

Clyde Schools Engagement Project: Final Report

Exploring Coastal Community Visions of Young Adults

A project for the Clyde Marine Planning Partnership to inform development of the Clyde Regional Marine Plan



THE UNIVERSITY
of EDINBURGH



Executive Summary

In association with The University of Edinburgh, the Clyde Marine Planning Partnership (CMPP) carried out a pilot project aimed at young adults in coastal areas of the Clyde Marine Region. The project aimed to engage school pupils in marine planning, specifically to help them articulate their visions for the Clyde Marine Region. Piloting the combined use of two innovative methods, a programme was carefully designed incorporating three workshop sessions at each school, in which school pupils would be able to express their priorities for their local marine and coastal environment and learn about marine planning. Pupils also developed a vision for their local area and a vision for the wider Clyde Marine Region. These were formed using Streamline, an interactive and open format of interviewing which uses visual prompts to allow participants to express what they think about, and want from, their coastal community. Additionally, the Marine Spatial Planning (MSP) Challenge board game was incorporated into the sessions as a role-playing exercise to demonstrate difficulties involved in decision-making within a single sea region. Through combining these methods, the project could potentially raise awareness and understanding, as well as stimulate enthusiasm, for marine planning among young adults.

Three schools were approached to take part in the project and teachers within geography departments were asked to select pupils who would have an interest in participating. The objective was to have fifteen pupils from each school contribute to the research, involving small group interviews utilising Streamline canvasses, a gaming session utilising the MSP Challenge board game, and a poster exercise, again utilising the Streamline method. All of the sessions produced a rich dataset which could then be collated into three distinct visions for each local area and one collective regional vision. These are presented in the main body of the report, outlining the answers most frequently chosen by the groups, thus providing an aspirational vision of what they would like their coastal community to become in the future. The difference between the visions highlights the diverse values and priorities of communities across the region and may represent a challenge when developing regional marine policy, suggesting that policy may need to be location specific to represent and meet the needs of these communities and their aspirations for their local areas. Despite the differences in specific values and priorities, strong support for ecosystem services across those who participated demonstrated a high level of environmental awareness among these young adults. The outcomes highlighted an appetite to be involved in the marine planning process, emphasising the potential scope for further engagement with younger audiences which can help shape policies for the Clyde Regional Marine Plan.

Acknowledgements

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1. Introduction

The following report outlines the findings from a project utilising novel and innovative methods, carried out by the Clyde Marine Planning Partnership (CMPP) in association with The University of Edinburgh. The project set out to engage young adults in marine planning, in particular to provide evidence which could inform the preparatory stages of creating a Regional Marine Plan (RMP) for the Clyde Marine Region (CMR). The CMPP are at the early stages of plan development and an essential element of this is community and stakeholder engagement. One of the main aims of the project was to gauge young adult's interest and understanding of the Clyde's marine and coastal environment, what it has to offer and how they value it. To do so, the research would employ two innovative methods with the intent to make the process as a whole more relevant and engaging for the target audience. Piloting the combined use of these approaches, a programme was designed incorporating three one-hour workshops to be carried out at three different schools within coastal areas of the CMR – Troon, Lamlash and Lochgilphead (see Figure 1). The aim of these sessions would therefore be to “engage school pupils in marine planning using novel methods, to build their understanding of marine planning and to help them articulate their vision for the Clyde in the coming decades”. The responses gathered in these sessions produced three unique visions for each community as well as one collective vision for the Clyde. These are presented in the main body of the text, each emphasising the potential implications for developing policies for the RMP.



Figure 1: The project study area and locations of each school within the Clyde Marine Region.

2. Methodology

2.1 Overview of methods

The MSP Challenge

The Marine Spatial Planning (MSP) Challenge¹ is a serious board game designed to enhance participants' knowledge and understanding of interactions between different users and elements of the marine and coastal environment who are involved in planning within a single sea area. At maximum capacity, it can allow up to thirty players to interactively role-play the interests of sector representatives, such as tourism, fishing or shipping and non-sectoral roles such as marine planners or nature conservation advisers and develop marine-related activities, developments and designations (e.g. offshore wind farms, shipping routes and marine protected areas) within a hypothetical coastal region. There are three "local authorities" in this region, within which different activities, developments and designations are marked out on the board using coloured tiles and threads by players (see Figure 2). Primarily used as an educational tool, the overarching purpose of the game is to engage its participants in marine planning by encouraging them to negotiate scenario-based decisions that closely emulate those that can occur in real-life situations. The end result of the game produces no winners or losers, but hopefully an outcome where all players feel their views are fairly represented and developments in the game function sustainably. Through players interacting with each other and engaging in conflict and decision-making, the aim is that participants gain a better understanding of MSP and its inherent influences.



Figure 2: The MSP Challenge board set up.

¹ Further detail about the game: <http://www.mspchallenge.info/marine-scotland-ed-2016.html>

STREAMLINE

Streamline² is an innovative open format interview method used to explore socio-cultural values of ecosystem services, and can be tailored to meet the needs of specific research aims. As a visioning exercise, it allows the interviewees to express exactly how they relate to the environment in the local area, specifying what their priorities are looking towards the future. The method is a particularly appealing mechanism for eliciting visions as it puts the participant at the forefront of the research by using their experience as a starting point, rather than focussing on what the interviewer wants to know. To achieve this, a facilitator guides up to five participants at a time through a series of A3-sized laminated canvasses with a series of questions on each (see Figure 3). The answers provided outline specific elements which make up their community “vision”. Latterly for the vision of the whole region, canvasses are produced as A2-sized posters in order to allow for the contribution of multiple groups at the same time. Throughout, the participants are asked to respond to questions by directly writing on or adding a selection of illustrated tiles to the canvasses, resulting in a creative, pictorial representation of the participants’ vision. Photographs are taken of each canvas for analysis, as well as audio-recorded conversation between the facilitator and participants. The Streamline process is therefore most advantageous to those who respond well to visuals or feel more comfortable drawing or writing, rather than primarily expressing themselves by talking. It was felt that this was approach would be especially suited to working with young adults.



Figure 3: An example of an A3-sized canvas with illustrated answer tiles.

² Further detail and the method user guide: <https://www.streamline-research.com/copy-of-format>

2.2 Why? – Justifying combining the two methods

Streamline and the MSP Challenge were both specifically selected for the project because they each have distinct research purposes which can be utilised in marine planning engagement. As previously outlined, Streamline is an effective tool for exploring socio-cultural aspects of ecosystem services and, in particular, is useful for understanding community priorities in relation to the future uses and planning of the local environment. It is therefore a method which can be used to gather specific data to form local visions for communities. The MSP Challenge on the other hand is more of an educational mechanism, designed to allow the user to learn about the complexities of planning multiple operations within a single sea area. It can be a particularly effective technique in illustrating the challenges of marine planning, particularly to those with a relatively low understanding or involvement in this process. The combining of the two methods was a unique opportunity to give young adults an insight into the marine planning process, whilst offering the researchers the chance to gain an understanding of the potential differences in coastal community priorities and what implications these may have on marine planning in the Clyde.

2.3 Adapting methods for the target audience

To be suitable for engagement with young adults, the content of both methods was adapted accordingly. The majority of this effort went into the design of the Streamline canvases, which had never previously been used in the context of the CMR. Much of the content for the schools engagement canvases utilised themes from previous Streamline projects, including one that targeted interest groups in coastal communities along Edinburgh’s shoreline. Although this work was aimed at adults, the project aims were similar in that the questions and answers incorporated themes and issues relevant to planning within coastal areas, in particular asking about how people may use a shoreline and what its main functions might be (e.g. attract tourism, fishing, generate clean energy or sustain habitat and wildlife). The language of these questions also had to be altered, for example, when referring to the “main functions” of the shoreline, the question was rephrased as “what does the coast provide for your community?” (See Appendix 1 for full canvas set). Additionally, the graphics cards used to answer each question had to be representative of Clyde-specific issues and themes, such as the type of jobs and modes of transport, as well as activities and uses of the marine environment. Several new versions of graphics tiles were produced thereby making the choice of answers more relevant and engaging to the users.

As one of the MSP Challenge’s key purposes is to enhance users’ understanding of marine planning, only minor adaptations were needed to ensure the target audience would be able to play the game effectively. This largely meant choosing a scenario where the rules of the game were easy to understand. Sessions use a scenario to guide players through the game,

therefore one that has a clear objective and end-point is always needed. An offshore wind farm development scenario was chosen because it requires a specified amount of wind farm activity tiles to be placed on the board before the game can be completed (see Appendix 2). Although the objectives of this scenario may not be directly related to the Clyde (the region does not have any Offshore Wind Plan Options currently), it quite simply lays down the parameters of the game by giving players a set direction, yet still invites creativity and opportunities for negotiation between individuals and teams.

2.4 Designing the programme content and structure

With a clear understanding of the purpose for utilising each method, the next step was planning how each would work in tandem in order to meet the agreed aims of the project. Having established that Streamline would be used to form community visions from each school, it was agreed that the MSP Challenge would be used to demonstrate the practical difficulties that may be involved in pulling together such a vision in a coastal region, as well as a means to raise awareness and understanding of the intricacies of marine planning. Hence, it was decided that the running order would begin with a Streamline session whereby the pupils would create their community visions by working through the A3 canvas set (see Appendix 1), followed by an MSP Challenge session, before returning to the Streamline methodology to reflect on the visions formed in the first session (see Appendix 3). Details of each session are outlined in Table 1 below.

Table 1: Session structure and content.

Session	Method	Purpose	Content
1	Streamline (Canvases)	Building a vision for your community	Split into 3 groups of 5, work through the set of 5 canvases (see Appendix 1): <ul style="list-style-type: none"> • Home – Describe where you live • Work – Describe your work/social life • Activities & Uses – Uses/functions of the coast • My Shoreline – Yes/No/Not Fussed (activities on the coast) • Making it work – Involvement, roles, funding and governing process
2	MSP Challenge	Develop an understanding of practical challenges in marine planning	Stay in same groups and work through the offshore wind farm development scenario (see Appendix 2). Reflect on challenges faced: What were they? Who was involved? Were issues solved? What were the lessons?
3	Streamline (Posters)	Reflect on your local vision in the context of the rest of the Clyde	Session split into three activities each using A2-sized posters (see Appendix 3): <ol style="list-style-type: none"> 1. Legacy of your vision – what will the Clyde be famous for in 2050? (activity as a whole group) 2. Values – what should be the guiding principles of decision-making? (in original groups of 5) 3. The best bits about the Clyde in your vision – Draw/write on poster (activity as a whole group)

Taking into consideration teaching time involved, each of the three sessions was planned to run for roughly one hour. With three members of staff assigned to facilitate each session, the maximum number of pupils that could participate would be fifteen. Hence, there would be three groups of five in session one and two for the group interviews and the MSP Challenge, and in session three these groups would contribute as a whole. The numbers would be kept the same for each school and pupils would also be asked to stay in the same groups throughout the length of the programme for consistency.

2.5 Considerations for coordinating with the schools

In order to carry out the pilot project three schools were selected, Marr College in Troon, Lochgilphead High School in Lochgilphead and Arran High School in Lamlash. Arran High School was chosen latterly, roughly four weeks before the planned dates, due to the withdrawal from the project of another school because of unforeseen circumstances. Planning and first contact with the other schools occurred approximately five months prior to the visits which were scheduled for the final week of November and beginning of December 2017. This provided enough time to coordinate with teachers regarding how the sessions would align with teaching timetables. Suggested dates and timings of the sessions were made while allowing as much flexibility as possible to cater to the needs of each school. This approach resulted in slight variations of the running order (which did not affect the session structure or content) across the three venues, but ultimately did not interfere with the schools' timetables.

Relating the content to the teaching curriculum was also an important factor; it made the sessions more relevant and engaging, as it linked in with concepts and issues pupils may already have been familiar with. When planning with the schools, teachers from geography departments were asked to select which classes might be suited for the research; this resulted largely with pupils who expressed a keen interest in topics taught in the classroom, such as land-use conflict and environmental sustainability issues. Each school was asked to keep to a maximum of fifteen pupils for this research due to the participant limitations of the two engagement methods, as well as there being only three project staff available. Each school approached the selection process slightly differently, with some selecting pupils who were further on in their studies (e.g. Advanced Higher level) and others who were going through their first round of exams in lower years, thus providing an age range between 14 and 17. The dates for the sessions also posed some concern as the proposed days in November and December fell only a couple weeks in advance of some of the pupils' preliminary examinations. Going ahead with the sessions was entirely down to the teachers' discretion and across the board it was viewed that the sessions were an opportunity to build on the content being taught in classroom lessons.

A consideration for the project staff was determining which security and health and safety checks would be required in order to work with young adults in a school environment. Obtaining Disclosure Scotland checks for each project staff member was considered, such as The Protecting of Vulnerable Groups (PVG) Scheme (see <https://www.mygov.scot/pvg-scheme/>). However, health and safety checks were not required as each school handled these internally and a PVG certificate was not necessary as long as a member of teaching staff was present.

3. Coastal Community Priorities, Themes and Visions

Sessions one and three were focussed on drawing out specific information from the pupils, across a range of topics, to determine what their priorities were for activities and uses of the shoreline and then to agree a local vision for what they wanted their area to look like in the future. The following section describes the process and results of these sessions. The outcomes from these provide useful information for consideration in the development of regional marine policies in the Clyde, as they highlight the values and priorities from each group, as well as what was *not* prioritised. With the aim of exploring the priorities in each of the three schools as well as investigating the differences between them, the majority of the data addressing this was collected during the first session where the pupils were asked to work through the Streamline visioning canvases. The remaining data was gathered during session three using the “Legacy” poster and incorporated all of the responses from the schools which formed the collective vision for the CMR.

Questions that would provide answers to reveal some initial insights into these visions were selected for the canvases and posters, (see Appendix 1 and Appendix 3 for an overview of the questions used on the canvases and posters). The purpose of the questions selected in session one was to investigate opinions about the presence of different activities and developments in the coastal zone, as well as the types of services the shoreline provides to each community. All aspects from the first sessions that detail the specific priorities of the coastal communities are presented in three individual visions illustrating the key themes from each school. The next element briefly explores various ways in which pupils might want to be involved in decision-making, specifically in making their visions happen. Finally, having reflected on their own visions, the pupils’ collective ideas of what the Clyde would be famous for in the year 2050 were suggested in session three; these ideas are included in the results on the basis of general regional policy considerations.

Appendix 1 outlines two introductory canvases – “My Home” and “My Work” – which are used primarily as ice-breakers in order to allow participants to familiarise themselves with the

concept of Streamline. This is because questions are asked from a future perspective, in this case from the year 2050, therefore requiring the pupils to think about how they would like to see their community at this time, leaving the present behind. It is often encouraged that the answers reflect “what they want to see” or “in an ideal world” rather than being a prediction based on how things are now. Therefore by the time participants get to the final three canvases, they are generally more comfortable with the format of Streamline and how to answer each question.

3.1 Prioritising coastal activities and establishing coastal functions

During session one for the “Uses and Activities” canvas, pupils were asked to state which activities they would see themselves doing in the year 2050. At each school, the fifteen pupils were split into three groups and were all presented with the same questions and options for answers, thus providing an idea of which activities would be most popular among the group as a whole. Table 3 outlines four priority categories depending on how often each of the group’s answers corresponded with one another. For example, if all three groups chose “dog walking” as an activity they would do in the future, it is ranked as “Top” priority (e.g. in Troon), and if all three groups did not choose an activity, it is categorised as “Not prioritised”. This is summarised in Table 2 below:

Table 2: Summary of the four priority categories.

Key to priority groups:	
Top	All three groups gave these answers
Second	Two out of three groups gave these answers
Third	One out of three groups gave these answers
Not prioritised	None of the groups gave these answers

Please see Table 3 overleaf.

Table 3: Prioritised responses to the question “What do you do on the coast?” from the “Activities and Uses” canvas.

Priority	Activity
MARR COLLEGE, TROON	
Top	<ul style="list-style-type: none"> • Dog walking • Water sports
Second	<ul style="list-style-type: none"> • Enjoying sunsets/views • Enjoying cafes/restaurants along the shoreline • Social recreation • Swimming
Third	<ul style="list-style-type: none"> • Create arts/crafts • Enjoying wildlife • Entertaining/educating children • Exercise • Science/research • Volunteer work
Not prioritised	<ul style="list-style-type: none"> • Beach attractions • Enjoying cultural heritage • Fishing/hunting • Foraging • Getting away from it all • Work
ARRAN HIGH SCHOOL, LAMLASH	
Top	<ul style="list-style-type: none"> • Dog walking • Enjoying cafes/restaurants along the shoreline
Second	<ul style="list-style-type: none"> • Create arts/crafts • Enjoying sunsets/views • Enjoying wildlife • Exercise • Fishing/hunting • Getting away from it all • Science/research • Social recreation • Water sports
Third	<ul style="list-style-type: none"> • Beach attractions • Enjoying cultural heritage • Entertaining/educating children • Swimming • Volunteer work
Not prioritised	<ul style="list-style-type: none"> • Foraging
LOCHGILPHEAD HIGH SCHOOL	
Top	<ul style="list-style-type: none"> • Enjoying cafes/restaurants along the shoreline • Fishing/hunting • Getting away from it all • Social recreation
Second	<ul style="list-style-type: none"> • Dog walking • Enjoying sunsets/views • Enjoying wildlife • Exercise • Swimming • Water sports
Third	<ul style="list-style-type: none"> • Beach attractions • Create arts/crafts • Enjoying cultural heritage • Volunteer work • Work
Not prioritised	<ul style="list-style-type: none"> • Entertaining/educating children • Foraging • Science/research

Looking at the spread of prioritised activities in Table 3, there is a general difference in demographic across all three schools. For Arran High School, corresponding answers between groups were relatively low, resulting in more activities being assigned to the “second” and “third” categories. This suggests a greater diversity of opinion within the group about what activities should occur at the coast on Arran. This however was quite different from the responses of the other schools. There was agreement across the groups in Lochgilphead about the activities that they *did* want and Marr College were also in agreement about the activities that they *did not* want. Where the three groups from Lochgilphead High School corresponded with the most “top” priority activities (4 in total), Marr College’s groups resulted with the most activities in the “not prioritised” category (6 in total). Furthermore, the top priority activities at Lochgilphead do not correspond with any of those from Troon. Activities on the coast, such as fishing and getting away from it all, were chosen by all three groups at Lochgilphead, making them a top priority, whereas none of these were prioritised by any of the groups at Marr College.

The diversity in opinion across each of the three schools about what activities should or should not happen at the coast therefore puts emphasis on the need for specific policy to address the different aspirations. Furthermore, the variety of activities chosen also emphasises the desire to make use of and enjoy the coastline, highlighting that accessibility should also be a priority at the coast. Such themes are touched upon later in the formation of the visions from each school.

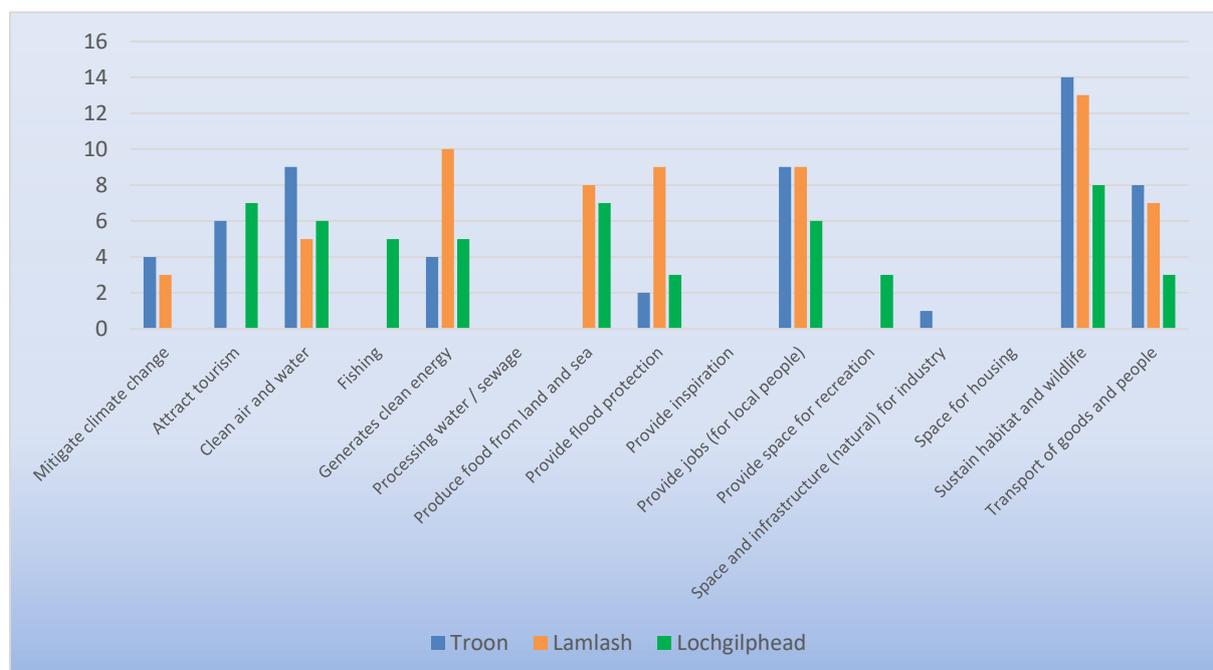


Figure 4: Responses from each school to “what does the coast provide for your community?” on the “Uses and Activity” canvas.

The second question in the “Uses and Activities” canvas aimed to explore what the characteristics of the coast are and, in particular, what it provides for the community. The range of options for answers (in the form of the illustrated tiles) provided to each of the groups represented a range of ecosystem services, as well as some coastal functions that are not obviously directly linked with being derived from nature such as space for housing and providing jobs. Figure 4 illustrates that most of the responses refer largely to ecosystem services, with “sustain habitat and wildlife” scoring the highest of all within each of the three schools. Therefore, despite the differences in priorities of coastal activities highlighted earlier, all three schools choosing this as the main service to the community shows that there is common ground across these coastal communities, specifically among young adults, who seem to demonstrate signs of high levels of environmental awareness.

Both Table 3 and Figure 4 show the tendencies to favour certain coastal activities and functions. These also allude to the beginnings of certain trends that become more prevalent in the individual visions outlined in the following section. For Marr College, there are inclinations towards a coastline that is clean, supports transportation of goods and people, provides opportunities to work and attracts tourism but has less focus on cultural heritage. Arran High School also favours local jobs, as well as generating clean energy and providing flood protection, and producing food from the land and sea, but did not select attracting tourism. Pupils from Lochgilphead High School tended to choose functions revolving around fishing, food production and jobs, which suggests a strong community focus. Highlighting these themes provides an indication of the direction that each school’s vision may take, and this will be discussed in the following section.

3.2 Forming coastal community visions

The local visions from each school were collated from the data gathered in the first session using the Streamline canvases. As outlined in the previous section, each school began to form ideas about their local areas when asked about how they would use their coastline and how it would benefit their community. This provided insight into some initial themes and general ideas from each coastal community, however more detail was required to form specific visions.

Further analysis, with a particular focus on the “My Shoreline” canvas, gave greater depth to the preliminary responses by asking about the prospect of a range of different activities on their community’s coastline. In this canvas, each group was presented with a host of possible answers referring to general developments and activities, which they then had to choose whether they did (positive), did not (negative), or were not fussed (neutral) about having on their shoreline. The answers from this canvas were collated into one graph for

each school (see Appendix 4) and these, along with facilitator notes from the sessions picking up on general themes, were collated to form three community visions.

Figures 5 – 7 outline the final visions from each of the schools. The visions contain three categories in which the responses from the graphs were assigned to. These are “Main Themes/Policy Implications”, “Generally Against” and “Uncertain About”. Utilising a similar method used to prioritise the personal activities outlined earlier in this section, positive answers that were chosen by all three groups were ranked as the most important and are presented within the “Key Themes/Policy Implications” category. Negative answers were interpreted as responses where groups answered only “no” or a mixture of mainly “no” and “not fussed”, and are presented in the “Generally against” category. Finally, where each group answered “yes”, “no” and “not fussed” to one particular activity, these fall within the “Uncertain about” category.

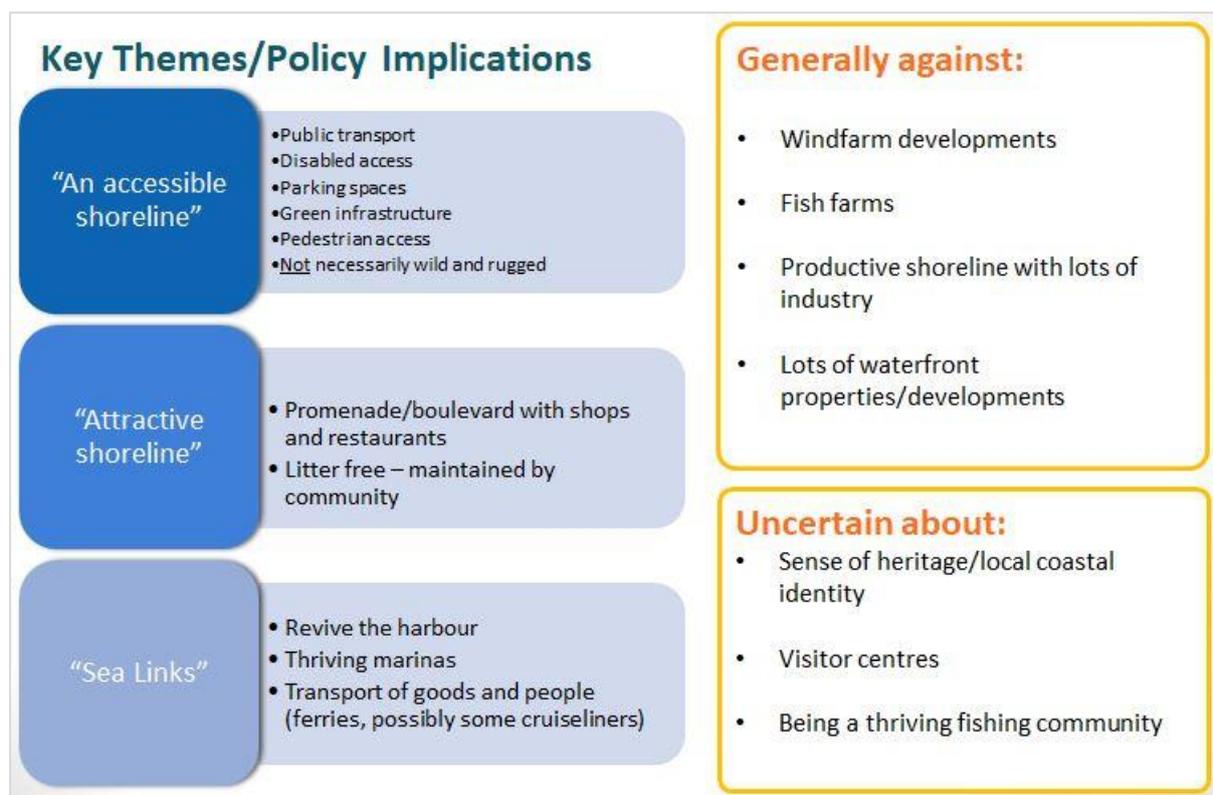


Figure 5: Marr College’s vision for Troon.

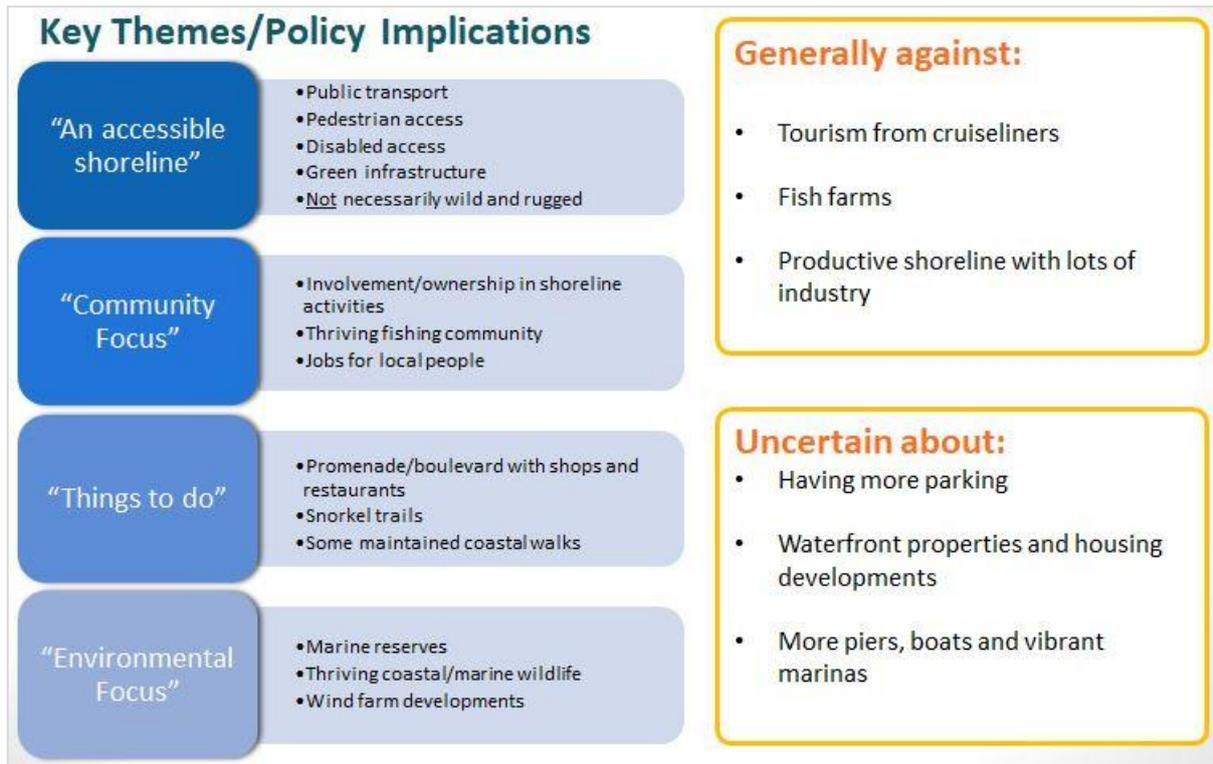


Figure 6: Arran High School's vision for Lamlash.

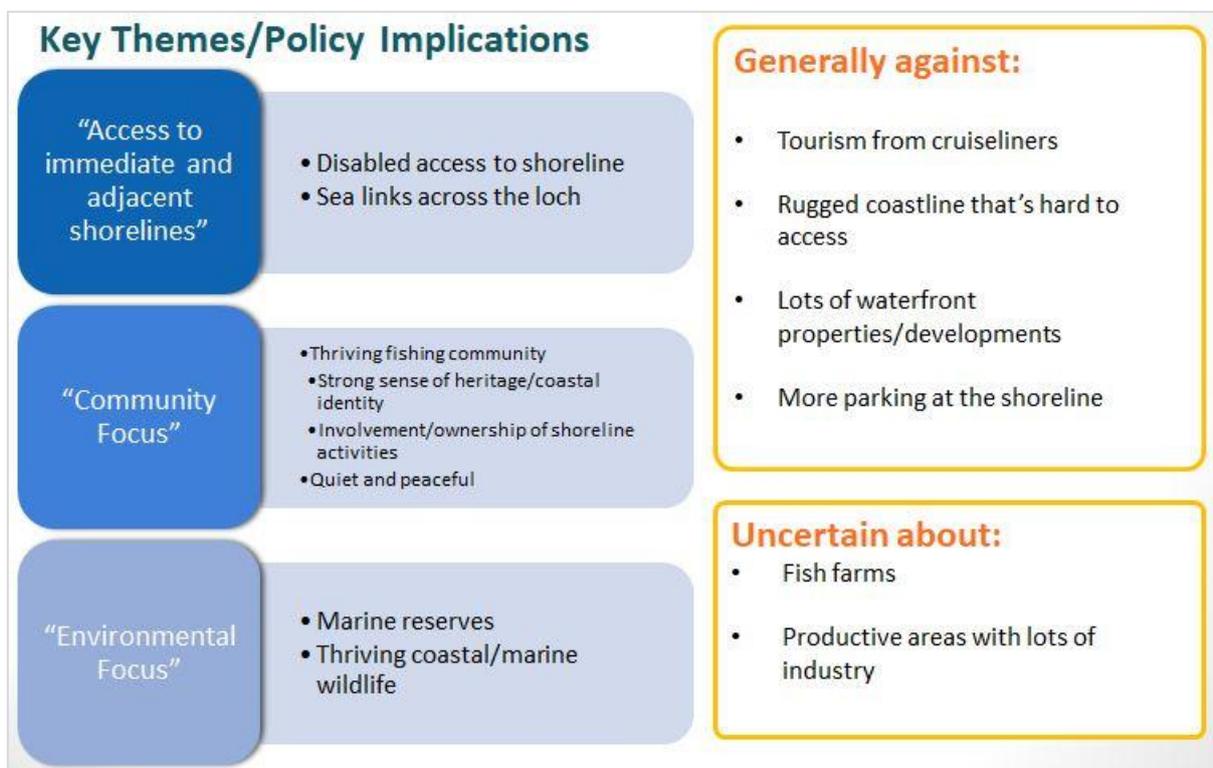


Figure 7: Lochgilphead High School's vision for Lochgilphead.

Provided above are the responses which most stood out as strongly positive, negative and neutral, hence giving three distinct categories within each of the visions. By working through the “My Shoreline” canvas, each school has been able to provide a more definitive view of how they would like their coastal community to look in the future.

Noticeable within all of these visions is the support for good access to the coast, each specifically prioritising disabled access. Troon and Lamlash both picked up on similar aspects such as public transport, pedestrian access and use of green infrastructure (e.g. boardwalks). They both indicated that they would like a coastline that is developed for public use, perhaps with sections that are left “wild and rugged”. Lochgilphead, however, were generally against having this and favoured having good access to immediate and adjacent shores of Loch Fyne. In each of these views, accessibility was predominantly important for each coastal community, which was mentioned earlier, with each school prioritising a wide variety of coastal activities. Accessibility is therefore specified in each vision as a key theme which may have particular significance to marine planning policy development.

Although the theme of accessibility is prevalent across all three schools, each school thereafter illustrated unique values and needs of their respective communities. Despite there being some thematic similarities, each of these differs in detail. For example, both Arran and Lochgilphead High Schools outline community focuses in their visions, with thriving fishing, involvement and ownership of local activities and opposition to cruiseliner tourism. Lochgilphead’s vision was in favour of a community that maintains its local heritage and identity, and is quiet and peaceful. Both schools also specified an environmental focus, perhaps as a result of their close proximity to Marine Protected Area designations. However, the key difference here was that Arran favoured the addition of wind farm developments alongside environmental protection. Interestingly, Troon’s vision does not emphasise an environmental focus despite ecosystem services and the sustaining of habitat and wildlife being its most favoured function of the shoreline, as outlined earlier. Instead, their focus is on making their coastline inviting and attractive by reviving the harbour, not for fishing or necessarily to attract tourism, but to transport goods and people. Although revitalising its coast was important, they felt uncertain about the need for visitor centres and did not feel particularly strongly about their sense of heritage and coastal identity.

Presented in Figures 5 – 7 are three distinct community visions from three unique areas of the Clyde. Marr College indicated the desire to attract people to Troon through having improved infrastructure at the coast. Arran’s focus was more environmental, while also wanting more things to do to benefit locals rather than tourists. Lochgilphead had similar needs to Arran, apart from a main difference here is the emphasis on maintaining their

coastal identity and tranquillity of the area. What these three visions emphasise is that each community holds different standards and ideals about how to prioritise social, economic and environmental factors in such a way that supports the well-being of people in their local area. The visions, therefore, may be interpreted as a means of getting to the centre of these priorities, which may then be of use when informing decision-making or community engagement.

3.3 Gauging interest for future involvement in decision-making

With each school indicating a clear preference towards the values and future needs of their communities, during session one in the “Making it Work” canvas, the groups were asked how they would like to be involved in the decision-making process. Figure 8 outlines these responses and shows that all three of the schools want to be involved in some way. Answers from both Troon and Lochgilphead were relatively evenly spread across all responses, supporting making contributions to regional plans (e.g. the Regional Marine Plan) more so than Lamlash who selected stakeholder consultation as their most favoured form of involvement. However, with all schools choosing the majority of options available to them, this very clearly illustrates a strong enthusiasm for being involved, but using a different range of methods.

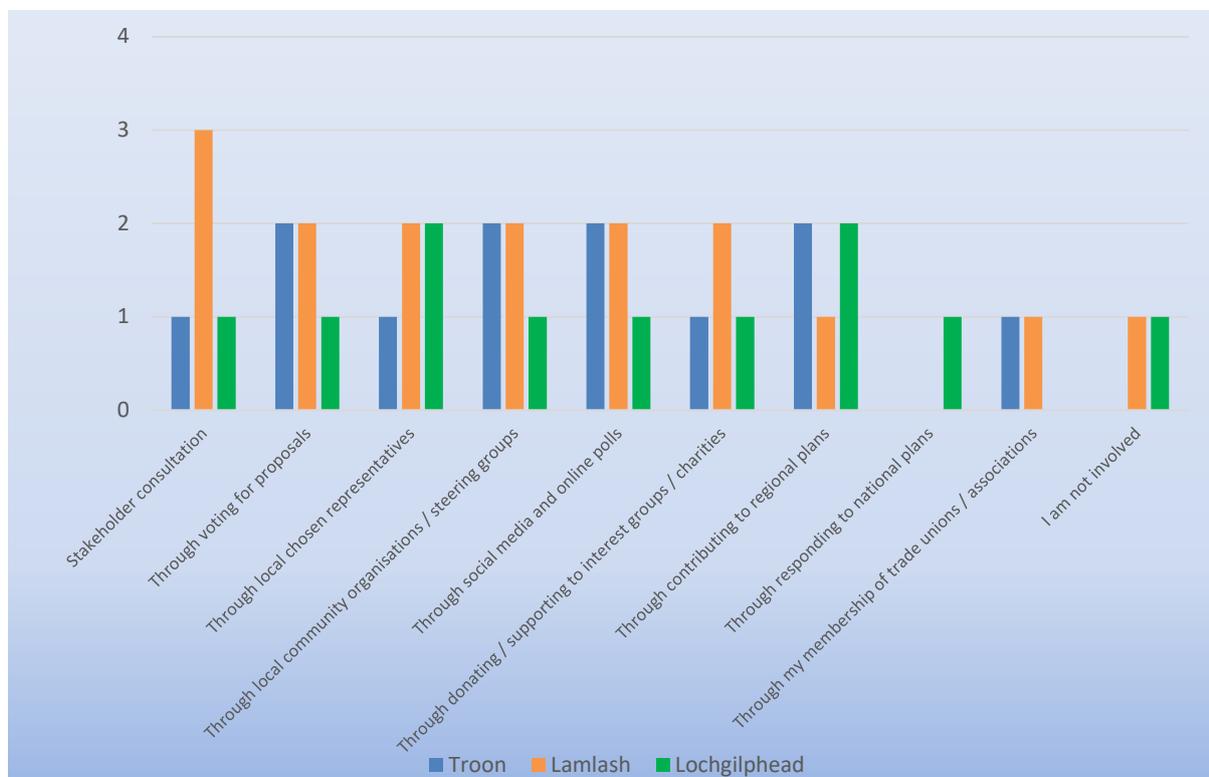


Figure 8: Responses referring to how each school wanted to be involved in the decision-making process of their visions.

3.4 A collective vision for the Clyde

The next stage was to formulate a collective vision for the Clyde. An important element of forming the collective visions within each of the schools is how each sits within the wider regional context and then exploring what is thought of the Clyde as whole. Rather than focussing on their local area, pupils were asked to think about what they would like the Clyde to be famous for in the year 2050. To do this, pupils were brought back together to the group of fifteen in the final session and were encouraged to collectively contribute to answering this question using the “Legacy” poster (see Appendix 3 – the posters are similar to the canvases, but are larger and more suitable for work in the larger group). The illustrated tile options represented themes including “Industry and Productivity”, “Innovation and Creativity”, “Quality of Living” and “Wildlife and Nature” (see Appendix 5 for the full list of options). Using the answer options presented, the group as a whole were asked to select as many answers as they deemed necessary to best describe their vision of the Clyde as a region. These answers were then collated in order to determine which ones were chosen most from all three of the schools, creating one regional vision for the Clyde.

The result offered five key themes that were most frequently chosen from the three schools, which were “Recreational Opportunities”, “Cultural Heritage”, “Quality of Living”, “Sense of Community and Cooperative Spirit” and “Wildlife and Nature”. Each of these are presented in Figure 9 which shows the five graphics tiles used to illustrate the themes. The responses from this question provide insight into how pupils’ perceptions can change when asked to think about their priorities at a regional scale, rather than just a local one. For example, Marr College views cultural heritage, as well as wildlife and nature, as themes that are important to the Clyde but not necessarily to their own local vision. In their vision for Troon, heritage and coastal identity were topics of uncertainty and were noted as being important in other areas of Ayrshire, such as Largs, but not necessarily Troon. Similarly, this was the case for wildlife and nature and, although there was in general a high level of environmental awareness, the opinion was that issues of conservation and protection were more relevant to other areas of the Clyde which is most likely why it has been chosen for the regional vision.

What is evident however is that, with the three schools very clearly choosing the same five themes, there are broad similarities in the views of young adults about what the Clyde should be famous for in 2050. In general, the answers chosen for this question roughly correspond to those themes formed for the local visions in the first session. For example, recreational opportunities were seen to be important to all schools at a local level, also emphasised by the variety of coastal activities prioritised. Similarly, quality of living as well as a sense of community and cooperative spirit could also be interpreted as central to each local vision. However, it is important to note that the answer options most frequently chosen

for the regional vision mainly reflect social themes. The focus is largely on the well-being of people around the Clyde which is derived from good access to recreation, cultural heritage experiences, high quality of life and strong communities. Wildlife and nature was also chosen by all three schools and may be interpreted as a theme that is central to these elements and the well-being of people across the region. Interestingly, options that indicate opportunities for jobs such as “Innovation and Creativity”, “Arts, Crafts and Local Produce” and “Industry and Productivity” were not given any consideration, with the exception of the latter which was chosen only by Lochgilphead High School. The avoidance of job-related themes may indicate a level of uncertainty about where future employment will come from, or perhaps just illustrates that young adults do not see the Clyde as being a region famous for the provision of jobs. Nevertheless, each of the themes presented in Figure 9 illustrate a high level of awareness of the potential social and environmental benefits the Clyde has to offer.



Figure 9: A regional vision for the Clyde outlining five of the most chosen answers from all schools when asked what the Clyde will be most famous for in 2050.

4. Engaging young adults in marine planning

4.1 Reflections on the MSP Challenge and participant feedback

The findings of this report suggest that Streamline, as a method of youth engagement, has been effective in exploring the socio-cultural relations between the target audience and their coastal community. From this, pupils from each school have been able to articulate visions for their local areas by selecting and prioritising activities and developments that they want to see in their community in the future. The data used to form these visions were gathered in the opening sessions which were then followed by sessions utilising the MSP Challenge board game. The reason for using the game after the initial sessions was to demonstrate the difficulties that can be faced when delivering a multifaceted vision or plan, such as those formed in session one. The second sessions were therefore a means of briefly extracting the pupils from the “ideal world” thinking that was encouraged in the first sessions, instead prompting them to think about the practical challenges of pulling together a vision within a hypothetical marine region. In doing so, the game could also fulfil its primary purpose as a mechanism to enhance understanding and awareness of marine planning.

An offshore wind farm development scenario (see Appendix 3) was used to guide pupils through the game which inevitably creates challenging negotiations between groups and individuals, as well as opportunities for collaboration. Therefore an important aspect of the game is to not only negotiate with players within your own group, but also discuss plans and potential developments with other teams around the board. Familiarity between many pupils meant that inter-team negotiations regarding developing areas for wind farms and other marine activities occurred frequently. Rather than being planted within one team, players were often mobile, moving around the board to discuss such plans, which made for some particularly animated and enthusiastic sessions at each school.

Feedback from the end-of-programme questionnaires indicated a high level of enjoyment of all of the sessions (see Figure 10). The feedback largely incorporated comments about enjoyment of the second session, possibly as a result of the enthusiasm during game-play. These included, “the board game was really good”, “the game – like”, “I particularly enjoyed the game”, “good interaction” and “it was great... 100/10”. Its educational capabilities were also noted with one comment stating “the board game really simplified what you [the CMPP] do and made understanding easier”. Although marine spatial planning is inherently complicated, this suggests that by playing through the given scenario, the game is able to exhibit the concept in a way which is accessible to those with a relatively low understanding of marine planning. This may be encouraged as a result of appropriately adapting the scenario for younger audiences. Another comment reflected how negotiations between

groups can be challenging, “the game was stressful...”, suggesting that the difficulties of pulling together a vision were demonstrated. Although the pupil who left this particular comment indicated that playing the game may have been difficult, they also stated “... but I enjoyed being heard”. Similar feedback also suggested a general appreciation of the engagement programme as a means of being involved in the process of marine planning: “good to have voices heard” and “I enjoyed the practicality and involvement in everything”. Coupled with the high overall enjoyment of the programme, comments like these are signs that there is both enthusiasm and desire among young adults in coastal communities to be included in marine planning engagement.

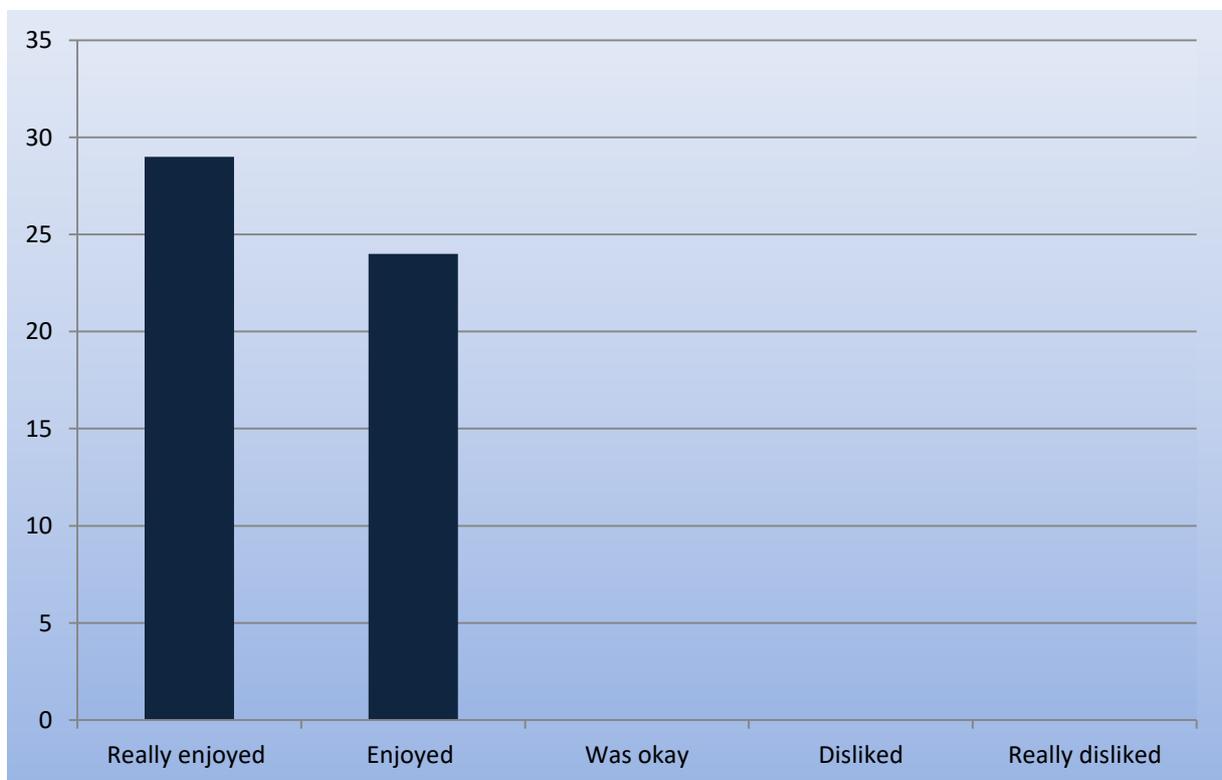


Figure 10: Feedback from the end-of-session questionnaire referring to participants' overall enjoyment of the sessions.

5. Conclusions

The findings presented in this report illustrate the success in achieving the aims which were to engage young adults from three schools across the Clyde in the process of marine planning and elicit their view on a vision of the Clyde to inform the development of the

regional marine plan. In order to achieve this, the project set out with the objectives to employ the use of two novel engagement methods for the purposes of raising awareness of marine planning issues, and more specifically to enable school pupils to articulate their visions for the Clyde. The two methods of choice were the MSP Challenge board game and the Streamline visioning exercise. Both are relatively new concepts and have never previously been used in combination, providing an exciting opportunity to stimulate knowledge and enthusiasm for marine planning among young adults. Careful consideration was taken in terms of how these two approaches could be combined. A programme structure of three one-hour sessions was delivered at each school, consisting of Streamline group interviews, followed by an MSP Challenge gaming session, and finishing with a Streamline poster exercise.

5.1 High awareness of the Clyde and its benefits

The responses to the sessions, in particular those presented from the Streamline analysis, show a very high awareness of the Clyde's marine and coastal resources and what they have to offer, both at the local scale and the regional. This was demonstrated by widespread support for ecosystem service provisions when asked about what the coast provides for their community. From these, sustaining habitat and wildlife was chosen by each school as the most important function of the coast, which also keenly illustrates a high level of environmental awareness among the young adults selected for the research. Similar, in the regional vision, the key themes that each school equally agreed to may also be interpreted as important benefits derived from the region's marine and coastal resources. Hence, there is common ground between all three of these groups, in that there is much to be gained by having a healthy marine environment.

5.2 Coastal Activities and Coastal Access

From the data collected during the Streamline interviews, one vision was formed for each school. Although there was a mutual awareness of the benefits from the coast and sea, the key findings from the local visions illustrated how each community's values and priorities are unique. These were found to differ greatly with respect to how each group intended to use and develop their local resources in order to benefit the well-being of their community. All of the groups indicated varying levels of priority when it came to stating how they would personally use the coast. From a range of activities, Lochgilphead were clear on what they did want to do on their coast, as opposed to Marr College who were certain on what they did not want, and Arran selected a general mix, showing no great preference either way, when answers were collated as a group.

The wide range of activities prioritised from each school suggests that access to the shoreline is a shared priority and this subsequently emerged in the formation of the visions. Accessibility was important across all of the schools, and was highlighted as an outcome which should be taken into consideration in the development of marine planning policy. Thereafter, each community demonstrated their individuality and contrasting values across each vision, each posing different considerations for policy development across such a diverse region.

5.3 Implications of Findings on Regional Marine Planning

Despite Marr College showing awareness of wider marine environment benefits, as evident within their regional vision and support for ecosystem services, their local vision did not concentrate on these and instead focussed on maintaining a clean shoreline and developing attractive coastal infrastructure. Also noted was a lack of sense of local heritage even though it was included in their wider Clyde vision. As environmental and local heritage issues were highlighted as more relevant to other areas of the Clyde, the development of infrastructure at the coast may reflect a desire to regain a sense of local heritage and coastal identity in Troon. Arran High School indicated a stronger sense of local heritage, which focussed on having more opportunities for shoreline activities. However, their focus on the environment incorporated both the presence of marine reserves and offshore wind farm developments, which poses potentially conflicting implications. Finally, Lochgilphead's vision would rather retain the peacefulness and tranquillity of the area, protecting and enjoying thriving marine wildlife and focussing on growing social capital through greater community ownership and involvement in shoreline activities.

Presented here are a summary of visions from three distinct areas of the Clyde and, although they are initial findings, they provide an illustration of the diversity of the region and its communities and the difference in needs that may be faced when approaching policy development. The study has purposefully taken into account the views of young adults as a means of encouraging awareness and enthusiasm for marine planning. In doing so, the outcomes have highlighted an appetite for younger stakeholders to be involved in the marine planning process through a range of methods. The outcomes have also highlighted the differing values and aspirations according to locality, and as stakeholder engagement is developed through the planning process, the difference in aspirations and values may become evident between these and other stakeholders, and this should be considered in the development of a Regional Marine Plan.

6. Recommendations for Future Research

The findings presented in this report have been drawn from two novel methods, and their combination has proved successful in illustrating aspirational visions of young adults across three coastal communities in the Clyde Marine Region, as well as their ability to engage this audience in the marine planning process. Both of the methods can produce rich datasets that may be analysed to varying degrees depending on the research needs. Streamline in particular comprises of two analytical elements that can be utilised to interpret the visions. This is done, first, by photographing each canvas after the session, recording the responses directly into a spreadsheet and subsequently creating descriptive statistics. The second is by transcribing audio-recordings of each group interview or session for a more in-depth thematic analysis of the motivations behind each response. Due to time constraints, the analysis of findings in the current study considered only the first of these elements, whereby descriptive responses were used to form visions from each school. This largely considered those questions which dealt with activities, uses and general characteristics of coastal areas, thereby allowing the formation of community visions for the purpose of drawing direct comparisons between each locality. The data used has been presented in a way which outlines these key differences and highlights their significance in the development of the Regional Marine Plan.

Future research that seeks to gain greater contextual reasoning behind the formation of community visions may incorporate into the analysis the full range of questions set out in the canvases in session one, as well as those from the posters in session three. In particular, this would provide insight into issues such as where participants want to live, what their houses are like, where they work and how they would get there, as well as a breakdown of the governing process involved in making the vision happen. Similarly in session three, the “Aims and Values” poster (see Appendix 3) explores what sets of values should guide decision-making throughout this process. Additionally, such research could also thematically interpret transcripts from audio-recordings of group discussions, if the aim is to explore in greater depth the explanations and motivations behind each individual response. Doing so could provide more detail as well as clarity to each community vision, which may then give further scope for comparative analysis.

Appendices

Appendix 1

Streamline canvas set used in Session 1. Canvas 1 "My Home".

PART 1: MY HOME

HELLO & WELCOME!
to a graphic novel where
YOU write the story of the

FUTURE!

So step into the
time-machine
and travel to

2050

Tadaa!
Now tell me:
what does it
look like?

Q1 Who lives locally?

Q2 What's it like in the area?

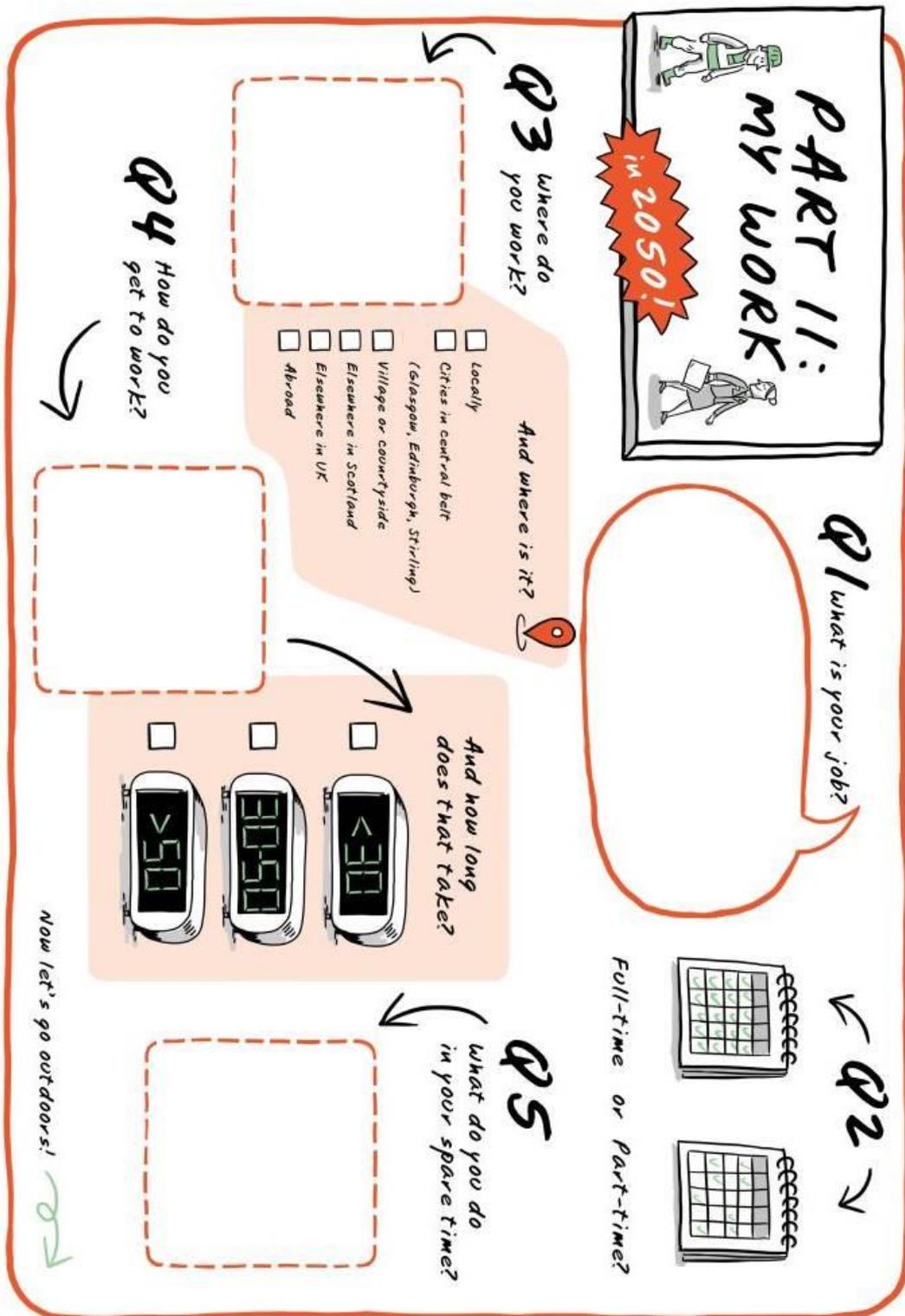
Q3 Where will you be living?

- Stay local
- Take over the family business
- In or around the Clyde
- Move to the Central Belt
- Elsewhere in Scotland
- Elsewhere in UK
- Abroad

Q4 What are the houses like here?

Q5 What's the best bit about the houses here?

Let's go to work!





PART III: ACTIVITIES & USES

IN 2050!

Q1 What do you do on the coast?

Q2 What does the coast provide for your community?

Q3 Do the coast and the sea help you to....?

Stay healthy and keep active









Learn new things and discover activities or hobbies you might be good at









Feel better if you're upset or worried about something









Get involved in your community or feel like you're part of a group









Help take care of the environment and wildlife in your area





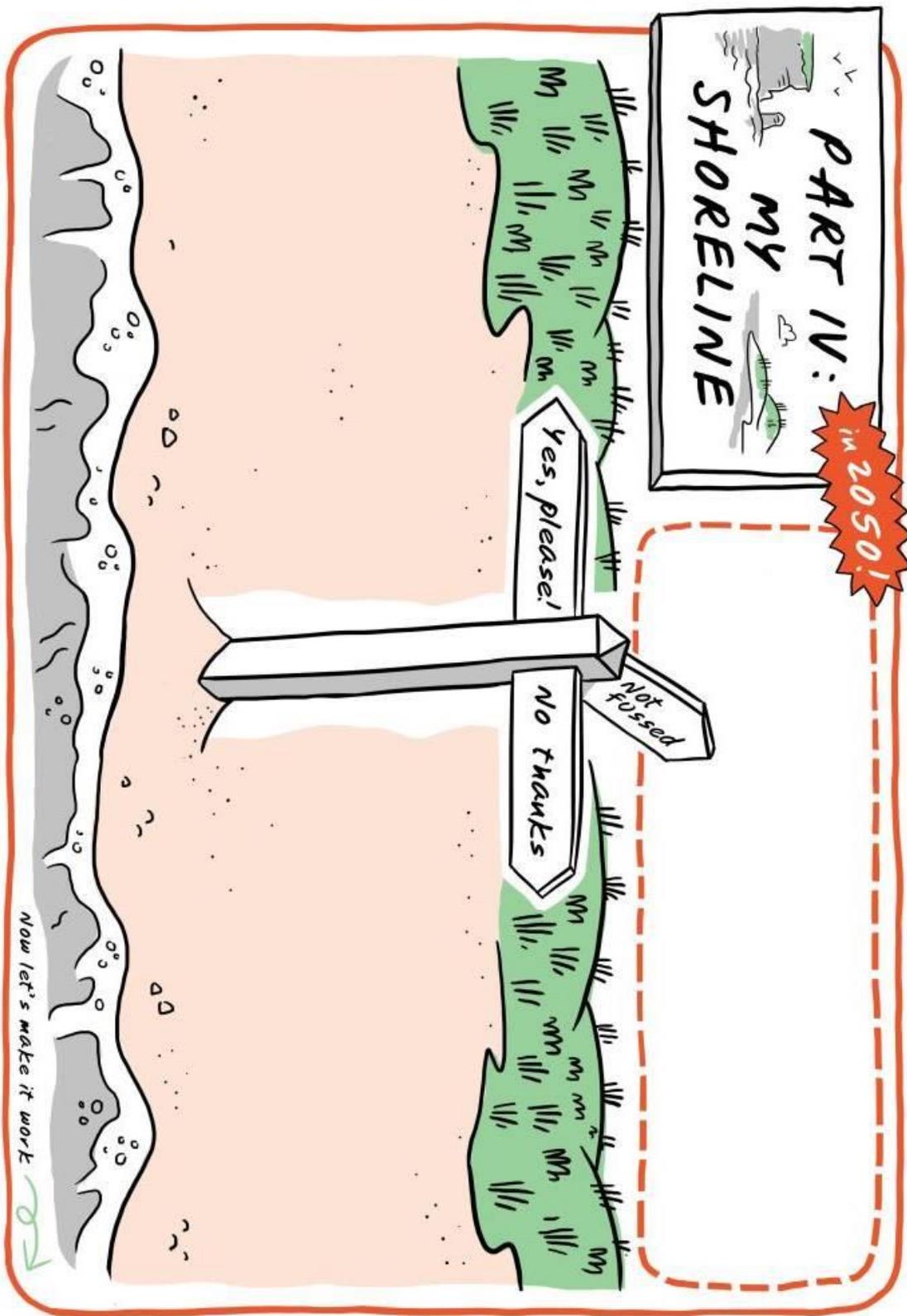


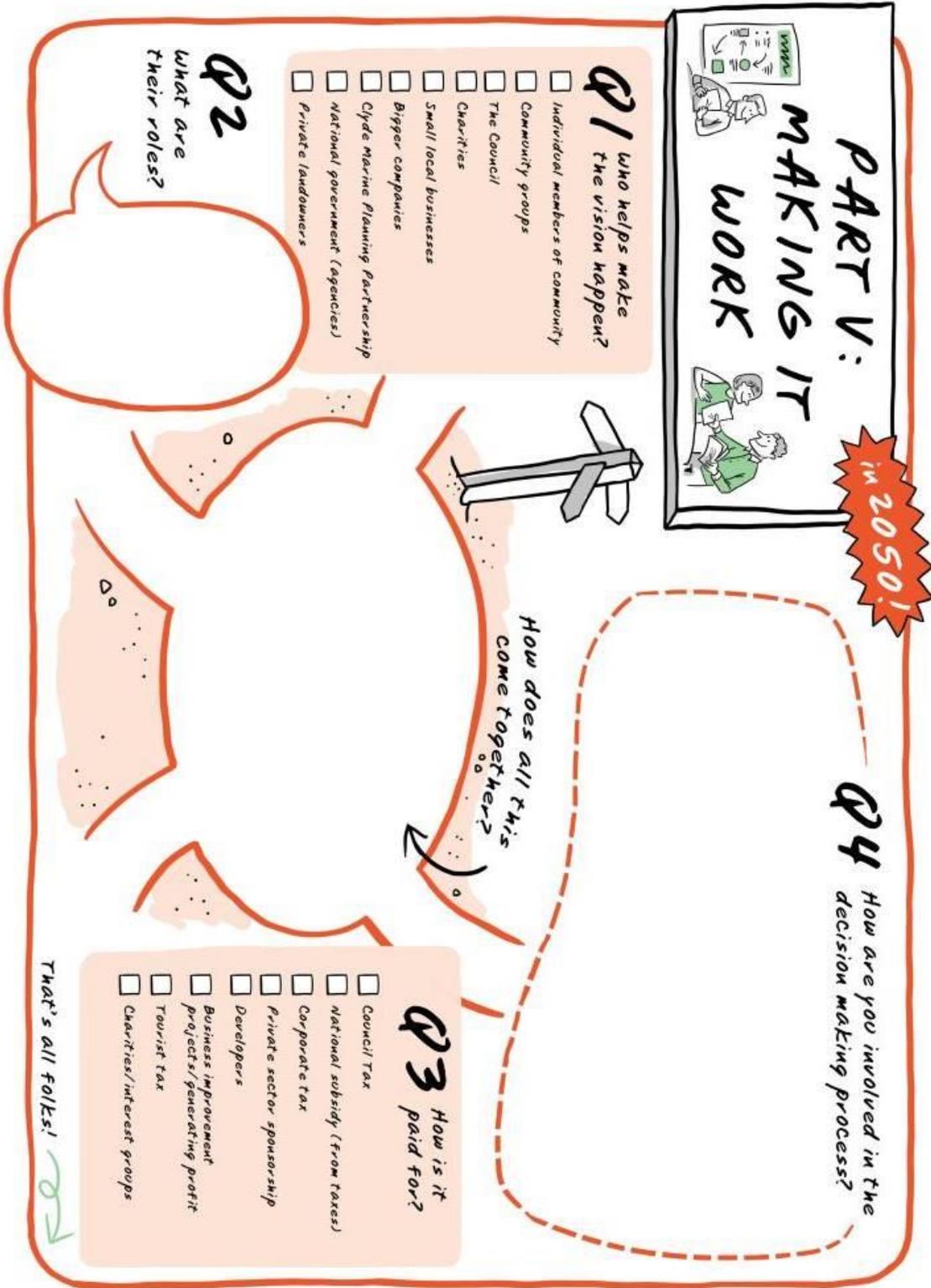


And now, your ideal shoreline!



Canvas 4 "My Shoreline".





Appendix 2

Session 2 introductory presentation slides for the MSP Challenge.

Session Two: MSP Challenge Board Game

Clyde Marine
Planning Partnership



The Board



Marine Spatial Planning (MSP) in the RICA Sea means:

- Cross-border marine planning:
In a single sea area
Between three neighbouring
authorities
- Balancing economic, social and
environmental objectives
- Negotiating solutions between sectors

Familiarise yourself...

1. Each square = 3 nautical miles x 3 nautical miles
2. Tile + pin in hole = marine activity already in place (can be moved, subject to agreement)
3. Tile on square with pin across it = proposed activity (i.e. waiting for planning approval)
4. Threads = different types of shipping routes

Each team (Local Authority) must have ONE marine planner and ONE Offshore Energy Representative

Why??



Today's Scenario: Offshore Renewable Wind Development

Target:

Generate 100% of national electricity demand from renewable sources by 2025

- National electricity demand = 6.5GW
- 10GW of capacity needed to secure 6.5GW demand
- 25% (i.e. 2.5GW) of capacity already provided by hydro-electric & on-shore wind farms
- **7.5GW now required from offshore wind farms in the Rica Sea area**
- 5MW generated from each fixed turbine
- Which means... 35 turbines in each 3nm x 3nm square
- ***43 squares needed to give a generating capacity of 7.5GW***
- ***Question: Where?***

Some Rules...

For Offshore Renewable Energy Representatives:

- Wind farm tiles only on BLUE squares that have no white within them... not even a tiny bit!

For Marine Planners:

- Wind farm sites cannot be developed without the **approval of the Marine Planner** and marine planners must ensure other representatives have been consulted before approving a site

For other Sectoral Representatives

- Each must ensure that their **priorities and values are appropriately represented** before a turbine site is finalised (see **helpguide on lanyards**)

Please Remember to...

Be bold

Be opinionated

Get stuck in...

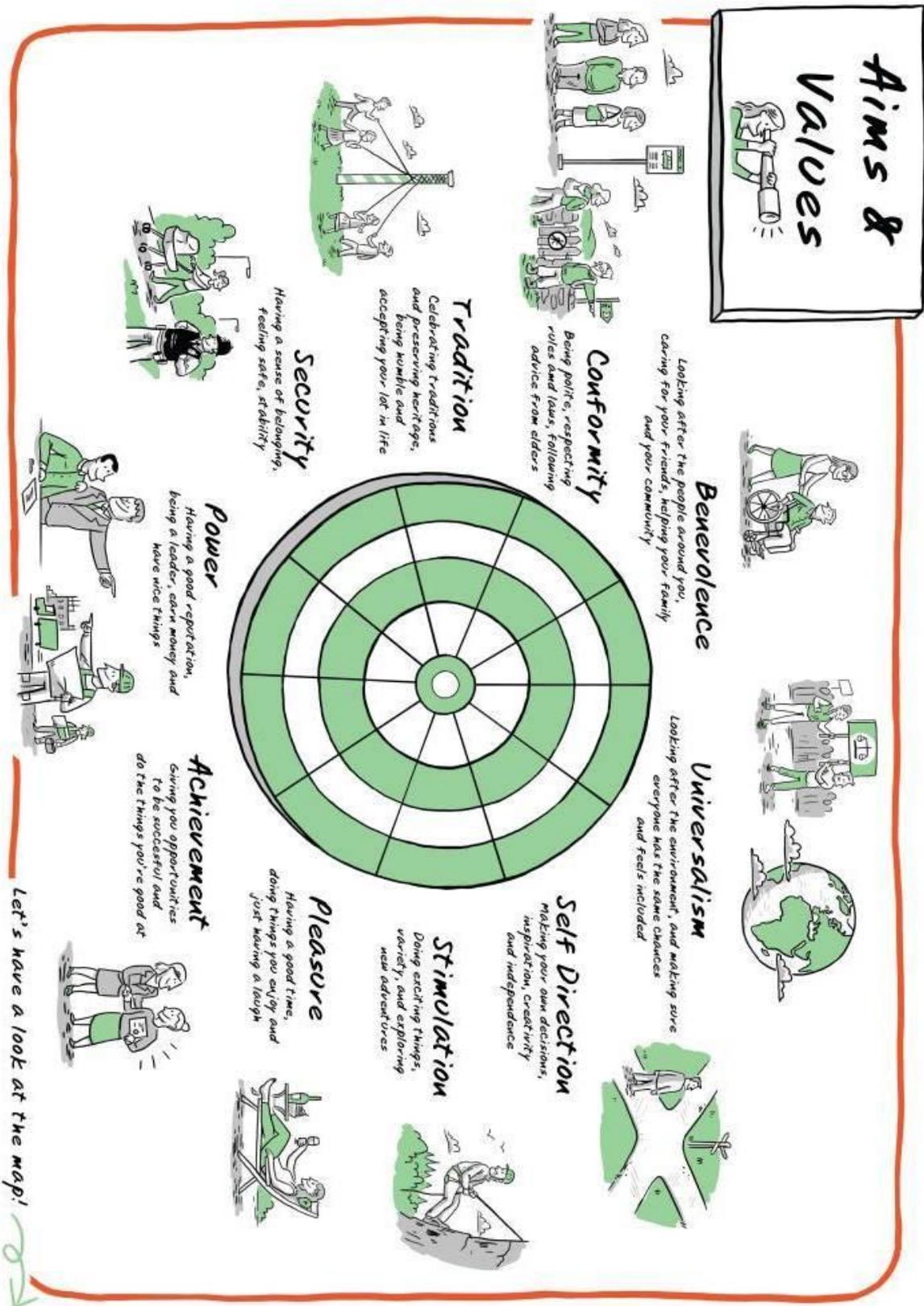
...and have fun!

Appendix 3

Posters (size A2) used in Session 3. Poster 1 "Legacy" (Draw/tiles).



Poster 2 "Aims and Values" (Rank 1, 2 and 3 using arrows).



Appendix 4

Marr College's responses to the "My Shoreline" Canvas.



Arran High School's responses to the "My Shoreline" Canvas.



Lochgilphead High School's responses to the "My Shoreline" Canvas.



Appendix 5

Tile answer options for the “Legacy” poster: “What will the Clyde be famous for in 2050?”

“Recreational Opportunities”

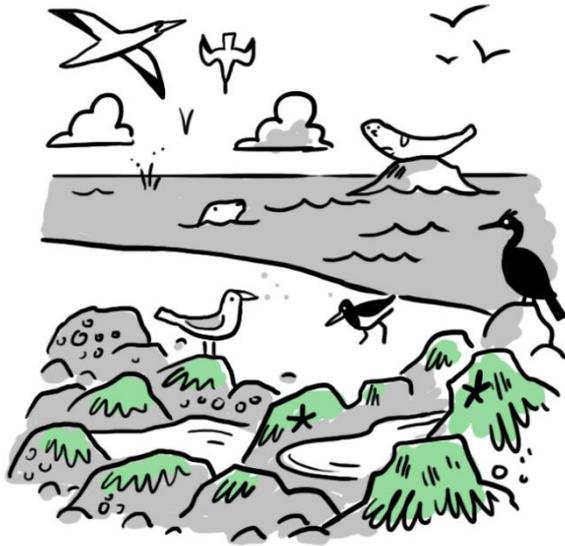


“Quality of living”



“Arts, Crafts and Local Produce”





“Wildlife and Nature”



“Industry and Productivity”



“Cultural Heritage”

“Sense of Community and Cooperative Spirit”



“Entertainment and Vibrant Nightlife”



“Innovation and Creativity”

