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Understanding perspectives

The Jigsaw exercise

This presentation was compiled by **Dr Martin Le Tissier & Dr Jeremy Hills** from Envision Management Ltd, UK as a contribution to the INTERREG IIIB project Coastal Research and Policy Integration (COREPOINT).

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This project has received European Regional Development Funding through the INTERREG IIIB Community Initiative

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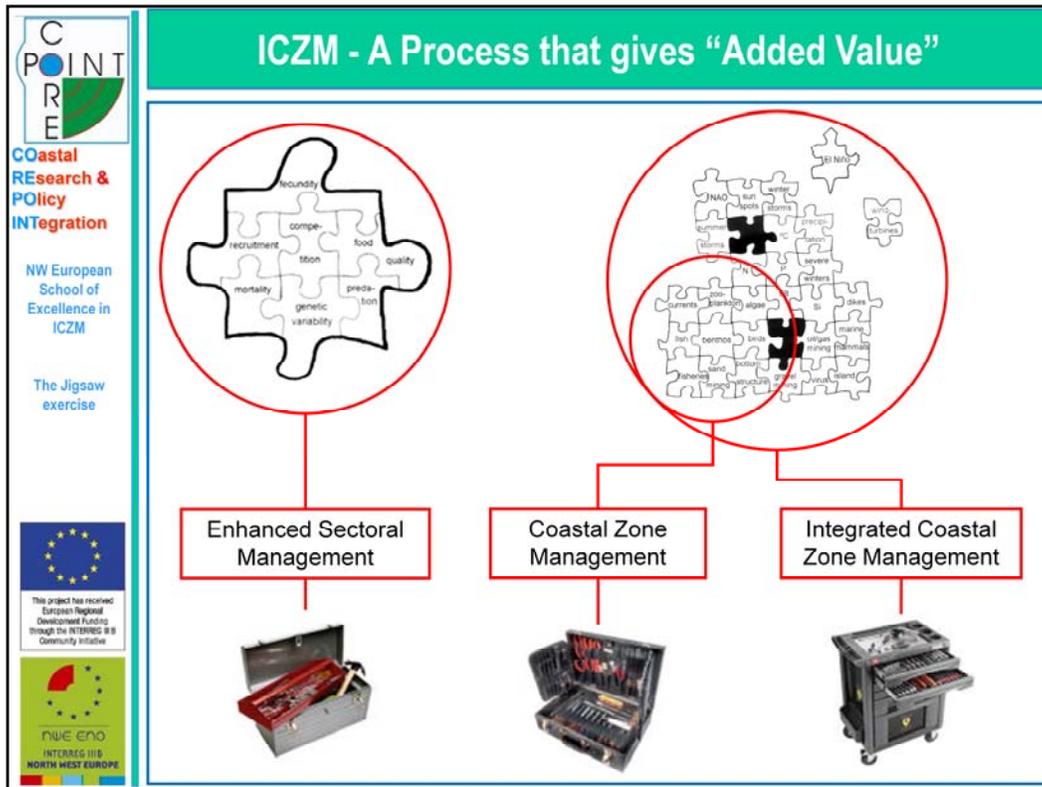
This is a kick-off or icebreaker activity. It has specific learning outcomes outlined below, but it is also good way of getting people to meet who may not know each other before. Having such an ice-breaker activity can play great dividends in the discussions on the ICZM case studies later in the course, as delegates feel more comfortable and able to discuss more openly.

The specific learning outcomes are:

To appreciate the complexity of the “pieces” of the coast which make up ICZM.

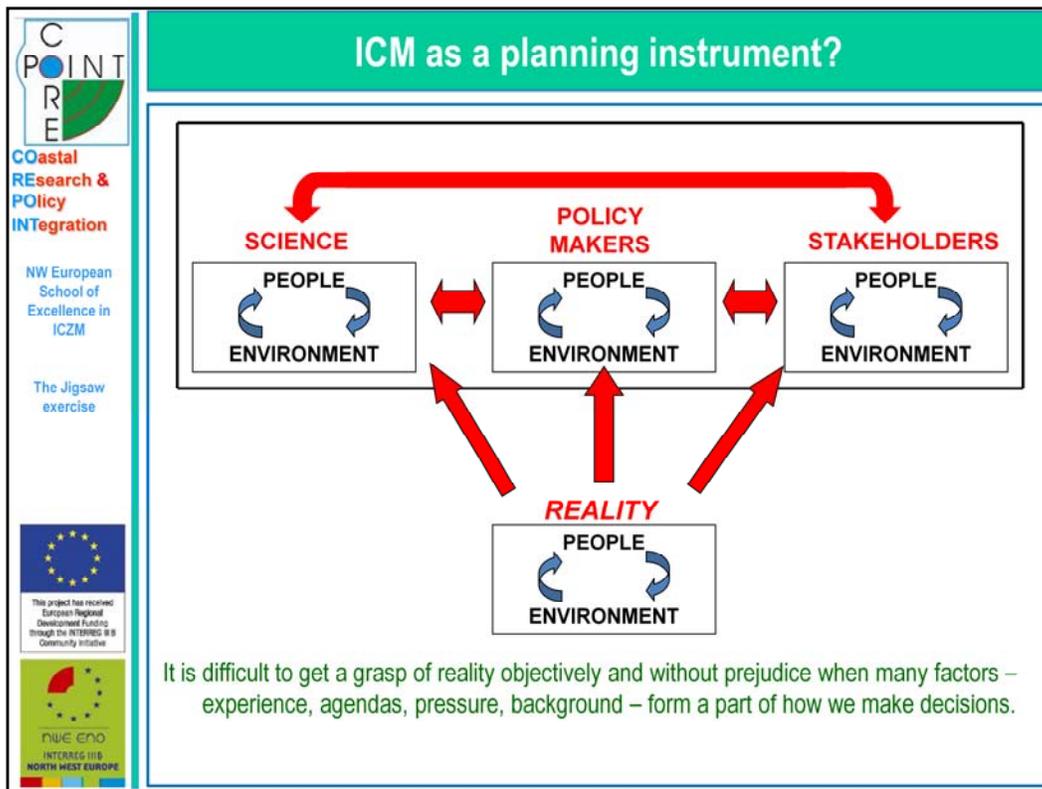
To recognise that different individuals have different definitions or views of terms used within ICZM.

To appreciate that to work together it is necessary to appreciate and take account of each others views and comments.



There are many forms of “management” that are currently applied to the coastal zone and users and uses that are active within this area. However, most of these are forms of sectoral management where the process and implementation of management are effectively tied and under the authority and ownership of single interest agencies – such as fisheries, tourism, planning, environment. The consequence of this form of management is that objectives to maximise production and profits take precedent over ecological values leading to unsustainable practices.

An understanding that resources are finite led to a form of coastal management that attempted to coordinate activity between sectors to produce a form of management of coastal areas to balance environmental, economic, human health, and human activities. The objective of this form of management was to address an array of interconnected problems associated with population growth and development. Finally an emphasis on the need to “integrate” all sectors and social actors in the process in order to achieve a state of ecological empathy coupled with precautionary principles and shared governance of coastal areas. The objective is embedded in sustainability to ensure access to clean water and healthy ecosystems that support a vibrant coastal economy requires. This process effectively integrating science, technology, and public policy.



The challenge in achieving an “integrated” approach is that adoption of an integrated or joined up approach towards the many different interests in both the land and marine components of the coast. It is the process of harmonising the different policies and decision making structures, to encourage concerted action towards achieving specific goals. There are a number of underlying problems that had led to the situation;

- lack of vision related to management at the coast, based on a very limited understanding of coastal processes and dynamics and with scientific research and data collection isolated from end users;
- inadequate involvement of stakeholders in formulating and implementing solutions to coastal problems;
- inappropriate and uncoordinated sectoral legislation and policy often working against the long term interests of sustainable management of coastal zones;
- rigid bureaucratic systems and the lack of coordination between relevant administrative bodies, limiting local creativity and adaptability; and
- local initiatives in sustainable coastal management lacking adequate resources and political support from high administrative levels.

Usually each category of interested party will have their own vision of the relationship and interaction between people and their environment. Overcoming these issues requires a process that enables all interested parties to agree, or reach a consensus, on a perception of the relationship between the manner that people exploit and benefit from the goods and services provided by their environment and the dynamics of the provision of these by the environment.

Seahenge – a paradigm for ICM?




Archaeologists wanted to remove the monument for analysis. Land-owners wanted to rebuild the monument on dry land to attract tourists. Local people felt they had not been consulted about 'their' Seahenge and that it should be left alone. Neo-Druids objected on religious grounds.

Who owns the past? How do you weigh up science and spirituality? How should difficult decisions be made in the face of conflicting opinion?

The “problem” of vision and perception is illustrated by **Seahenge** a Bronze age monument discovered in 1998 just off the coast of the English county of Norfolk at Holme-next-the-sea. The site consisted of an outer ring comprising fifty-five small split oak trunks forming a roughly circular enclosure around 7m by 6m. In the centre of the ring was a large inverted oak stump. The site was discovered because of the actions of the tide on Holme Dunes, which is gradually wearing away the peat layers to reveal the landscapes laid down many thousands of years ago. Most archaeological excavations in Britain do not attract much public attention or controversy, but Seahenge became the subject of a very public debate. The photogenic and ephemeral nature of the location attracted national media attention. Some people objected to the excavation – some local people felt they had not been consulted about the fate of part of their local heritage and that it should be left alone, complaining that Seahenge would most likely be transported to London where it would be displayed, out of its local context. Although the precise function of the site is unknown, some neo-Druids objected on religious grounds; and some people were not aware that the circle was really at risk from the sea. A great many people were attracted to the site to see it, or to protest, and the presence of such large numbers itself contributed further to the risk of damaging the site. There were angry meetings and high court writs. Protestors came from across the country and an uneasy stand-off ensued as excavation work began in the late spring of 1999. By early summer, parts of the foreshore were cordoned off while police stood guard. The Seahenge case has demonstrated several contentious subjects in the field of heritage management that are equally applicable to ICZM. Issues such as the views of local people and other interested groups compared with the aims of academia and the decisions that have to be made over what to preserve and what to leave to nature have had to be tackled by the archaeologists and government agencies connected with the site.

Further information on Seahenge can be found at: <http://en.wikipedia.org/wiki/Seahenge>



The terminology of the coastal zone

- Terminology, words and phrases used by the many sectors and disciplines involved in coastal zone management can be complicated and confusing.
- This can lead to misunderstanding.
- The following exercise provides an opportunity to explore how different words means different things to different people.
 - Assign each of the words to one of the three categories using the post-it notes and labelled poster sheets:
 - Words that describe the natural coastal system and its functioning,
 - Words that describe the human relationship and interaction with the coastal environment,
 - Words that describe the planning, management and governance of the coastal zone.
- **Why do different words appear in different categories?**

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The Jigsaw Exercise:

This exercise is designed to allow people to explore why people understand and “see” things in different ways depending on their background and experience.

After introducing the activity using the PowerPoint, then divide the delegates into groups of 6-8. It is best to put people into groups in order to get the greatest diversity of people into each group. This can be done, for example, by putting individuals in different organisations or sectors in separate groups.

Set up three flip charts of white boards with the main 3 categories. Provide each group with a felt-tip pen and a number of sticky post-it notes. It is best to have different colour post-it notes for each group (or a different pen colour for each group) so that groups can be distinguished at a later stage.

When each group decides the category from which the term comes from, ask them to put it onto the relevant flip chart and then move onto the next term. Gradually more and more terms are posted under the 3 categories.

It is useful to re-arrange the terms on the boards during the process. Where the same term is placed on the same board by different groups, then they should be pasted on top of each other – this makes it easy to identify the terms with consistent category membership. Also, survey the post-it notes coming onto the board and note down ones which are being placed under different categories – this can be used in the forthcoming discussion.

Discussion



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- Why do some words appear under the same category and others not?
- Are some of the words/terms misleading – why is this and how could this be overcome?
- What sort of process would overcome misunderstanding over meaning and ensure people are working from a common language?

Discussion points.

Once the activity has come to conclusion it is good for delegates to stay in their groups, but to have a plenary discussion. A number of key points can be drawn out from the discussion, a few key ones are laid out below:

Placing of the post-it notes.

Where all terms are placed in the same category – this is a relatively easy issue and shows that there are some aspects which do have common understanding among coastal professionals.

Where terms are in two or more categories – this is a key point about different perceptions of the terms that different people or groups have. It is useful to pick one or more terms (noted previously) and to ask each group what were the reasons for putting these terms in the categories. The discussions can then be expanded into what the connotations of differing perception by individuals and groups or certain terms within ICZM.

Connotations for ICZM.

It can be useful to discuss what terms are missing from the words – it is likely that some delegates will have words to offer. Through this the complexity of the pieces of the coast can be re-enforced and noted that it is not realistic for one person to know all that is required about the coast, and thus the necessity for group working. Do delegates have good or bad experiences on working in groups in coastal issues?

It can be noted that “conflict” is commonly ascribed of the coastal zone, but in some cases this can be due to apparent or “semantic” conflict due to a differing of perceptions. Do people have any experiences when apparent conflicts turned out not to be real conflicts in ICZM?

It can be useful to identify the process of how the decision making was made. In some cases groups have been observed to make lengthy discussions and come up with a negotiated outcome, in some cases a short discussion is made and then a democratic vote is made, in some cases one individual has argued very strongly for the position of one terms and other groups members have finally accepted this. As ICZM is a group activity, how should decisions be made in ICZM?

At the end of the discussion, the learning outcomes should be reinforced through a short summary of the session by the facilitator.