, way of life, and skills. This AEP approach places a great deal of importance on an experiential learning delivered for the most part by local fishing community members and RT is underpinned by a commitment to providing the visitor with enjoyable experiences that enable a meaningful connection with local people. The learning around local cultural and environmental issues allowed by this form of AEP in terms of sustainable fishing practices is consistent with RT. Perhaps most importantly, RT like this AEP approach prioritizes a respect between tourist and host (learner and AEP educator) that encourages a culturally sensitive interaction with the local community and locality.



Figure 5: External photographic exhibition, Hastings fishing beach, (Source: HFPS, 2014)

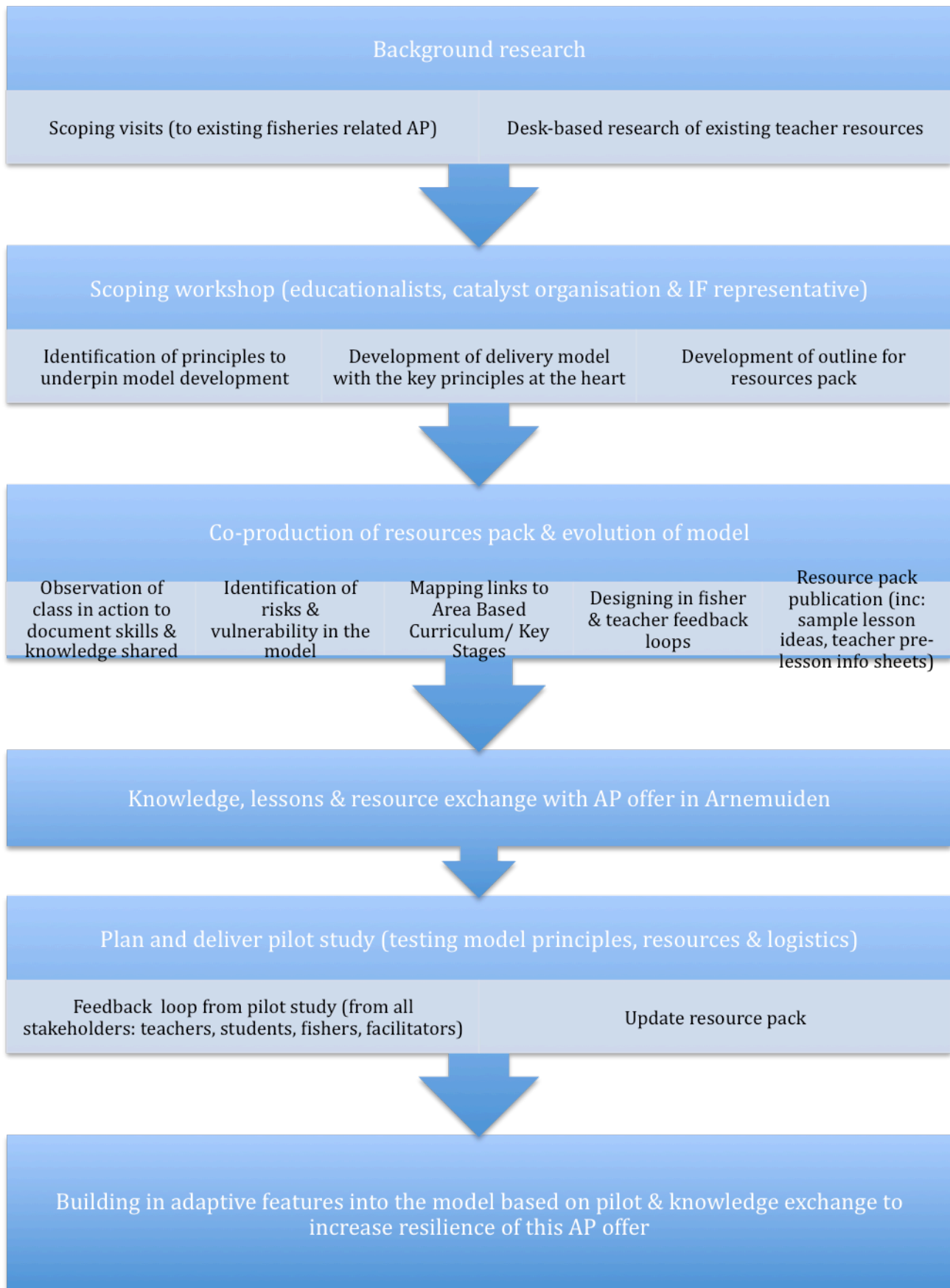
As stated above AEP contributes to the wider socio-economic regeneration and opportunities for responsible tourism (RT) being developed in the fishing quarter in Hastings and in the town of Arnemuiden in the Netherlands. Central to this contribution, and stressed throughout this model, is the benefit of sharing fisher local ecological knowledge as a key ecosystem service. The wider benefits of the model of AEP outlined below indicate the integral role education can play in securing a sustainable future for our fishing communities as part of a Responsible Tourism offer in their locality.

1. This AEP enables fishers to share with their wider local community, students and visitors their cultural traditions, skills and values. This helps strengthen community identity, and increases understanding and knowledge of their cultural heritage and the overall support for the fleet.
2. The experiential approach to learning employed creates an authentic and locally specific offer that aims to safeguard existing fisher and fishing community income streams (by reinforcing local sustainable supply chains) and create alternative offers consistent with emerging trends in the RT market.
3. Through educating people about the nature of a fisher's life and sustainable fishing they can reconnect the food they consume with the people/landscape/environment that produces it and so enhance a sense of place. In this way the AEP contributes to sustainable food based regional branding that differentiates the local product and creates a market for sustainably sourced, high quality, local produce.
4. Education around sustainably caught fish/ fishing methods and the communities that provide them encourages a culturally sensitive understanding of ecosystem services and environmental conservation.
5. The equity of fisher knowledge and expertise built into the principles of this model helps inform a local governance culture around collaborative approaches to fisheries management and wider coastal development planning. By mainstreaming the equity of fisher knowledge through this project the fisher understands the value of their knowledge and voice.
6. The 'enriched whole community learning' focus (i.e. all ages, sectors and education backgrounds) embeds a positive social capital element for both the learners or visitors and those sharing their knowledge. It may be that this approach encourages new entrants to the industry, which is valuable for an industry with an ageing demographic.

"... everything we do that links the industry, not just in isolation, but to something else to the town, to the classroom, to the schools, it strengthens their hold. ... we can become more than just a fishing fleet, more of the community." [Hastings Fisher, 2013]

Section 3 below provides a flow diagram of the process undertaken to develop this model of AEP and resources to support it. **Note:** a catalyst organisation refers to an enabling body that might bring all the relevant parties together to help facilitate and develop the model for example; this might be a local FLAG, local University or local authority.

3. Education model and materials development process



4. Detailed summary of model and materials development process

This section outlines in more detail the nature of key steps taken within our project as outlined in the flow diagram above.

1. Background research

Background research can take the shape of many things, and can be captured in imaginative ways. For the purpose of this project we looked at photographs of stakeholder visits and reflective blogs. The GIFS project also provided opportunities for meetings in each of the partner countries which enabled both Arnemuiden and Hastings stakeholders to visit other fisher related educational provision and meet non GIFS partners based in the meeting localities who had extensive knowledge and experience to share.

Extract from research team blog:

“In Ostend we met the education officer for the West-Vlaanderen and the FLAG manager for Ostend and met with them to look at the resources they had created for children to engage with sealife. There is a European week where they celebrate the sea called, “the week van de zee” (the week of the sea) where they are able to go into schools and engage them in activities. There had been a lot of literature developed around recipe cards for fish & a game around sustainable fish. They also provided us with copies of postcards with local wildlife on them that could be used to both for education and for promotion of the activity.”



Figure 6: Examples of educational resources introduced in Ostend (Source: Esther Brown, 2013)

2. Scoping visit in Ostend

Horizon Educatief is over ten years old and is 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 depth of experience in delivering marine/fisheries related AEP 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 and interaction/co-production with the fisherman in order to bring those lessons to the project workshops and the Hastings and Arnemuiden offer as they develop. The lessons captured from this scoping visit are documented as an appendix in the education scoping meeting report (See Figure 5). This can be accessed in the Appendix 1. Hastings Education Scoping Report. However key themes observed in Horizon Educatief and used to inform the evolution of the education offer in Hastings and Arnemuiden included:

1. A volunteer supported model of delivery creates flexibility, scalability, sustainability and connections with wider markets.
2. A ten lesson course for volunteers has been created to maintain quality/ consistency of offer and update volunteer learning.
3. They have secured a broad geographical reach with schools all over Belgium.
4. Partnerships with other organisations aids their reach and flexibility.
5. Importance of the 'experience and experimentation' model of teaching.
6. Opportunities created for the diversification of fisher skills.
7. Importance of council support of the facilities through a peppercorn rent for the building.
8. Located in the heart of the industry and mobile resource packs that could be moved from the classroom to the beach and harbour side.



Figure 7. University of Brighton and Hastings Fleet representatives scoping visit to Horizon Educatief, Ostend, November 2013 (Source: Johanne Orchard-Webb, 2013).

Research team reflective blog entry following the visit the Horizon Educatief:

This was a dedicated teaching space that had a really interesting visitor centre experience. They had a more educationalist delivery focus that focused on young people and the coast in general. It is also part funded by the state and staffed with additional core volunteers that have family connections to the fleet and clear civic interest. Despite being different in scope* there were similar values and reasons for this project. Increasing young people's understanding and knowledge of current fishing practice and fisherman's lives, providing a better understanding of

the habitat of the sea and using the fishing as a context to promote further learning outside of a traditional classroom setting.

*Hastings fisheries are looking at fisher led sessions and Arnemuiden are looking a heritage place based offer.

Ideas that are transferable:

1. Navigation maps, compass, nets are great common resources that can be used to support children's learning. They had worked closely with different types of creatives to create interactive learning tools e.g. the poetry on the walls and the ecosystem map with magnets allowed children to understand the food chain within the sea.

2. Developing an educational video of a fishing boat and life at sea for a fishermen was very impactful and is used by them to allow kids to understand more about the profession of a fisherman in Belgium that would be difficult to illustrate in any other way. This could be replicated in Arnemuiden and in Hastings by working with a local university with media graduates.

3. Storage was a key thing and it was clear that resources needed to be mobile, they had created a beach hut on wheels that held resources for them to take out easily onto the harbour and the beach.

Whilst in Ostend HFPS, Municipal of Middleburg and University of Brighton had a very interesting tour of the fish market, took a trip on a shrimp fishing boat that is used for tourism and met with the West-Vlaanderen education partner to scope ideas for the education resource packs, especially around sustainable fish.



Figure 8: Schrimp tourism boat trip Ostend (Source: Esther Brown, 2013)

Research team reflective blog entry following the fish market tour, shrimp boat trip and meeting with West-Vlaanderen:

Fish market tour

The tour was fascinating because you got to see all the machines for sorting and boxing the fish, learning about the grading process and the auctioneer process. Identifying the destination of the fish and the history of the catch by the boat number. The experience was made by the fact that to see a fish market you have to be up very early.

Could the local fish market in Hastings and fish auction in Vlissingen (near to Arnemuiden) be used as an excursion for children to look at the catch being graded, for fish ID and also match up the boat numbers and registry

The use of freshly caught fish and the different types of fish and shellfish is great

Visit with West-Vlaanderen education and the Ostend FLAG manager

Tiny introduced me to the education officer for the West-Vlaanderen and the FLAG manager for Ostende to talk about shared resources. They have worked with Tiny to develop educational resources in the past that they use with all different ages. There is a European week where they celebrate the sea called, “the week van de zee”, the week of the sea where they are able to go into schools and engage them in activities. There had been a lot of literature developed around recipe cards for fish, a board game around sustainable fish that has great graphics and could be easily translated if the partner was willing to share the copyright.

They also provided us with copies of postcards with local wildlife on them that could be used to both for education and for promotion of the activity.

This visit was very useful to see what had been created in the past to engage students in eating more fish and communicating sustainability however, they were static and it was difficult to understand how they would have a lasting impact.

3. Scoping process trialled in Hastings

The aim of the facilitated scoping process (including scoping workshops, reports, participant diaries and scoping visits) was to gain the shared expertise of participants from the education and fisheries sector and create a document of joint understanding to secure buy in from both. The scoping phase aimed to; draw out the key principles/values that underpin the development of any AEP offer to both parties and ensure these key principles are reflected upon throughout the workshop and in the development of the resources. The scoping phase was also critical to ensure a shared understanding and commitment to a co-production process. The scoping was purposively designed in order to bring together expertise and experience of the local educational setting (curriculum, student profiles, teacher and student needs), local fleet knowledge (past experiences engaging with education and fisher knowledge) facilitated and documented by a third party (in the case of Hastings the University and in the case of Arnemuiden the Municipality of Middleburg) underpinned by community engagement practices.

The following community engagement principles were applied:

1. The facilitating partner was responsible for the logistics, setting the agenda, capturing the knowledge and ensuring it was reported back and agreed on by both partners.
2. Each partner's knowledge was of equal value and all parties were paid equally for their time
3. Participants devise their own way forward, identifying the resources available, purpose and budget necessary.

The workshop process included thinking through and scoping out: the Hastings fleet AEP experiences to date; the possible features of a future AEP 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 AEP 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. The results from the Hastings process meeting are documented in the education scoping meeting report (See Figure 9 and Appendix 1 for full report). This was shared with Arnemuiden and they used the principles to adapt their own scoping process.

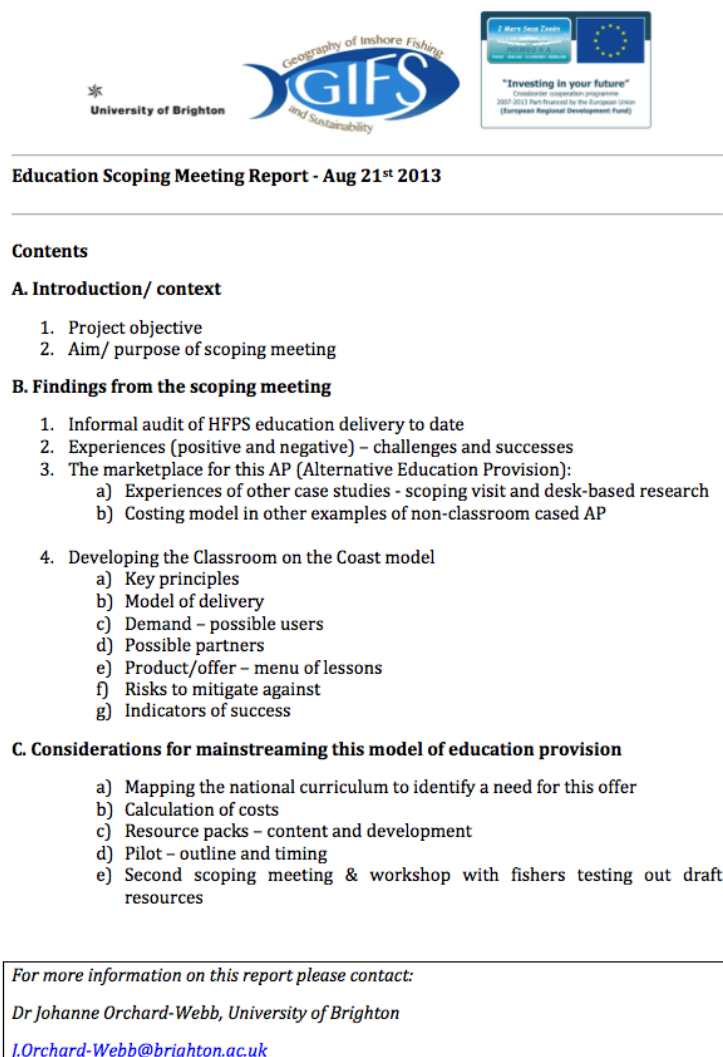


Figure 9. Contents of education scoping meeting report

4. Knowledge exchange partnership (knowledge, lessons and resource exchange with AEP offer in Arnemuiden)

A key element of this education project has been the building of new cross-border partnerships and establishment of knowledge exchange networks with regard to fisheries related education with the Municipality of Middelburg and with the established AEP Horizon Educatief (an exchange facilitated by GIFS partner VLIZ). The cross-border sharing of ideas, resources and solutions to challenges in building sustainable communities is central to helping both communities achieve their sustainability goals.

The development of professional education pack resources in Hastings via the GIFS education model method has augmented the fisheries-led enriched education offer and enabled a more strategic link to area based curriculum. Both the resources and strategic planning increases the security of this valuable ecosystem service, while also helping to develop this alternative income stream for fishers.

The knowledge shared through the cross border partnership has enabled a wider base of stakeholders (industry, community and educationalist) to commit to the need for an educational resource that reflects the fishing industry today and widen the thinking and focus for educational resource development in the future. By using the community led principles for the creation of educational resources a true legacy has been created locally and there is ownership of the educational offer and we have a future network of partners who wish to continue sharing knowledge and ideas.



Figure 10: Industry partners in the Classroom on the Coast (Source: Sin Bozkurt, 2014)

5. Co-development of education materials packs and model development

This element of the process was the most intensive and included:

- Educationalist observation of existing lesson delivery and reporting on strengths of existing offer, gaps or risks, mapping links to existing curriculum and identification of development and support needs for the classroom educators, students and school teachers;
- Education resources and artefacts production by the fleet; the construction of a model fisherman's net shop to store material
- Sharing of materials with Municipality of Middelburg to be tailored and applied in Arnemuiden

The role of the educationalist in Hastings

An educationalist was recruited to work with the fleet, this person ideally would be the same person that we had engaged in the scoping meetings, however they were not available to undertake the work due to other commitments. The educationalist who took up the role had an equal understanding of the fleet, an established relationship, and a good understanding of the educational landscape nationally, regionally and locally.

We provided them with the scoping document and organised an introductory session with Yasmin Ornsby from HFPS to agree the best way to work together within the time and budget. As the Hastings fleet are already engaged with education delivery it was felt the best place to start was to observe the current provision and for Kathy Crowther (educationalist) to document the skills and knowledge shared from an educationalists view point in order to map these onto the curriculum.

Kathy's final report provides a clear map of the content mapped onto the area based curriculum and Key Stages. This information is critical knowledge for teachers that will form part of the development of the educational packs. Kathy also supported the fleet to identify the materials they used in the sessions to put into the net hut storage facility created as part of the project.

Upon completion of the observational stage we organised a meeting to review the progress and key findings. These findings have been documented and create a framework around the information and knowledge to be shared with Arnemuiden and the key principles developed in the process. Figure 7 in Section 7 provides an overview of conclusions from this element of observation by the educationalist researcher in terms of the resource production, pilot delivery and ongoing model development needs.

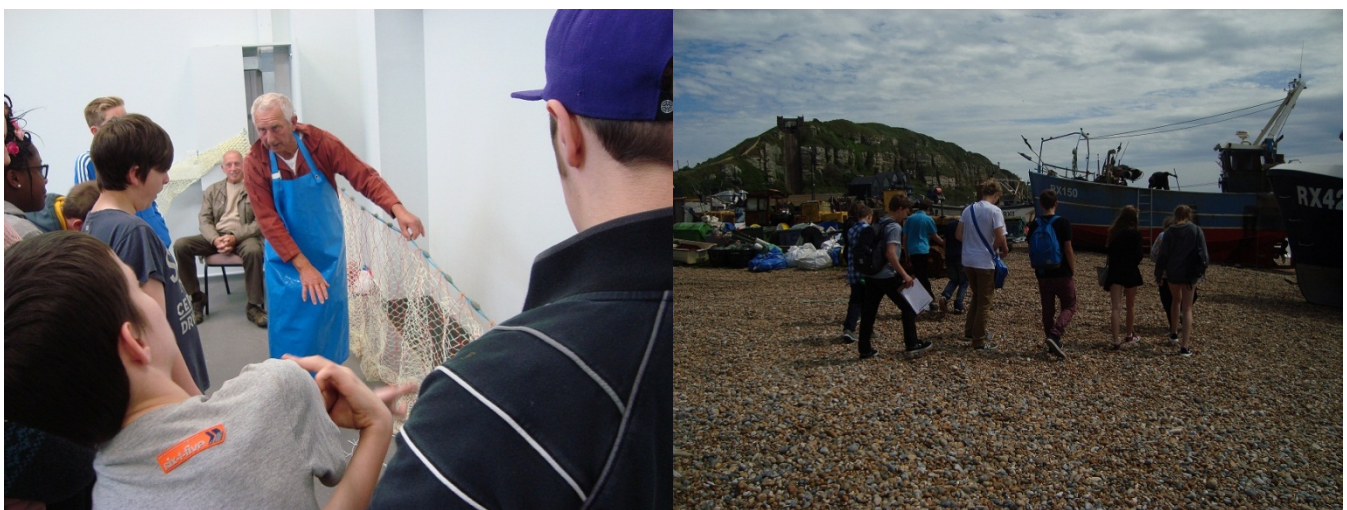


Figure 11. Students being taught on Hastings beach (Source: Kathy Crowther, 2014)

These findings were then shared by Yasmin Ornsby (HFPS), Phillip Ornsby and Mark Woodley (Hastings fisherman) with the Municipality of Middelburg team, Tiny Maenhout and Jack Doods and latterly Arnemuiden stakeholders. The visit also enabled the Hastings stakeholders to visit the training schools for the fishing industry based in Vlissingen which has provided the Hastings fleet with a number of contacts and ideas to take back and discuss with the local college provider. The TOURFISH conference also enabled a visit from the female think tank in Arnemuiden to see the facilities in the Classroom on the Coast, experience fisher-led sessions and understand the locational value for the educational provision.



Figure 12: Arnemuiden group experiencing the Classroom on the Coast (Source: Sin Bozkart, 2014)



Figure 13: Hastings net hut teaching resource store (Source: HFPS, 2014)

Application of the knowledge: Fisheries in Arnemuiden

1. Dedicated work group: To develop the Toolbox Educational Project a work group had been formed comprising members of a ladies' think tank, council representatives, and people with a fisheries background. Work group members:

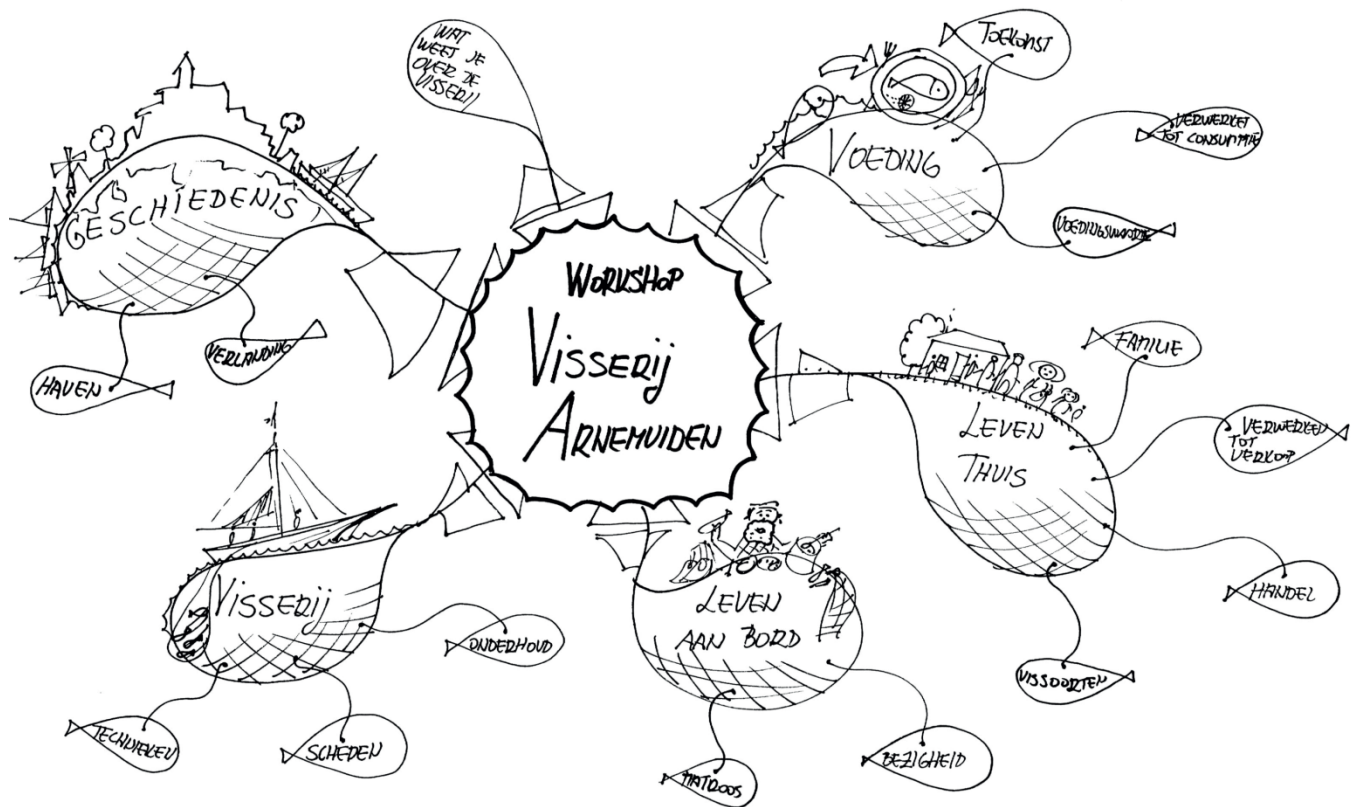
Ladies' think tank: Carolina Janse, Gertrude van de Ketterij, Mojca Kuijpers, and Johanna Schroevers
Municipality of Middelburg: Jack Dooms and Tiny Maenhout
Guest speaker: Fisherman Lieven Kusse

2. Scoping Workshop: To prepare for the composition of the games toolbox a workshop about fisheries in Arnemuiden was organised. The objective was to find out which topics regarding fisheries would be most interesting to children. Important steps to arrive at an Educational Workshop included:

1. Compose a work group comprising teachers, fishermen, members of a ladies' think tank, etc.
2. Determine which topics are of interest, with reference to Horizon Educatief, Fisheries Museum Breskens, and the University of Brighton.
3. Selection of participants: boys and girls in the age group from 7 to 12, from the four Arnemuiden primary schools.
4. Collection of relevant information and determination of communication techniques used.
5. Development of communication tools.
6. Determination of the ways children's responses was to be registered, for example by means of photographs, videos, or by having the participants report their findings and observations.
7. Organisation of the workshop
8. Reporting of findings and conclusions

Possible topics that could be included (source: study carried out by Dr Jo Orchard-Webb, University of Brighton, Education Scoping Meeting Report):

1. History
2. Fisheries in practice - then and now
3. Net mending and other maintenance activities
4. Life aboard a ship
5. Fishermen and their families / focussing on the people aspects
6. Process from catch to plate
7. Types of North-Sea fish
8. Nutritional value of fish / health aspects
9. Future of the fisheries industry



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Figure 14 Arnhemuiden workshop feedback (Source: Mojca Kuipers, 2014)

To introduce the topics listed above, various communication techniques and means have been used, such as stimulation to make history visible, e.g. by means of drawings and photographs, and presenting tools used for fishing and the handling of the catch. During Part 2 of the workshop, the participative method was used, whereby the children were encouraged to become actively involved in the mending of nets and peeling of shrimps.

Workshop programme

Based on the topics, the interactive workshop could be split up into two parts.

Part 1: Theory - with inspiring presentation, comprising photographs, attributes, videos, etc. (topics: history, fishermen and their families, life aboard a ship, fisheries in practice - then and now, the future)

Participants were asked to rate the topics presented by means of coloured stickers on the drawings they made. See figure 14 above for feedback visual.

Break (drinks and snacks)

Part 2: Practicals - including peeling of shrimps, etc. (Topics: mending of nets, types of North-Sea fish, process from catch to plate, nutritional value of fish / health aspects)
Participants were asked to rate the topics presented by means of coloured stickers.

Word of thanks and handing out of small presents

Reflective blog entries following the Arnemuiden workshop

"Because many different communication tools were used, children were fascinated right up to the very last minute. Their interest was raised by the interactive participation tools offered, such as making a drawing or filling in a word-web drawing. They also greatly appreciated the demonstration of fishing techniques using specific utensils. Children were given hands-on experience, so to speak. On the other hand, only the special and pronounced North-Sea fish, such as dogfish, were particularly interesting to the children.

The chosen method for organising an interactive workshop, in which children can actively participate, takes quite some preparing. In addition, a lot of input is required from local parties involved. It required detailed defining and thorough preparations where the workshop's work group was concerned. It was a very entertaining evening! And I think the children enjoyed it as well.' Carolina (ladies think tank)

"After the introduction by the teacher, Gertrude, the children got busy with pens and paper and enthusiastically started drawing and writing about their experience with fisheries. I felt that the topic of silting up of the harbour - an important aspect of Arnemuiden's fisheries background - was somewhat hard for the age group to grasp. Yet the subject resulted in some interesting questions from the students.

The children were fascinated by the stories involving different types of fishing craft. They also enjoyed the mending of the nets and I saw the value in getting them involved in such a practical way. The topic of 'life aboard a ship' also deserved their attention. The children happily used their imagination to think about the work done on a ship and the aspects of daily life at sea.

Many questions arose from the group regarding the fisheries trade and the processing of the catch. All children were enthusiastically getting involved in the peeling of shrimps, although some were not too keen on their taste. The activity proved a valuable addition to the programme.

Children enjoyed being shown tools of the fishing trade and they all wanted to see them close up and were more attentive than if they were just told the story. The older children were not too shy to ask Lieven some more personal questions about being a fisherman: How long have you been a fisherman? What was the name of your boat? Having a real life fishermen with them made the experience much more authentic and interactive.

Nearly all parts were provided with a 'Like' sticker. There was only one topic that received a yellow sticker, indicated that it was less interesting to them. Many children had drawn smileys on the blue stickers, indicating their extra special interest."

When all topics have been explained, particularly those involving participation and dialogue, the group dynamics and the process of rating are normally inevitably affected by strong personalities and existing social ties. These effects were less pronounced during this workshop, because children between the ages of 7 and 12 are less influenced by social ties and were more open-minded when giving their ratings regarding the different topics.

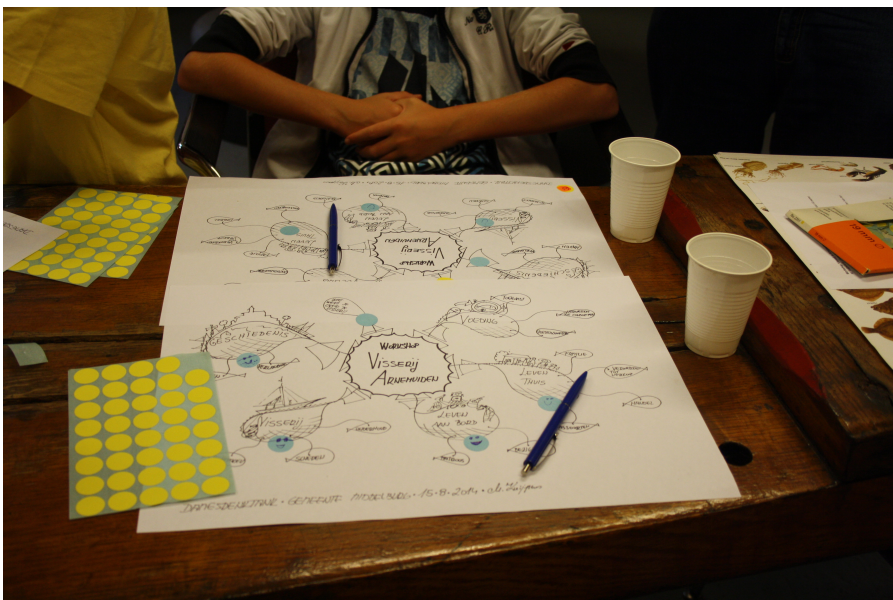


Figure 15 (a&b) Arnemuiden workshop (Source, Tiny Maenhout, 2014)

5. Key principles developed in this process

The principles below were born out of the process detailed in section 4 above and are central to this approach in terms of the ongoing evolution of the model and the resources developed and delivered. This is an iterative process given we are working with a dynamic industry and changing education policy context.

Three principles developed in the scoping process

Equity of fisher knowledge: The development of the model must come from an equal partnership between the fleet and educationalists. The equal value of the fisher contribution and recognition of their skills and expertise is central to enshrining the equity of the fisher knowledge within this AEP model. Further, this approach helps formalise (and thus secure) the transfer to new audiences of local ecological knowledge (LEK). This knowledge is sometimes referred to as an ecosystem service as it is a benefit human's gain from the local marine environment. *Practical point:* 1. This can include knowledge from all elements of the industry (fisher, hawker, fishmonger, chef, fishermen's wives, retired fishers etc). This enriches the different 'knowledges' shared. 2. Fisher (or other community educator) payment should be mainstreamed into this model to reinforce equity of different knowledge cultures.

Fisher ownership and leadership: The AEP programme should be predominantly fisher-led with the delivery of the core lessons mostly by the fisherman and wider industry members. This is central to the uniqueness of this AEP offer and key to successfully protecting the fishing community cultural identity and heritage. By ensuring the fleet ownership of and investment in the project this model seeks to avoid a 'done-to' regeneration approach and instead enhance community empowerment and their contribution to sense of place. *Practical point:* By including knowledge from all elements of the industry you can increase the flexibility in the resource pool of educators and overcome vulnerability caused by variations in seasonal work and term time.

Focus on contemporary fishing industry and marine issues: It was important in the Hastings example that the model centred around contemporary marine planning and conservation issues. This approach ensures contemporary fishing and marine planning are better understood by a wider audience, that are able through their own actions to raise the awareness of the sustainability features of this fleet and others like it. *Practical point:* While it is useful to distinguish this AEP model from the heritage focussed offer in these case studies, a live dialogue between the active and the recent history is important in order to convey to learners the fishing community's ongoing contribution to sense of place and identity. This is of more importance in Arnemuiden model where the visibility of the industry is hampered by the location.

Three additional principles emerged through the model development process

'Doing what you know; doing what you love; love sharing that knowledge' as part of an enriched whole community education offer: This principle places the reality of the day-to-day fisher life and work at the centre of the AEP experience and shifts the emphasis to a story-telling and experience based approach to learning that is a uniquely impactful element of this education and RT offer. Further it expands the scope of possible learners to new target audiences and helps build 'connected communities' by creating authentic emotional links to the fleet and fishing community. *Practical point:* This involves establishing long-term links with a wider group of learners e.g. local schools, higher education, elderly care, local business sector and visitors.

Locality: Recognise the importance and specificity of place in your education offer. For example, in Hastings we have formally linked the fisher knowledge shared to the area-based curriculum used in local

schools (i.e. curriculum subjects illustrated through and by local industry, community, and environment). For school pupils to understand where a product is sourced and why/how the fishing industry interacts with that environment raises questions of food provenance, seasonality and sustainability in the 'boat to plate' journey as well as making explicit the contribution of the fishers/fishing industry to the local place based identity. Where the locality no longer reflects fishing it is more important to connect the area to the heritage and have visual symbols.

Interactive approach: It is important to make the learning come to life and for it not to be static talks. Both partners use a range of props, videos, equipment and exercises to engage the children and support them to ask questions and think about the knowledge they are learning. E.g. touching fish by peeling prawns



Figure 16: Nick Hales, Chef demonstration in Classroom on the Coast (Source: Sin Bozkart, 2014)

6. Lessons for fisheries based AEP learnt during this project

General findings and observations:

The project team in Hastings found that testing the AEP model and building in adaptive features is an important lesson when developing your own AEP. This is an ongoing process and as such steps need to be taken to help improve the AEP flexibility, relevance, and resilience at all stages. For example, recognising the constraints of seasonality and time of day of fisher activities when arranging fisher-learner availability. Building in testing mechanisms and adaptive elements improves the model flexibility and mitigates vulnerabilities. Other lessons learnt during this process include:

1. Integrate fisher feedback sessions following their early teaching experiences through this model to help inform the creation of new tools to support the development of their teaching skills. These sessions are key to fisher empowerment in terms of building their confidence in their capacity as educators.
2. Creating the opportunity for dialogue and learning amongst the Alternative Education providers about the links between their role as educators AND long-term solutions to IF industry socio-economic and environmental challenges. These linkages are not accepted wisdom in many communities and thus need facilitation. This dialogue might highlight that education can be used through this approach to inform the sustainability of the economic model and supply chain; to enable diversification to responsible tourism if desired; and to try to attract new entrants into the industry.
3. When specifically using the model for formal education for schoolchildren we recommend including an observation step in the development process which involves an educationalist making the links from the fishers “sharing what they do, what they know and what they love” back to the appropriate stages in the curriculum. Importantly: this linkage must move from fisher to education system and not the other way round.
4. Build in fisher and teacher learning tools around health and safety, for example by making clear the different roles people will occupy, setting expectations, clarifying responsibilities and highlighting risks in order to reduce the likelihood of accidents or negative experiences for all parties.
5. When specifically using the model for formal education for schoolchildren we recommend developing resources for teachers (such as guidance notes and background reading) that will indicate how teachers can prepare the students to get the most out of the lesson and build on the experience based learning done during the lesson. These resources enhance the impact of this learning experience, demonstrate the professionalism of the AEP offer and so in combination increase the likelihood of repeat bookings and networks.
6. This model includes the role of an enabling body (in this case the University of Brighton) to help formalise and document the process, as well as acting as a catalyst to bring the different stakeholders together.
7. Allow for the time and resources needed to facilitate the scale and depth of partnership work involved in this process that enables the essential knowledge exchange and co-production (for example in this case study between Hastings Fishermen’s Protection Society, University of Brighton, independent local educationalists, the Municipality of Middelburg and Horizon Educatief).
8. The model relies on the involvement of professional educationalists in supporting the development of this AEP process. Their role as translator between the two worlds (formal education and fishing) is key.

9. You need to plan for different fleets to engage in this process from different starting points with implications for the pace of progress made in model development. For example, the rapid social and cultural added value of the Hastings Alternative Education Provision is underpinned by the forward-thinking approach of the fleet to education as being part of their contribution to their community and a direct link to the sustainability of their livelihoods.

10. This was the first time an integrated process has been employed in Arnemuiden where key stakeholders from the Wharf, the museums and the women's think tank engaged together in such a collaborative way. This created a true enhancement in the students experience during the pilot and they have strong interest in taking this forward to the next stage for future development of the AEP model. The community engagement process enabled an authentic experience that is incredibly relevant to the local economy and one that bridged the gap between consumer and industry.

7. Next steps in the application of this model and shared learning

Wider applications of AEP within community led economic development and tourism.

A. The development of AEP in Arnemuiden is still in its early stages, following the workshop there is clear results of what students are interested in and there is a real commitment from the community to develop this offer further. One of the key considerations in Middleburg was how to represent fisher knowledge as local fishermen are at sea for four days at a time and not available as a resource for education. We solved this by working with people who have fisher experience but also have the time to engage. In the context of Zeeland as a wider province it is felt that this model could also be used and replicated with farmers and food producers. The next step for Arnemuiden is to assess any other risks in the model and then formalise the resources following the feedback from the workshop. They will also be looking to forge a partnership with the local University in Middleburg and find ways to engage students and academics in knowledge transfer when developing their materials in the future.

B. In Hastings the comprehensive report produced by Kathy Crowther (see Appendix 2) has been reviewed and shared with wider stakeholders in the town and will guide future development and funding from the FLAG project and future funds for diversification and support for the fishing industry. Figure 17 below taken from her report summarises these findings.

As part of the TourFish process we also worked with the Hastings fleet to develop a classroom resource that could showcase, engage and inform - in an accessible and powerful manner - their message of sustainable fishing and environmental stewardship. The animation created can be viewed at: www.hastingsfps.co.uk.

Overview of resources & schedule of implementation needed to establish full HFPS / Hastings Fleet Community Education resource

Primary resource already in place

Gap to be filled in order to adequately develop the AEP's educational offer.

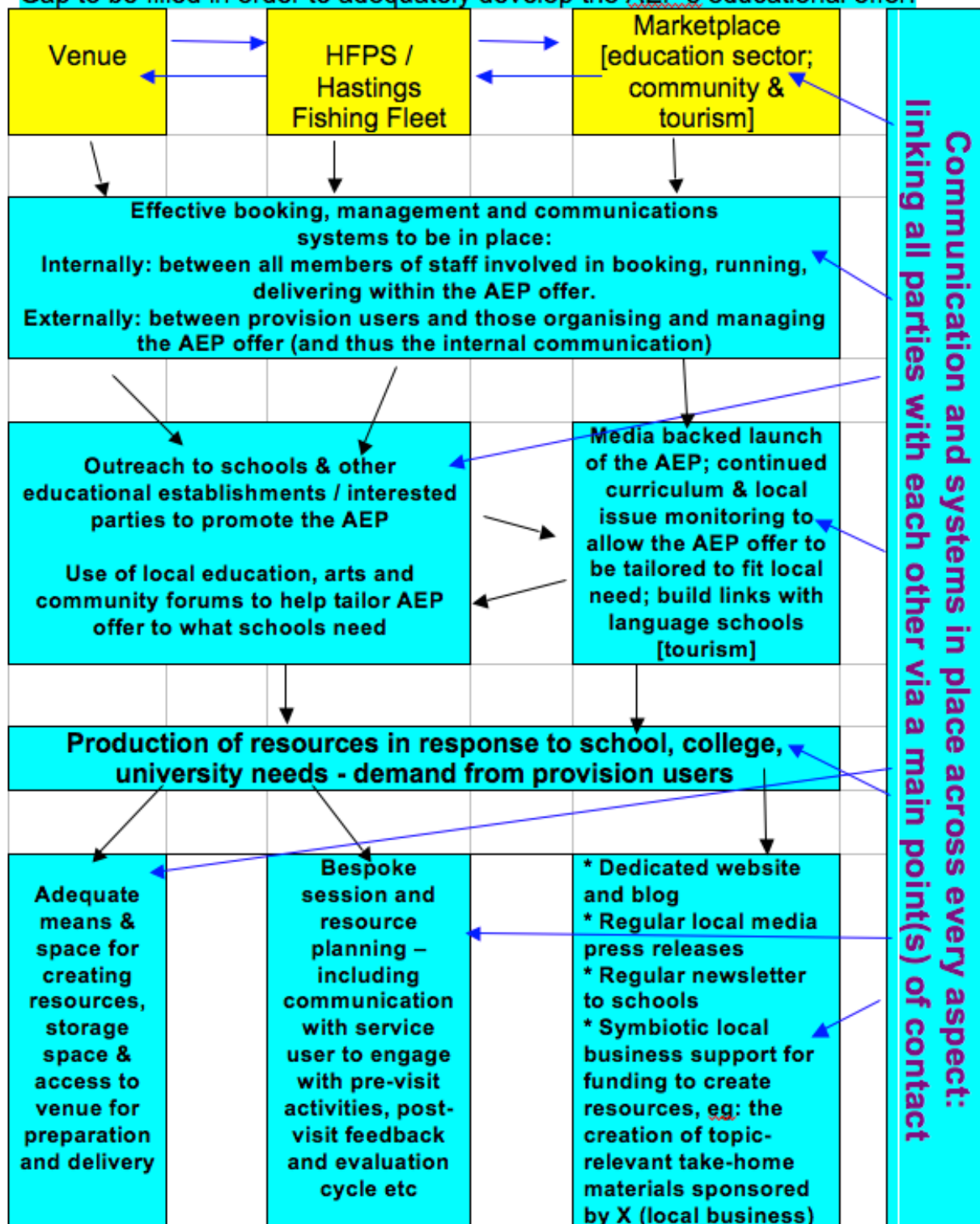


Figure 17. Summary diagram of findings from Hastings AEP observation by educationalist

C. As mentioned throughout the report the partnership has begun to explore through the TourFish cluster how this model of AEP and others like it might offer a new framework to enhance the link between sustainable foods based alternative education provision and responsible tourism. By drawing on ideas and experiences of fisher/farmer/agri-food industry led alternative education (in Hastings, France and Flanders) we were able to strengthen understanding of how these innovative forms of education have an integral and potentially transformative role in RT. Using the Hastings case study to illustrate our thinking (thus 'The Hastings Model') the TourFish cluster introduced a new framework to facilitate the analysis and development of AEP/RT linkages in other localities. The hope is that this framework will:

- encourage many more sustainable food producers to participate in alternative education provision to support their future livelihood;
- make clear to the RT market that this model engages learners (the RT tourist is a learner) in a meaningful and unique way around the themes of sustainable foods, cultural heritage and environmental stewardship;
- illustrate to social policy practitioners the enormous potential of integrating sustainable foods based alternative education provision into regional RT planning as a catalyst for societal change in relation to food security, ecosystem conservation, intra-inter generational cultural exchange, community cohesion and sustainable economic renewal.

'The Hastings Model' of innovative education & responsible tourism [AP/RT]

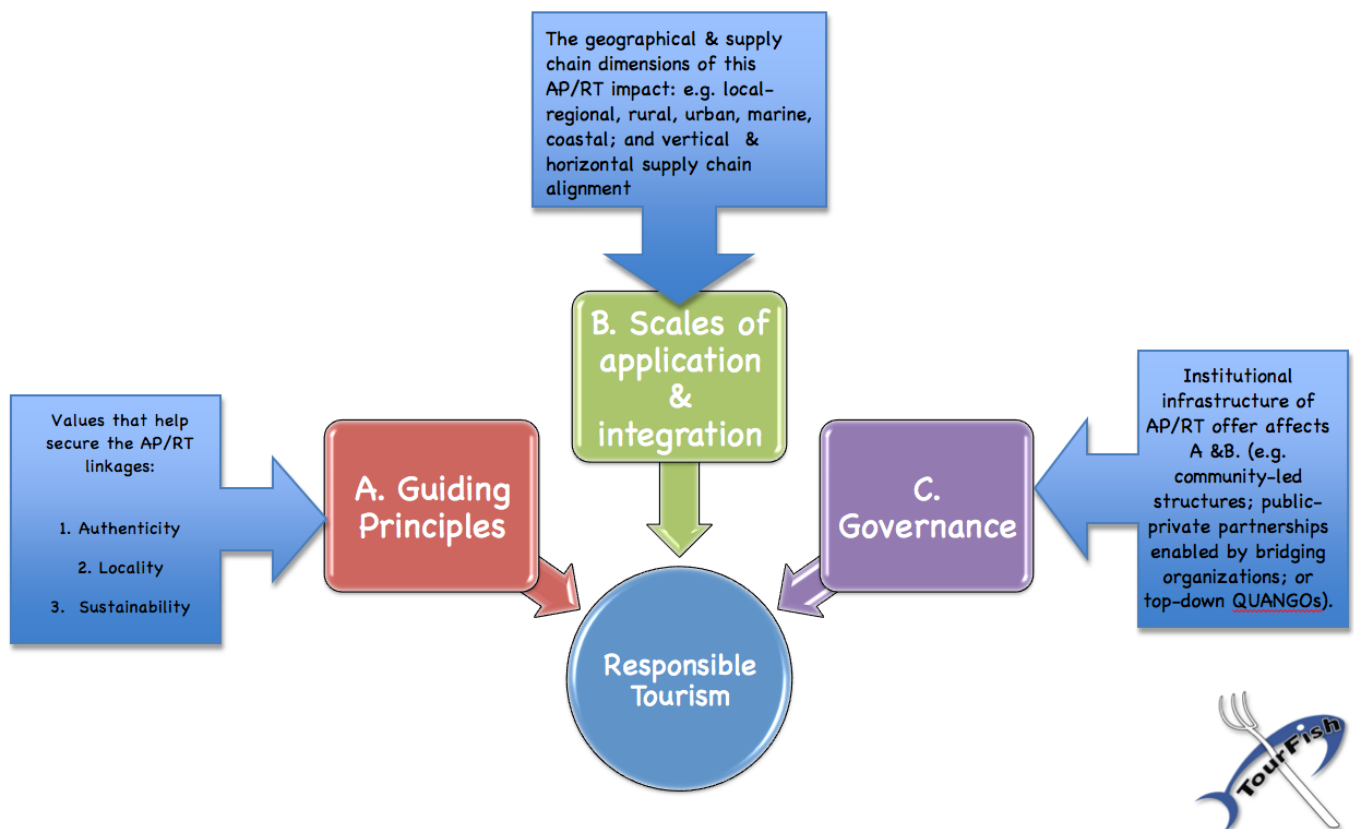


Figure 18. The Hastings Model: A framework to help planning around the strategic development of AEP/RT linkages

The direct purpose of the framework is to help different stakeholders involved in AEP (e.g. producers, community activists, educationalists, learners, tourism practitioners, policy makers) fulfill its RT potential. The framework is made up of:

A. Guiding Principles – values that help secure the AEP/RT linkages

B. Scales of application and integration – the geographical & supply chain dimension of this AEP/RT

C. Governance – strategic planning consideration affecting A and B

A. Guiding Principles

1. **Authenticity** – These AEP offer tangible/ experiential interactions with the product and producer thus gaining knowledge on the product source, and how and when it is captured/farmed and by whom. In practical terms in the Hastings example this involves being taught by fishers or hawkers, learning on the beach or boats, and touching, preparing and eating fresh fish.
2. **Locality** – AEP enabled RT is based on sharing an understanding of how these producer practices and the industry more broadly contribute to the identity, economy, society and environment of where you live or visit. It is concerned with providing learners with a knowledge of where a product is sourced and perhaps more importantly, why and how the industry and community around that industry interact and contribute to that locality.
3. **Sustainability** – AEP enabled RT provides insight into and demonstration of the multiple day-to-day practices of a food industry that contribute to the environmental, economic and social sustainability of their community.

B. Scales of application and integration (i.e. geographical reach and supply chain alignment): Through the analysis of the different examples of alternative education it became clear that while the guiding principles of the model usefully shape the values, practices and content of the AEP/RT offer they do not provide insight into the scales of application and levels integration the different partner examples illustrate. An additional dimension of the model was developed that communicates the need for stakeholders to consider how and if the AEP/RT linkage in each locality is best applied to different scales (e.g. local-regional); across different sectors and so different landscapes (e.g. rural, coastal, marine, urban); and how it is applied through networks of vertical and horizontal integration along the supply chain (e.g. in Hastings this involves following the boat to plate journey and involvement of all parts of the supply chain in the AEP). Integration has implications not just for the content of what is taught and by whom, but also importantly the extension of the RT market to more than just the general public, but also to an internal market along different parts of the supply chain (e.g. the Naussica example also teach chefs and restaurateurs). This can result in the extension of the scope of AEP offer with learners becoming part of that product. This spatial dimension on the model creates a natural feedback loop into the second guiding principle of 'locality' as the stakeholder decisions on scales of application and integration have implications for what is defined and communicated as the 'locality'.

C. Governance: Our analysis shows us that enhancing the AEP/RT linkages can be done through differing governance arrangements (e.g. community-led structures, public-private partnerships enabled by bridging organizations, or through top-down QUANGOs). No one structure is better than the other, rather they offer differing benefits and challenges with regard to satisfying A (principles) and B (scales of application and integration) within the framework. We argue therefore that recognizing the form of RT desired in each locality - which inevitably must be specific to that place (hence Principle 2) – necessitates a consideration of appropriate governance arrangements in the strategic planning process. *A caveat to this consideration of governance is that involving local people in the decision-making and development of this offer in key to enhancing the AEP/RT linkages, while also ensuring the offer is culturally sensitive and engenders respect between tourists and hosts.*

8. Partner and community stakeholder testimonials from scoping visits

The partnership with the University and the Hastings Fishery was a real eye opener and has given us a total different perspective for stakeholder engagement in Arnemuiden. We were so touched at how the fleet in inshore fleet Hastings has become central focus for tourism and see the beach as a living museum, what struck many of us is how it can be a working beach and look messy but so integral also.

[Tiny Maenhout, Municipality of Middelburg]

Visiting the stakeholders in Hastings has been a real chance to learn more, to see economic development approached from a cultural and educational perspective around a working beach that creates a piece of living history in itself. I loved the development of the classroom on the coast, having cooking facilities so close to where the fish is caught is really special. The relationships we have brokered between us during this partnership have stretched far and beyond education and we have much in common and much to share with each other.

[Jack Dooms, Municipality of Middelburg]

We made really good contacts through the GIFS Middelburg [knowledge exchange] work and we are meeting up to talk with [them] about their fish market set up to help us improve the price we get for our fish. And the school in Vlisgen was amazing, really inspiring for how we can work with the kids coming into fishing here. It was interesting to see despite the different methods of fishing that they face many of the same problems as us in terms of quota and discards, their fleet has suffered as well. We have a common experience. I spoke to one old boy in the boat yard who was a retired fishermen and he now volunteers and works on restoring the boats – that is something we could think about here – it is a good way to pass on our skills.

[Mark Woodley, Hastings Fisherman & GIFS community stakeholder]

The visit to Middelburg was really useful and we made great contacts. Seeing the fisher training school – both the practical fishing and engineering parts - and how parts are run by ex-fishermen was an interesting idea for how we could develop here in Hastings. The guaranteed employment aspect was particularly important.

[Phillip Ornsby, GIFS community stakeholder]

GIFS has been about building capacity in HFPS regarding alternative education provision because it is one thing being informed about it but is another thing delivering it.

[Yasmin Ornsby, HFPS & GIFS community stakeholder]

9. Acknowledgements

This project has been one based on partnership and collaboration. Thank you to all those involved and special thanks to: Yasmin Ornsby (HFPS), Paul Joy (HFPS), Tiny Maenhout and Jack Dooms, Municipality of Middelburg, Esther Brown (University of Brighton) Kathy Crowther (University of Brighton), Paul Ornsby, Phillip Ornsby, Groundworks, East Hastings Sea Angling Club, Tush Hamilton, Pip Gasson, Horizon Educatief, Carolina Janse, Gertrude van de Ketterij, Mojca Kuijpers, Johanna Schroevers, Henk Meerman, Johan Aalberts, Tonnie Schrevers and Lieven Kusse