



# TEP Annual Forum 2019

## Workshop Outcomes

@ThamesEstPart

# How can we tackle the root causes of plastic pollution in rivers/ocean at the institutional level?

## KEY INSIGHTS

- **Use Partnerships (e.g. Tideway partners) - talk to MPs at e.g. party conferences, so politicians get clear messages on where action's needed.**
- **Talk to Association of Plastic Recyclers about what needs to happen to improve plastic grade**

# How can we tackle the root causes of plastic pollution in rivers/ocean at the institutional level?

## CONVERSATION SUMMARY

- **Bottle deposit**
- **Tax virgin plastic**
- **Tackle attitude to hygiene of water fountains**
- **Pressure retailers**
- **Innovation in biodegradable plastics**
- **Need for trusted organisation to give evidence-based advice to public (EA with NGO?)**
- **Name top plastic-using companies**
- **Re-use discounts in cafes etc**
- **Litter source mapping (e.g. around schools)**
- **Labelling as non-recyclable**
- **Packaging legislation**
- **Concern that poorer communities who rely on non-recyclable products are punished.**
- **Visual projects, e.g. fill Tower Moat with plastic**

# **What are the barriers to organisations/business preventing elimination of bottled water?**

## **KEY INSIGHTS**

- They remain the most convenient option**
- Lack of incentives**
- Alternatives can also be unsustainable and have unintended consequences**
- Need to raise importance of values/social responsibility**

# What are the barriers to organisations/business preventing elimination of bottled water?

## CONVERSATION SUMMARY

- Children's awareness can spread to parents
- Are we upscaling the problem? I.e. moving from single use bottles to reusables
- Built into curriculum
- Not enough refill points/awareness/visibility
- Taste/perception of tap water
- Receptacle problems
- Lack of finance for refill points
- Profit - lack of business model and support for alternative
- Staff time to fill bottle
- Values: valuing the bottle, valuing the ocean
- Seeing the problem and understanding it
- Can history give us insights?

# **How can we encourage people to see their skills as transferable?**

## **KEY INSIGHTS**

- **Ways to measure non-technical skills framework**
- **Break down stereotypes with inclusive leadership**
- **Scenario testing at interviews and reviews**
- **Culture - enable movement and innovation**
- **Role of professional institutes**

# How can we encourage people to see their skills as transferable?

## CONVERSATION SUMMARY

- **Recruitment - framing, interview techniques**
- **Culture - empowerment of employees, encourage innovation and trying, drawing on talent**
- **School - mentoring, focus on skills not qualifications, it's ok to fail**
- **Value- seeing the value/positive broader view of skills, behaviours and competencies, not specifics**

# How can we encourage people to see their skills as transferable?

## NEXT STEPS

- **Business in community - essential skills**
- **Interdisciplinary teaching**
- **Emphasising learning from 'failure'**
- **Inclusive framing of jobs where transferable skills can be applied**
- **Encourage people to value skills or think broadly of what they can get involved in**



# Is there a (post-grad) marine sciences skills deficit?

## KEY INSIGHTS

- **Lack of senior scientists**
- **Risk of becoming 'silo-ed'**
- **More graduates, fewer jobs**
- **Time constraints limit CPD**
- **Access to marine environment may limit practical learning**

# Is there a (post-grad) marine sciences skills deficit?

## CONVERSATION SUMMARY

- **Improve graduate recruitment (message)**
- **More integrated science degrees and internships (sponsored?)**
- **Provide graduates with awareness of institutions and networking, provide mentoring and better pay**
- **Co-operation of professionals and citizen science**
- **Help institutionalised professionals ('silo-ism')**
- **Incentives for senior scientists to stay engaged**

# Is there a (post-grad) marine sciences skills deficit?

## NEXT STEPS

- **Better cooperation between professional bodies and citizen science**
- **Encourage academia to offer more integrated science courses (less applied)**
- **More internships needed**

# 'How can we 'join up' the gap between youth unemployment and the need for infrastructure 'green skills' development?

## KEY INSIGHTS

- Don't need to come into work with all the answers
- Engage imagination, empower/encourage youth
- Get parents on board
- Encourage female STEM participation
- Emphasis on training of apprentices
- Education system isn't working

# **'How can we 'join up' the gap between youth unemployment and the need for infrastructure 'green skills' development?**

## **CONVERSATION SUMMARY**

- Young people do want to make a difference and play a part in improving the environment but they need good training and ongoing mentoring in order to: be intrigued and be supported to stick with it**
- Young people do have opportunities, but they need to really understand which skills lead to which roles**

# 'How can we 'join up' the gap between youth unemployment and the need for infrastructure 'green skills' development?

## NEXT STEPS

- Give year 6 students 'real world projects' to help them to create the answers themselves
- Start at a primary level
- Visit parents at work days
- Talks to parents from industry leaders
- Transfer skills between individuals
- Sandwich years
- OYAP-style programme when in apprenticeships
- Every company should have an education department
- STEM ambassadors at e.g. Jacobs

# How can we engage with new (especially younger) audiences?

## KEY INSIGHTS

- How do you make it relevant?
- Influencers? Bloggers?
- Schools
- Telling a story/adventure
- Competitions

# How can we engage with new (especially younger) audiences?

## CONVERSATION SUMMARY

- **Outreach - e.g. Tideway**
- **Why does it matter?**
- **What are benefits/education value?**
- **Awareness, signage, interpretation, motivation**
- **Schools - youth groups**
- **Incentives**
- **Add to curriculum**



# How can we engage with new (especially younger) audiences?

## NEXT STEPS

- **Contacts**
- **Investigate what's already out there**
- **Partnership working**
- **Map out why this matters**

# Where are the funding gaps in the field and how can we fix them?

## KEY INSIGHTS

- **Gap in Thames Natural Capital Opportunities and Convening**

# **Where are the funding gaps in the field and how can we fix them?**

## **CONVERSATION SUMMARY**

- **Speaking about gaps in fisheries funding, who plays what role**
- **How can funding for local authorities increase?**
- **How to work closer in hand with local authorities via boards or steering groups with funds, community groups etc**
- **Funding is clearly required, can we begin to look at a natural capital fund for Thames, have a forum/ group on that, could that then answer the lack of funding?**

# **Where are the funding gaps in the field and how can we fix them?**

## **NEXT STEPS**

- **Build forum and conversation to increase awareness**
- **Lobby government to facilitate funding provision**
- **Insurance Involvement**

# **How can we use arts and culture to create lasting connections to the environment and move beyond traditional education?**

## **KEY INSIGHTS**

- **Augmented reality- something to explore to foster connections and boost learning**
- **Catching people who are time poor and making it fun**
- **Build in the 'joy of the unexpected' - helps to jolt people and make connections**
- **Physical access around trails and financial access (keeping things free)**
- **Draw art installations from communities**
- **Staycation messaging - explore your local environment - holiday rather than day trip**
- **Make things easy, cheap and appealing - connection more explicit e.g. 'Ocean this way'**

# **How can we use arts and culture to create lasting connections to the environment and move beyond traditional education?**

## **CONVERSATION SUMMARY**

- **Sensory interventions can help foster connections and might be more appealing-e.g. listening, talking**
- **Lots of interventions at different scales possible and co-location of cultural interventions-e.g. big fireworks displays**
- **Layering historical perspectives**
- **Art, architecture and engineering - and the environment**
- **Small, creative and educational activities, music production, development of a whole new, floating river museum**
- **Digital design through VR and AR**

# **How can we use arts and culture to create lasting connections to the environment and move beyond traditional education?**

## **NEXT STEPS**

- **Identify target audience(s)**
- **Explore a natural 'home' for a range of arts and cultural intervention, e.g. the working group on people and places**
- **Properly list creative ideas and see what could work or be fundable**

# How can we engage councils and encourage them to 'get their feet wet'?

## KEY INSIGHTS

- **Nearness to sea gives a big sense of place**
- **Identify whats in it for them, see great examples**
- **EA and MMO found a common keen council**



# **How can we engage councils and encourage them to 'get their feet wet'?**

## **CONVERSATION SUMMARY**

- **TE2100 good experience of pockets of knowledge at the parish level but hard to transpose to a local thames estuary level**
- **City of London a good example of engagement - TE2100**
- **Personal enthusiasm vs corporate requirement**
- **Confusion of who should a LPA contact? EA, PLA, T21**
- **Catchment partnerships in London**
- **Departments that set up working well vs those that set up poorly**
- **Be aware of political timescales for elections**

# How can we engage councils and encourage them to 'get their feet wet'?

## NEXT STEPS

- **Speak to engaged councils to find out**
- **Continue to engage with GLA when meeting councils**
- **Organisations link up**

# How do we shift to the BIG problems... from focus on plastic to a genuinely healthy ocean?

## KEY INSIGHTS

- We don't need everyone to advocate for change, just the 3% that will create a tipping point
- Connection creates agency (e.g. young people in Montserrat)
- Urgency: the challenge and change is now
- We have the science - we need it translated into achievable action
- It is difficult to express your values among colleagues where values are invisible or not aligned-discovery as a route to change-people more inspired if they are able to find it themselves

# **How do we shift to the BIG problems... from focus on plastic to a genuinely healthy ocean?**

## **CONVERSATION SUMMARY**

- **No one audience - need to knock on all the doors**
- **Perception change - is possible. Sets a path for incremental change**
- **Intergenerational learning**
- **Whose behaviour needs to change? Youth (enabled to connect, as simple as connecting to water), Industry (whatever reasons are motivating them)**
- **Businesses need to realise they need to be sustainable to survive, sustainability needs policing**
- **What drives change? Media, Consumer pressure, momentum**
- **Urgency- still need to maintain long term view, but need is NOW, behaviour change is slow**

# **How do we shift to the BIG problems... from focus on plastic to a genuinely healthy ocean?**

## **NEXT STEPS**

- **Joined up messaging/clarity**
- **Intergenerational connection**
- **What differences can people make within their own businesss- express values e.g.Thames Tideway Tunnel**
- **Clear questions for businesses - personal responsibility across the TEP Partnership-Climate Change**