



Lincolnshire Wildlife Trust



EDUCATION AND COMMUNITY ACTION PROJECT

From the Humber to the Wash

Helping more people to understand and care for our natural heritage



SUPPORT DOCUMENT

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Lincolnshire Wildlife Trust, Banovallum House, Manor House Street, Horncastle, Lincolnshire LN9 5HF
Tel: 01507 526667 Fax: 01507 525732 e-mail: lincstrust@cix.co.uk website: lincstrust.co.uk

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1. EXECUTIVE SUMMARY

- 1.1 In November 2001 the Heritage Lottery Fund awarded a 75% grant to the Lincolnshire Wildlife Trust towards the costs of a three-year heritage education project. The total project costs will be approximately £½ million, the balance being made up from landfill tax credits contributed by Waste Recycling Group, the Trust's funds, Local Authorities and voluntary contributions.
- 1.1 The Lincolnshire Wildlife Trust includes among its charitable aims the promotion of education linked to natural heritage. For over 50 years it has encouraged educational use of nature reserves, particularly at Gibraltar Point where it operates a residential field centre.
- 1.2 The Trust has conducted research into the needs associated with environmental heritage education and has consulted the three Local Education Authorities in Lincolnshire, the University of Lincolnshire and Humberside, De Montfort University, Bishop Grosseteste College, other colleges, schools, teachers, the local WEA Tutor/Organiser and community groups.
- 1.3 As a result of this research and discussion, the Trust, in liaison with partners, has concluded that there are needs:
 - to provide opportunities for using nature reserves more effectively for education;
 - to develop teaching resources in accordance with curricular requirements
 - to promote greater awareness of nature reserves as heritage sites, their management, and the need for more community involvement in them.
- 1.4 The project which has been devised to address these needs focuses on four distinct audiences linked with four principal natural heritage sites – Gibraltar Point, Whisby Nature Park, Snipe Dales and Far Ings. In addition 20 other nature reserves will benefit from the development of teaching resources. Community outreach, market research, website development, and school visits will also feature in the work programmes.
- 1.5 The project covers a three-year programme of development and involves the employment of an Education Development Officer, two site-based Education Officers and a peripatetic Education Assistant.
- 1.6 The aims of the project may be summarised as:
 - To provide new and accessible educational resources for school pupils, college and university students and the wider community based on a series of natural heritage sites across the region between the Humber and Wash estuaries, drawing on new audiences.
 - To raise awareness and encourage active participation by all sections of the community in the enjoyment and management of heritage sites for nature conservation.
- 1.7 Detailed objectives are set out in Section 4.

2. PROJECT RATIONALE

2.1 Introduction

A fundamental part of the Trust's philosophy which is shared by other Wildlife Trusts in a UK 'People and Wildlife' policy, is to encourage enjoyment and educational use of the heritage assets in its care. This is based on our belief that if people understand and enjoy the natural environment they will care about its conservation and protection, and on our conviction that appreciation of natural heritage enriches people's lives. Our limited resources have meant that we have hitherto concentrated our educational and interpretive efforts on those people who visit a handful of major sites. We now wish to do more to reach out to the wider community rather than assume that people will come to us, and to make better use of the heritage assets we manage for these purposes. We hope to improve the range and quality of the services we offer such as site-based interpretation, work with schools and other educational establishments to make better use of nature reserves, provision of advisory services and activities designed to provide people with information on biodiversity and sustainability.

The principles that guide our proposals are:

- The desirability of promoting first hand experience of the natural environment, principally at sites managed by the Trust as nature reserves.
- The need to involve local communities in practical management of heritage sites.
- The benefits of active learning through enjoyable, intellectually stimulating teaching.
- The provision of safe and enjoyable surroundings in which children and adults can learn.

2.2 New direction

The range of current Trust activities looks impressive at first glance but large sections of the community, especially younger people, are not being reached. There is a primary school population of 15000 in North Lincolnshire and 17000 in North East Lincolnshire to add to the 55000 primary places in Lincolnshire. In addition there is a combined three-counties secondary school population of about 56000. Only a tiny fraction of this school population benefits from first hand experience of heritage sites. The three LEAs have limited facilities to offer for field teaching at heritage sites. Government funding is increasingly directed at schools rather than LEAs so that opportunities for LEA-led educational improvement at heritage sites is restricted. There is a need to address this problem. Contact with schools and colleges has demonstrated the need which is discussed in Section 2.3, with supporting documents provided in.

At present active participation in the conservation work of the Trust is largely focussed on volunteers from the membership. The Trust is actively seeking to protect more of the county's wildlife heritage and as the extent of habitat under conservation management increases, so the need for volunteer management increases. There is scope for involving more community groups and individuals who are not Trust members in helping to sustain biodiversity.

The Five-Year Capital Management Project funded by the Heritage Lottery Fund has enabled many improvements to be made at nature reserves. These include some provision of interpretative material but the main heritage sites still lag behind in up-to-date approaches to interpretation.

The Lincolnshire Wildlife Trust and its various partners (e.g. Lincolnshire County Council, North Lincolnshire County Council, North East Lincolnshire County Council, University of Lincolnshire and Humberside, De Montfort University, WEA, schools, colleges) believe that the most effective way to achieve greater involvement is to provide a project which will:

- Increase educational initiatives and partnerships with Local Education Authorities (LEAs), and with schools, colleges, local universities and local Wildlife Watch Groups (who have a strong family involvement), to promote community-led involvement of young people. Initiatives will include reciprocal arrangement with LEAs for in-service training for teachers and LWT staff, work with the Education for Sustainable Development initiative, Healthy Living and School Grounds Projects. The Trust also intends to explore relationships with the newly established Learning Skills Council.
- Enhance the provision of leisure learning and "learning for life" courses, practical conservation skills training, work experience linked to national recording of achievement, thereby encouraging involvement of people within the region.
- Enhance the provision of information, including use of information technology, for community groups and the general public.
- Provide more opportunities for practical involvement in nature conservation management

2.3 Support for change and development

Discussions have been held with each of the Local Education Authorities covering the historic county of Lincolnshire and with many schools and other educational establishments with interests in the county. There is evidence of strong support for a project that will provide new resources to focus on people, especially young people, on wildlife and other environmental issues.

The following organisations, groups and individuals support the project:

- Lincolnshire Wildlife Trust Board of Trustees
- three Lincolnshire LEAs
- Lincolnshire Biodiversity Action Plan Steering Group (currently 24 partners)
- University of Lincolnshire and Humberside,
- De Montfort University (Riseholme and Caythorpe Campus)
- University of Hull
- University of Nottingham (School of Continuing Education and Geography Department)
- Bishop Grosseteste College
- WEA East Midlands (Tutor/Organiser for Lincoln and mid-Lincolnshire)
- Headteachers and teachers from several primary and secondary schools
- Lincolnshire Tourism

Biodiversity and sustainability are key concepts in the 21st Century. A report by Young J, 1999¹ identified 8 key sectors in need of biodiversity education, including schools, college and universities, the community at large and community interest groups. Local Agenda 21 officers are in need of support for delivering their objectives to similar key sectors. The Trust is in a unique position within the three counties to develop policies to meet these needs. It has heritage sites, field and conservation staff and member expertise but currently lacks teaching staff to develop and deliver material in order to fulfil the aims listed in 4.1.

2.4 Previous experience

During the 52 years of its existence the Lincolnshire Wildlife Trust has pursued its aims by involving people in active conservation, in managing sites and in working with school and adult groups. Wardens, part-time teaching staff and volunteers/members drawn from local communities have had a major role in this provision.

The Trust has considerable experience of working in partnership with others. Current partnership projects include:

- Managing a Five-Year Capital Management on Nature Reserves Project funded by the Heritage Lottery Fund covering 59 nature reserves.
- Managing a Lincoln Green Project with Lincoln City Council and Groundwork Trust involving local communities (This has demonstrated that there are opportunities for community group and individual involvement).
- Providing a secretariat and chairman for the Lincolnshire Biodiversity Action Plan involving a partnership of 24 organisations.
- Managing Gibraltar Point Field Station and NNR in partnership with LCC and East Lindsey District Council.
- Managing Whisby Nature Park and Education Centre, and the Natural World Centre in partnership with North Kesteven District Council and Lincolnshire County Council.
- Managing Snipe Dales Country Park and Nature Reserve in collaboration with Lincolnshire County Council.

2.5 Target audiences

2.5.1 The project is based on four principal heritage sites each of which targets a separate geographical audience. Whisby draws principally from the Lincoln area, extending into Nottinghamshire, although visitors also come from all parts of the East Midlands. Snipe Dales serves central Lincolnshire. Far Ings serves North and North East Lincolnshire with a substantial uptake from South Yorkshire. Gibraltar Point has the widest geographical audience, serving the whole of the East Midlands for both ordinary visitors and educational groups.

2.5.2 Within these geographical divisions the audience may be sub-divided according to educational needs:

¹ Summary of Results for the National Survey of Policy and Action to support the Biodiversity Action Plan Process through Education. Jenny Young 1999 School of Environmental Management Farnborough College of Technology

- 2.5.3 Schools: The total primary and secondary school population of the three counties is about 143,000. Add to this schools in Newark and Hull, for example, and the potential school audience rises to over 150,000. For Gibraltar Point the potential is still higher since it attracts residential groups from all over the East Midlands. The Trust's records indicate that the four principal sites are at present used by only a small percentage of the total potential audience. The chief limitations are the availability of advice, site teaching expertise and good teaching materials. There are also many schools in socially deprived areas of Lincoln, Scunthorpe, Hull and Grimsby as well as other towns where pupils would benefit from visits to heritage sites but where transport costs prevent such visits. If some of these needs can be addressed there is great potential for increased school participation in heritage sites across the region. Details of target audiences for each of the four principal sites are given in Sections 4.5 - 4.8.
- 2.5.4 Universities, Teacher Training Colleges and Further Education Colleges: There is some current involvement with these but although the Trust has some facilities it lacks the trained manpower to develop the potential which exists at the four principal heritage sites.
- 2.5.5 Community: The three Lincolnshire counties are predominantly rural with urban concentrations around Lincoln, Scunthorpe and Grimsby. All the urban areas and the villages have youth and community groups and at the present time only a few are involved in conservation activities. With improved staff resources more could be targeted for involvement. The Lincoln Green Project has demonstrated how successful this could be.
- 2.5.6 Tourists: The City of Lincoln and the coast attract large numbers of tourists drawn from major cities within the East Midlands region and elsewhere. Gibraltar Point, with around 175,000 visitors annually, is the most popular visitor attraction in the sub-region after Lincoln Cathedral and Castle. Far Ings, Whisby and Snipe Dales each attract about 40,000 visitors annually, giving a grand total of some 300,000 for the four heritage sites. With improved staff resources more organised site activities could be provided to help people understand and care for the environment. Additional interpretive material will also assist in this process.
- 2.5.7 Each of the four principal heritage sites is capable of attracting new clients from the four audience categories shown above. All are readily accessible by road. The associated sites also enjoy reasonable road access. See location map on page 10.

3. SITE INFORMATION

3.1 Principal Heritage Sites

The Project is centred on four principal heritage sites which are described below. These four sites are the Trust's main centres for attracting large numbers of visitors. The Trust's present resources for visitor management and interpretation are concentrated on these sites. Wardening staff are based at all four, and some - notably Gibraltar Point and Far Ings - serve as regional bases for the management of other nature reserves. All have good visitor facilities, which include visitor centres at Gibraltar Point and Far Ings. At Whisby Nature Park there is a new *Natural World Centre* operated by North Kesteven District Council which includes an interpretive exhibition for the Nature Park. The Trust also runs the new Education Centre on the Whisby site and a Wash Study Centre at Gibraltar Point which caters for resident and day groups.

3.2 Location Map

Location of four principal heritage sites in relation to regional centres and access routes



3.3 Gibraltar Point

3.3.1 Heritage Value

Gibraltar Point National Nature Reserve, situated in the District of East Lindsey, consists of 485 hectares (1198 acres) of sandy and muddy shores, sand dune, saltmarsh and freshwater marsh stretching south from Skegness about 3 miles to the edge of the Wash. It is a site of national and international importance with national and international designations – Site of Special Scientific Interest, a proposed World Heritage Site, Special Area of Conservation, Special Protection Area (EU Birds directive), and Ramsar Site (wetland site of international importance). The nature reserve is part leasehold and part freehold. There are long leases with Lincolnshire County Council and East Lindsey District Council and the whole area is managed by the Trust. There is rich species and habitat diversity. The principal management aim is to reconcile its intensive use for education and public enjoyment with the conservation of the wealth of plants, animals and natural features. To this end educational use is carefully planned; public access is regulated by bye-laws; car parks are provided adjoining the public road; and tracks are well made and defined. Many plants growing in characteristic habitats are labelled at points where they may be seen from the paths. Additional land has been acquired by the Trust in recent months with the intention of recreating wetland and grazing marsh. Gibraltar Point is a key heritage site in delivering the coastal targets associated with the Lincolnshire Biodiversity Action Plan. The nature reserve is staffed by two full-time wardens and a contract estate worker. The Wash Study Centre has a seasonal full-time complement of three. A part-time secretary serves both the nature reserve and Field Station.

3.3.2 History

This part of the coast is very dynamic and is accreting southwards and eastwards. The changing coastline has affected human settlement in the area. Wainfleet was a busy port in medieval times and Gibraltar Point was the closest anchoring point for the larger boats. A coastguard station, a farm and cottages were present but became neglected after the last commercial boat used the Haven in the early 1920s. In 1937 most of the area around the Point was purchased by the then Lindsey County Council as a safeguard against threatened developments. In 1949 the Trust proposed that the site should become a statutory nature reserve and it was so declared in 1952. The historical aspects of the site are well illustrated in the Visitor Centre.

3.3.3 Current educational activity

Situated within the National Nature Reserve, is a residential field station (known as the Wash Study Centre) which has laboratory and classroom facilities and residential accommodation for 36 staff and students. Day-visit groups of 50 can also be accommodated in a classroom. The Study Centre is centred on the 19th century coastguard station. It has been significantly enlarged and developed over the years in partnership with Lincolnshire County Council and East Lindsey District Council and has played a pioneering role in the educational use of nature reserves. There is a Visitor Centre which is an integral part of the complex. The Study Centre provides for:

- Studies of coastal processes. Research on sand dune and saltmarsh interaction, studies of bird migration and monitoring of the Wash.
- Secondary and primary school courses in biological and geographical fieldwork, environmental studies and conservation.

- Adult education courses, organised by the University of Nottingham School of Continuing Education and the WEA, on a wide range of natural history and landscape studies. Tutors include Trust volunteers and staff. These courses draw regional and national clientele.
- Courses and facilities for special interest groups, particularly for bird studies. Attendees from across the UK and from overseas (eg from Kenya in 1996, Thailand in 1997, Derbyshire geographers in 1996 and Anglian Water, RSPB team meeting, English Nature Team meeting in 1997, Wildlife Trusts Education Conference in 1999).
- Accommodation and laboratory facilities for groups from a wide range of educational institutions including universities and FE colleges.
- The University of Lincolnshire and Humberside students who use the facilities.
- A range of day group visits and guided walks, talks and events for children and families.
- Interpretive boards and displays including information on the Coastguard Station, seaside holidays in Skegness and the Lincolnshire coast, and the seashore life of the coast and the Wash.
- General information through leaflets and a notice board which is updated daily and gives information on what can currently be seen on the reserve.
- In 1999 there were about 175,000 visitors to the site of which about 70,000 used the Visitor Centre; 2600 residents (as visitor days); 2000 on educational day visits. It is interesting to note that only six National Trust sites in England & Wales exceeded the number of visitors to Gibraltar Point in 1999 (National Trust Annual Report 1999/2000).

3.3.4 Associated sites

The following Trust nature reserves are within easy reach of Gibraltar Point. All provide some educational opportunities and have capacity for expansion if teaching guidance and resources can be provided:

- | | |
|--------------------|-------------------------------------|
| • Donna Nook | Hoplands Wood |
| • Willoughby Line | Saltfleetby National Nature Reserve |
| • Mill Hill Quarry | Sea Bank Clay Pits |

3.4 Whisby Nature Park

3.4.1 Heritage Value

Whisby Nature Park is situated in the District of North Kesteven, a few miles south of the City of Lincoln and is part of a complex of glacial sands and gravels which have been exploited over the years to leave water-filled pits separated by overburden which has developed grass and scrub. At the nearby village of Thorpe on the Hill there is evidence of glacial terraces. The Nature Park, extending to over 152 hectares (375 acres), is part owned by the Trust and part leased. It is managed by the Trust on behalf of the partners (Lincolnshire County Council, North Kesteven District Council and Thorpe on the Hill Parish Council and Lincolnshire Wildlife Trust). As well as lakes and islands there are a number of former sediment lagoons which have developed birch and willow scrub. There are open, sandy, grass-dominated glades which are maintained by rabbit grazing. An area of oak woodland adds to the habitat diversity. There is a rich variety of wildlife including over 450 plant species, 180 bird species, 250 moth species and

20 dragonfly species. Interpretive boards are placed at key places along well-maintained footpaths to help the public understand and enjoy nature. Whisby Nature Park has a role in relation to the Lincolnshire Biodiversity Action Plan in delivering targets for wetland habitats of local importance. The Nature Park has a full-time complement of two wardens.

3.4.2 History

The Nature Park was established in 1989. Until the 1841 Enclosure Act the land formed part of Whisby Moor that was used for rough grazing after woodland clearance. After enclosure the land was used for arable farming. Sand and gravel extraction started in 1939 and lasted up to the present day. Adjoining sites are largely but not entirely worked out. Industrial artefacts are present in the locality. The site is the only one in the area to illustrate local industrial heritage as well as biodiversity.

3.4.3 Current educational activity

There is a new Education Centre that is used by groups of school children, mainly of primary age. Nature trails, guided walks and other events are organised throughout the year. Leaflets and other information are available. School groups and adults come from other counties within the region. North Kesteven District Council in partnership with Lincolnshire Wildlife Trust and Lincolnshire County Council is developing a Natural World Centre as part of a Millennium Project. A major interactive display will be part of the Natural World Centre to be managed by the District Council, whilst the Trust manages the Education Centre together with workshops for the management of the Nature Park which complete the project. The Education Centre includes a fully equipped laboratory and a classroom together with ancillary rooms. All the new facilities were opened by HRH The Duke of Edinburgh in March 2001. About 40,000 people per year visit the site. The Trust has the experience to make effective use of the facilities but it currently lacks the manpower and finances to develop the full potential. The Nature Park already attracts some school groups. In 1999 21 schools visited on a total of 40 days, bringing a total of 1354 pupils as follows:

Key Stage 1	225	Key Stage 2	855
Key Stage 3	241	Key Stage 4	7
GNVQ	3	Special	23

3.4.4 Associated Sites

The following Trust nature reserves are within easy reach of Whisby Nature Park and already provide some educational opportunities that can be increased with the provision of suitable teaching resources:

- Burton Pits
- Boultham Mere
- Goslings Corner Wood

3.5 Far Ings

3.5.1 Heritage value

A large site of 59 hectares (145 acres) of outstanding natural heritage value on the Humber Bank in North Lincolnshire, consisting of lakes and reedbeds. It is part of a larger complex of habitats of international and national importance. The nature reserve is owned by the Trust. Recent management has focussed on extending reedbeds and creating shallow scrapes as well as maintaining habitat diversity.

The reedbed priority was rewarded last year with at least one nesting pair of bitterns returning and producing chicks after an absence of over 30 years. The reed is harvested for thatching and areas are burnt to encourage better growth. Far Ings is the main base for the Trust's flock of Hebridean sheep. The Trust was one of the first Wildlife Trust to establish a flock of Hebridean sheep for reserve management and the practice has since been adopted by English Nature and other Trusts. The reserve is an SSSI, a Ramsar site, Special Protection Area and is a proposed Special Area of Conservation. Far Ings is a key heritage site in delivering the coastal targets associated with the Lincolnshire Biodiversity Action Plan. A Warden and Assistant Warden covering the north of the historic county are based at Far Ings.

3.5.2 History

'Ings' is an Old English word for 'wet pasture'. Before embankment of the River Humber against flooding these wet pastures were part of the Humber flood plain. Underlying clay has been used for brick and tile making since Roman times. In the late 19thC there were 15 brick and tile yards and a cement works along this stretch of the Humber Bank. The yards were abandoned in the early 20thC as the clay was worked out. As the old clay pits filled with water, reeds and willow began to colonise to provide a haven for birds and wildflowers. In 1983 the Trust acquired 100 acres of old pits to establish Far Ings nature reserve. A visitor centre and classroom were created out of a restored farm building in 1991.

3.5.3 Current educational activity

Far Ings is well used by visitors (about 40,000 in 1999). There is a small classroom which caters for school parties (400 pupils and 176 other children from non-school groups in 1999). Nature trails, guided walks and other events are organised throughout the year. Increasing use of educational facilities by schools from North Lincolnshire, North East Lincolnshire and Hull indicates a need to expand facilities. The Trust has identified a need to improve on-site facilities, including interpretive boards, and this project will provide the opportunity to demonstrate a need for more facilities.

3.5.4 Associated Sites

The following Trust nature reserves are within easy reach of Far Ings. All provide some educational opportunities and have capacity for expansion if teaching guidance and resources can be provided:

- Barton Reedbed
- Scotton Common
- Messingham Sand Quarry
- Killingholme Haven Pits
- Crowle Moors

3.6 Snipe Dales Country Park and Nature Reserve

3.6.1 Heritage value

Situated in the District of East Lindsey, Snipe Dales is one the few semi-natural wet valley systems surviving in the southern Wolds. Some 36.4 hectares (90 acres) are designated as a Country Park, whilst the remaining 53.9 hectares (133 acres) is a statutory local nature reserve. The area consists of valleys with streams and woodland on sandstone and clay. A spring line indicates the separation of the sandstone and the lower clay strata. Snipe Dales Country Park and Nature Reserve

are owned by Lincolnshire County Council and are managed by the Trust. The Country Park is mainly coniferous woodland although management has involved planting more deciduous trees and shrubs. Several recently dug ponds have added to the diversity. Management includes maintenance of a system of paths, some of which have easy access for wheelchair users. Car parks, picnic tables and toilets are provided. The nature reserve section has more habitat and species diversity, including old grassland which is being restored through sheep and cattle grazing. A small Trust herd of traditional Lincoln Red cattle has been established on site. Snipe Dales is staffed by two wardens.

3.6.2 History

Most of the Country Park area was previously owned by the Forestry Commission who planted a Corsican pine woodland. The nature reserve area consists chiefly of rough grazing grassland with small wooded lateral valleys that had been abandoned for farming at the time the land was acquired. Native broadleaf trees have been planted to replace some of the conifers and various ponds have been created since the establishment of the Country Park.

3.6.3 Current educational activity

Snipe Dales is used by primary and secondary schools for studies of the geography, geology and natural history of the area (1850 pupils in 1999). Such study visits are often based on courses and materials developed in co-operation with staff of the Lincolnshire County Council (through Frieston Hall Field Centre) and the Trust has plans to develop educational work further at the site. In 1999 there were 47,000 visitors to the site.

3.6.4 Associated Sites

The following Trust nature reserves are within easy reach of Snipe Dales and are already used by some educational groups. There is potential for more educational opportunities if educational resources were to be developed and tutor input provided.

- Sow Dale
- Kirkby Moor
- Moor Farm
- Furze Hill
- Red Hill
- Roughton Moor Wood
- Hatton Meadows

4 PROJECT PROPOSALS

4.1 Aims

- To provide new and accessible educational resources for school pupils, college students and the wider community based on a series of heritage sites across the region between the Humber and Wash estuaries, drawing on new audiences.
- To raise awareness and encourage active participation by all sections of the community in the enjoyment and management of heritage sites for nature conservation.

In order to achieve the project aims three objectives have been identified:

4.2 Objective 1

To deliver educational benefits by increasing the number of groups using heritage sites in Lincolnshire and by providing more educational resources, including those for on-site use.

4.2.1 Evidence of Need

Discussion with LEA officers from the three counties, and with teachers and lecturers, has highlighted the limited local resources relating to countryside education and Local Agenda 21. The re-direction of funds by the Government from LEAs direct to schools limits LEA input into environmental education. Current LEA provision cannot satisfy demand. The LEAs are not able to offer field teaching sites apart from one or two minor examples. More schools are developing an interest in Education for Sustainable Development which provides a vehicle for integrating social, economic and environmental issues which can be delivered at LWT natural heritage sites. Schools are also keen to see new opportunities for cross-curricular work on key stages in the National Curriculum, including numeracy and literacy.

The achievement of Objective 1 is dependent upon contact with teachers in schools right across the Lincolnshire parts of the two government regions. It will be necessary to visit schools and find out from teachers their requirements for site-based material as well as follow up resources for classroom use. Resource material will need to be produced, both centrally and at the heritage sites. In addition the new staff will be required to teach the school groups attending the sites (Some flexibility of use of Education Project Officers will be required depending on their qualifications/experience and the needs of school groups so that all Key Stages are covered). Liaison with LEA staff will ensure effective delivery to schools. In line with current practice reports feeding into a skills register will be provided for each student if required. The Education Project Officers will receive the necessary training to enable key skills to be used as part of a Key Skills Qualification. From 2002, all universities will recognise the achievement of Key Skills units where different levels will equate with entry points. The key to providing more educational resources is the appointment of four qualified teachers as education officers at Gibraltar Point, Whisby Nature Park and centrally at headquarters.

4.2.2 Outputs

- Improvement in the quality of education and interpretive provision.
- Information packs on KS topics is currently very limited so there will be a significant increase in the range of topics available for study, especially at KS1/2 level and for 6th form groups.
- New interpretive boards at Far Ings and Snipe Dales.
- An increase in the number of visiting groups. There is the capacity to double the number of groups at Whisby and to provide at least a 25% increase at the other three heritage sites.
- Transport will be provided for groups from schools in socially deprived areas in the region and for first time visits to enable visits to heritage sites to be made. This will include residential groups at Gibraltar Point.
- The resources developed for school use will be based on National Curriculum 2000 requirements at the various Key Stages (KS). KS1 and KS2 will cover topics suitable for Scientific Enquiry and Life Processes and Living Things (e.g. plants: seed dispersal, adaptation, use of keys, life cycles, etc. Pond dipping: identification, classification, keys, feeding relationships, etc). KS3 and KS4 –will continue topics using investigative skills in scientific enquiry, living things in their environment, data handling, linking with citizenship, especially with sustainable development and Local Agenda 21. KS 5 – specialist 6th form topics (e.g. adaptation to the environment, ecosystems, biodiversity, data handling and statistical analysis, conservation).
- The project will develop new resources in the form of teachers' packs that can be used with visiting groups. A prerequisite for this resource is the organisation of a series of school visits to teachers and to LEA advisers in order to determine the exact nature of resource requirements. The above examples provided by teachers illustrate the range that can be tailored to each Heritage site and to each Key Stage. A programme of topics suitable for changing 'A' and 'AS' level syllabus requirements will be developed in consultation with 6th form teachers, some of which has already taken place. More identification aids will be developed for use in the classrooms and laboratories (the latter at Gibraltar Point and Whisby).
- 'Learning for life' and 'leisure learning' courses will be developed as part of a programme for adults. A limited programme is in operation at Gibraltar Point in conjunction with Nottingham University School of Continuing Education. There is considerable potential for a varied programme at Whisby, and at other sites, linking up with WEA provision. The organisation of these courses will come within the project but course tutors are likely to be drawn from an existing pool.
- More vacation activities for young people along the lines of "kids gangs" at Gibraltar Point need developing. The five groups organised in August 1999 attracted 317 youngsters and adult helpers.
- More events aimed at tourists and casual visitors, further developing activities listed in the Trust's Countryside Events leaflet

4.3 Objective 2

To encourage awareness and provide an additional resource by developing Internet facilities, first for use in schools, and secondly for the general public.

4.3.1 Evidence of need

Supportive evidence of need has been supplied by the LCC Curriculum Adviser. Discussions have been held with LCC Project Director of NETLinc since all LCC schools will soon be part of this project. There are two aspects to needs in this field. Teachers and pupils need the benefit of a good briefing before a field visit. This can be provided through the Internet giving a 'virtual impression' before the field visit. Teachers want this input. Teachers and secondary pupils have requested more local information to be made available through a web-site. Records are kept of 'hits' on the Trust's website, indicating good use. Provision for the general public is assumed to be a need; the evidence from 'hits' is indirect.

4.3.2 Outputs

- NETLinc, the Lincolnshire part of a government initiative to provide Intranet services for schools, will provide a direct link to pupils in schools. The project will develop material for the Trust's input to NETLinc. By September 2001 all schools in Lincolnshire will have a direct link through NETlink.
- The provision and use of video cameras on the heritage sites will enable feedback direct to pupils in their classrooms by means of NETLinc, for example, relay of live pictures of birds at the nest.
- Other material suitable for websites for use in schools will be produced which will also be available on CD ROM. For example, a CD ROM prospectus on opportunities at the heritage sites.
- Material suitable for the general public will be produced on new pages of the Trust's website. Samples surveys at various meetings indicate that an increasing number of families have facilities for using the web. At least one member of Trust staff has considerable experience in developing website material, including award winning web pages.
- Training will be given to the newly appointed Project Officers so that the website material can be produced during the period of decreased demand for field work teaching.

4.4 Objective 3

To raise awareness and encourage active participation on heritage sites by increasing publicity, by providing training opportunities, new courses and by seeking direct approaches to community groups not currently involved in conservation work.

4.4.1 Evidence of need

Lincolnshire Wildlife Trust is a member organisation with a fairly small number of specialist staff who are charged with managing nature reserves and recruiting volunteers to assist in the management. The nature of some habitats requires that regular management is necessary. LWT is currently restoring habitats, acquiring new nature reserves, and enlarging existing ones. In order to maintain good standards of management more volunteers are required to assist. It is a key feature within an environmental education programme to involve as many young people

as possible to help them understand biodiversity and help care for our heritage. Currently there is limited involvement on nature reserves with Duke of Edinburgh students, with BTCV and local conservation volunteer groups, with some school groups, scout groups, youth groups and social exclusion groups, suggesting that more community involvement is needed. The evidence from LWT membership suggests that a smaller proportion of the younger generation (i.e. beyond Wildlife Watch age) is actively involved in reserve management compared to the 'older' generation. This needs to be addressed.

4.4.2 Outputs

- The Education Project Officers will visit schools, colleges and community groups to talk about the nature of the work and the outcomes for the students. There are very few school visits by Trust staff at present. The contribution to Key Skills records will be emphasised.
- Wardens and qualified Trust volunteers will provide training courses (e.g. use of hand tools, survey and recording). The project will build on the existing courses to at least double present output.
- The Public Relations Officer (existing Trust post) will be responsible for developing publicity through local media (radio and newspaper press releases), through direct contact with community groups, volunteer organisations, youth groups, etc. The direct contact will be the new output.
- There will be an increase in the involvement of youth and community groups as well as school groups.
- More information and more events will encourage involvement in active, hands-on practical conservation and help to provide the continuity of conservation across generations.
- The aim is to enable people of all ages to acquire new levels of skills, understanding, knowledge and enjoyment and to help them develop the ability to transfer and apply the attributes gained to new situations. Where appropriate records of achievement and skills records will be kept centrally in line with national skills records.
- Trust membership has increased by about 30% in the last three years. A similar growth target will be set for increase in volunteer input.

4.5 Audience 1: Gibraltar Point – The Lincolnshire Coast & Marsh

4.5.1 Target audience

Gibraltar Point is close to Skegness and Boston. Skegness and the holiday coast lying to its north attract a large summer population. This holiday population, together with large numbers of day visitors, is drawn from all parts of the East Midlands and beyond according to Tourist Board information. Many schools, especially Foundation (Grant Maintained) ones, in this coastal region are not currently involved in site visits. There are community groups in Skegness, Boston and neighbouring towns and villages with potential volunteers.

Gibraltar Point is unique among the four heritage sites in that it provides residential field facilities which have countrywide appeal. Marketing has lapsed in recent years and this needs to be addressed.

4.5.2 Delivery

A Gibraltar Point Education Officer will be recruited and will work full-time at Gibraltar Point and associated sites, supported by 15% of the Education Development Officers' time and 14% of the Peripatetic Education Field Assistant's time. There will also be volunteer input and advice from the Trust's Education Team, from Gibraltar Point Nature Reserve staff and the existing Public Relations Officer.

		People-days
Gibraltar Point Education Officer	(100%)	227
Education Development Officer	(15%)	34
Peripatetic Education Field Assistant	(14%)	32
Volunteer input		23
Public Relations Officer		4
Nature Reserve staff		9
	Total:	<u>329</u>

Action by Education Officer, in co-operation with other Education Project Officers and existing staff:

- Contact secondary schools, starting with all schools with known 6th forms taking biology and geography/geology.
- Contact primary schools, starting with Boston, Skegness and nearby villages: use LEA system to contact teachers.
- Action on subsidised visits by schools in socially deprived areas of the region to a coastal study centre.
- Arrange visits to schools to negotiate choice and content of information packages.
- Countrywide marketing of residential study facilities, including use of appropriate national journals.
- Write package material.
- Keep records of all actions.
- Projection of increase in numbers of groups based on 1999 data:

1999 data

Primary groups:

- ❖ No. of resident users: 12 groups, 315 pupils – could increase by 50% - a priority target
- ❖ No. of day users: 31 groups, 1132 pupils – could increase by 25% by extending the visiting season.

Secondary groups:

- ❖ No. of 'A' level residents: 31 groups, 468 pupils: could increase by 33%, especially self guided groups
- ❖ No. of 'A' level day users: 13 groups, 294 pupils – could increase by 50%
- ❖ KS3/4, day users: 9 groups, 258 pupils – could increase by 50% - a priority target

Higher/Special/Other users: 17 groups, 328 students – could increase by 33%

There will be an attempt to increase use in less popular months.

- Projection of increase in provision of information packs
 - Examples of 6th form topics: These examples are based on an information package developed by a 6th form biology teacher.
 - ❖ Adaptations to the environment, eg sand dune plants
 - ❖ Ecosystems: freshwater and/or sand dune system to illustrate some basic concepts; succession and basic field techniques
 - ❖ Biodiversity: distribution of plants/animals, using statistical packages and field techniques; succession
 - ❖ Conservation, eg grazing marsh grassland, dune management, linking with new SSSI optimum management

Examples of KS1 topics:

- ❖ Life processes; plants and animals in a local environment
- ❖ Green plants; naming parts, needs, seeds
- ❖ Caring for the environment

Examples of KS2 topics:

- ❖ Life processes; growth, reproduction, nutrition, links between life processes in plants and the environments in which they are found. Detail of each section.
- ❖ Variation and classification, making and using keys, identification and grouping locally occurring plants and animals
- ❖ Living things in their environment, adaptation of plants and animals using 2 different habitats
- ❖ Feeding relationships, food chains.
- ❖ Links with ICT for keys, databases; links with art for camouflage, symmetry, design; links with literacy and numeracy.

The use of internet and intranet material and a video link will be part of the work programme of the full time Education Project Officer based at Gibraltar Point, who will have the responsibility of managing the Wash Study Centre.

There will be close liaison with the NNR Site Manager, especially in relation to volunteer recruitment. There will be greater involvement with youth and community groups to involve new audiences in heritage site management at Gibraltar Point and associated sites (see section 3.3.4)

In certain cases transport will be organised to bring school or disadvantaged groups to the site.

4.6 Audience 2: Whisby Nature Park – The Lincoln Edge

4.6.1 Target audience

Whisby Nature Park is adjacent to a large urban population of about 100,000 which supports 31 Primary and 8 Secondary schools, Bishop Grosseteste College, De Montfort University, plus the University of Lincolnshire and Humberside which provides an Environmental Studies Department. Newark and other East Midlands town schools are within day-visit travel distance. Two recent evening meetings with teachers at Whisby, and other feedback from LEA advisers and

teachers, supports the general notion that existing users will continue to use the site and that new users are keen to make use of Whisby and associated sites, providing site information and KS material is available. Records of site use show that schools come from all parts of the region, including, Derbyshire and Nottinghamshire and Yorkshire.

Very few youth and community groups are involved in active conservation at Whisby and associated sites. A link with the Lincoln Green Project will provide a base for moving outwards to involve new groups.

4.6.3. Delivery

It is proposed that delivery should be through the employment of a full-time Education Officer for three years, with input and support from the Education Development Officer and Peripatetic Education Field Assistant. Advice will also be provided by the Trust's Education Team and existing Whisby Wardens, the Public Relations Officer and volunteers.

		People-days
Whisby Nature Park Education Officer	(100%)	227
Education Development Officer	(12%)	27
Peripatetic Education Field Assistant	(7%)	16
Volunteer input		23
Public Relations Officer		4
Nature Park staff		9
	Total:	<u>306</u>

Action by the Education Project Officer will be similar to that of the Officer based at Gibraltar Point:

- There is scope for doubling the number of school groups using Whisby, with the development of resource material along the lines of the illustrations given for Gibraltar Point (see Section 4.5.2).
- The Education Project Officer will liaise with tutors from the further and higher education establishments in Lincoln to develop use of the laboratory.
- The WEA tutor is willing to co-operate over the development of courses for adults.
- There is scope to liaise with the Lincoln Green Project Officer to develop contact with a wider range of youth and community groups.

For further details of the Job Description and Work Programme of the Whisby Education Officer.

4.7 Audience 3: Snipe Dales – The Southern Wolds

4.7.1 Target audience

Snipe Dales Country Park is central to most of the Lincolnshire towns and schools. The potential for greater involvement is considerable but a greater input of resources is required to exploit it. There are youth and community groups in these towns which are likely to respond to contacts made by an Education Project Officer. More effective publicity will help to attract new visitors.

4.7.2 Delivery

The Peripatetic Education Field Assistant will devote 30% of his/her time to Snipe Dales with supervision by the Education Development Officer and support from the existing site Wardens, Public Relations Officer and volunteers

		People-days
Education Development Officer	(36%)	82
Peripatetic Education Field Assistant	(30%)	68
Volunteer input		23
Public Relations Officer		4
Nature Reserve staff		9
	Total:	<u>186</u>

Action by the Peripatetic Education Field Assistant will be similar to the other Project Officers.

- In the first place schools will be contacted in the Horncastle, Tattershall and Spilsby areas together with surrounding villages. Suitable programmes of work will be drawn up after consultation.
- There will be liaison with Freiston Hall Field Centre to maximise use by their visiting students.
- There is the potential to increase school group use by at least 25% in the first year of the project with further increases in succeeding years.
- There will be more volunteer input into conservation management at Snipe Dales and associated sites (see section 3.6.4).

4.8 Audience 4: Far Ings – The Humber Hinterland

4.8.1 Target audience

Far Ings, is within easy access of Scunthorpe, Grimsby and Hull. The close proximity of the motorway (M180) and the Humber Bridge provides good access from Hull, Doncaster and other Yorkshire towns. North Lincolnshire has a school population of 25,785 and North East Lincolnshire one of 28,550. There is a huge potential for a major increase in active participation. In addition youth and community groups from Scunthorpe and Grimsby in particular will be targeted. More effective publicity will attract new visitors.

4.8.2 Delivery

The Peripatetic Education Field Assistant (approximately half time at Far Ings) will work with the existing staff at Far Ings and will have the support of a substantial input from the Education Project Development Officer. There will also be volunteer input and a time allocation from the existing Public Relations Officer and existing nature reserve staff. The actions will be similar to those listed under

Gibraltar Point. There will be more volunteer input into conservation management at Far Ings and associated sites (see section 3.5.4).

		People-days
Education Development Officer	(37%)	84
Peripatetic Education Field Assistant	(49%)	111
Volunteer input		20
Public Relations Officer		4
Nature Reserve staff		9
	Total:	<u>228</u>

4.9 Project Map

	Gibraltar Point National Nature Reserve	Whisby Nature Park	Far Ings Nature Reserve	Snipe Dales Nature Reserve and Country Park
Heritage assets	485 hectares of seashore, dunes and sea buckthorn scrub, saltmarsh and freshwater marsh.	152 hectares of flooded gravel pits with associated scrub, woodland and grassland.	59 hectares of flooded clay pits with reedbeds, grassland and scrub on the Humber Bank.	36 hectares of grassland and woodland in a wet valley system on the Spilsby Sandstone.
Biodiversity	Breeding and wintering wildfowl and wading birds, a rich coastal flora and many nesting birds. Also rich in invertebrates and mammals. Colonies of breeding shorebirds.	Important site for invertebrates including butterflies and dragonflies. Good populations of breeding birds and wintering wildfowl. Mammals include water vole.	Speciality is breeding reedbed birds - marsh harrier, reed warbler, bearded reedling and bittern. Also good diversity of other breeding and wintering wildfowl.	Sandstone flora includes spotted orchids and giant horsetail. Mammals include badgers. Many breeding birds - grasshopper warbler, lesser whitethroat and woodpeckers.
Facilities	36 bed residential field station with classroom and laboratory, Visitor Centre, classroom, four birdwatching hides and extensive managed footpath system.	Education Centre with well-equipped classroom and laboratory, managed footpath system and three birdwatching hides. Adjacent Natural World Centre	Visitor Centre with public toilets and field studies room, good footpath system and five birdwatching hides including a double-decker overlooking the main lake.	Information point with public toilets. Well maintained footpaths including links to adjoining sites. Viewing for beef herd and management interpretation.
Project Objectives	Delivery of heritage educational benefits by increasing the number of groups, including residential use of the Wash Study Centre, and enhancement of heritage experience for visitors and involvement in site management	Promotion of use of the Nature Park and the new Education Centre to deliver heritage education, and enhancement of heritage experience for visitors and involvement in site management	Promotion of the use of Far Ings for education including enhancement of heritage experience for visitors and use of Field Studies Room and exploration of need for expanded facilities and involvement in site management	Increased use of Snipe Dales and associated sites for heritage education and enhancement of heritage experience for visitors and involvement in site management
Audiences	Four target sectors within the whole of the East Midlands and beyond, with special emphasis on Lincolnshire schools, and a "Lincolnshire Coast and Marsh" theme.	Four target educational sectors within the Lincoln area and promotion of a "Lincoln Edge" theme	Four target educational sectors in North and North-east Lincolnshire and South Yorkshire with a theme concentrating of "The Humber Hinterland".	Four target audiences mainly in central Lincolnshire with a theme of "The Southern Wolds".
Staff resources	An Education Officer will be employed who will be supported by a central Education Development Officer plus existing Nature Reserve wardening staff.	An Education Officer will be employed who will be supported by a central Education Development Officer and existing Nature Park wardening staff.	A shared Peripatetic Education Field Assistant will be employed who will be supported by a central Education Development Officer	A shared Peripatetic Education Field Assistant will be employed who will be supported by a central Education Development Officer
Volunteer site input	Many volunteers are involved with interpretation and running the Visitor Centre. There is a large pool of expertise available including the Trust's President (Dr A E Smith), volunteer teachers, and members of the Joint Advisory Committee and Trust Teams.	Much existing educational work is undertaken by volunteers who also assist with Nature Park management. There is a Trust Team for the Nature Park in which the Trust's Deputy Chairman (Mr B Tear) plays a prominent part.	Far Ings is the Trust's chief centre in the north of its area and attracts a large following of volunteers who run a shop and information centre and contribute to wardening, surveys and interpretation. Exceptional expertise in local wildlife heritage is available.	Although fewer volunteers are involved than at the other centres there is potential for expansion. Some volunteers help with management and interpretation, and there is considerable local wildlife heritage expertise.
Volunteer expertise	The Trust's Education Team includes among its members teachers and other educationists of great experience and knowledge. Some have specialist field studies expertise, whilst others specialise in environmental studies. They will be involved in maintaining educational standards and monitoring. Details of membership may be found in Appendix 8.			

5. PROJECT MANAGEMENT

5.1 Steering

A Project Team will be formed on similar lines to other Teams operated by the Trust. This will be chaired by the Trust's Director and will consist of both volunteers and staff (including those appointed for the Project). Its function will be to monitor overall progress against the agreed targets and outputs. In addition the Trust's existing Education Team that reports directly to the Trust's Board of Trustees on a regular basis will monitor educational standards and act as a steering group. It will receive reports from the Project Team and will also act in a general advisory capacity. Membership of the Education Team includes former teachers, a former education inspector, an OFSTED Registered Inspector, a WEA Tutor/Organiser and former adult education tutors as well as a LCC representative and practising teachers and lecturers.

5.2 Line management

The Trust will employ the project staff who will be integrated into the Trust's existing management structure. The Education Development Officer, based at headquarters, will line manage the other three project officers and will be responsible to the Director for the day to day running of the project. The Director is the Chief Executive responsible to the Board of Trustees. The Trust's Finance Manager will manage all finances relating to the project. The Convenor and Secretary of the Trust's Education Team will be available as required to provide advice between meetings. The Trust's Chairman, Mr D F Wright, is a biologist, a qualified and experienced teacher who was involved in teacher training and adult education. He is a member of the Education Team and will provide input where necessary.

5.3 Recruitment

The posts will be advertised nationally in education media and additionally in the newly established LCC website for teaching vacancies. Contracts will be for three years in the first instance and appropriate teaching qualifications and experience will be required.

5.4 Monitoring and evaluation

The following methods of evaluation and monitoring will be used:

- A central database will be kept to record all groups visiting the sites.
- A spreadsheet for each site will collect data on dates of visits, group name, numbers attending, contact name/tel.no, level of study, charges.
- A Visitor Book will be kept at each of the sites for comments from casual visitors as well as those attending organised visits
- Evaluation systems will be developed linked to each of the three objectives. The feedback mechanisms for use with school groups will include a questionnaire that will attempt to find out if their objectives were met and individual needs catered for: there will be one-to-one interviews with staff and also with students involved in key skills. All the resource material produced by the Project Officers will be reviewed by the Education Team and evaluated in conjunction with LEA advisers as well as the teachers. One member of LWT Education Team is an OFSTED Registered Inspector who will assist in setting up good quality control mechanisms.
- A simple exit sample from the public leaving a site will provide an indicator about enjoyment, understanding and whether or not they are new or regular visitors.

- The number of schools using the Internet and software material is measurable and can be ascertained by feedback. For public use a sample taken from site visitors as well as a record of ‘hits’ will give some indication of general use.
- Annual records are kept of numbers of people involved in practical work on nature reserves. This provides a baseline to measure future increases.
- Records of all aspects of nature reserves and their management are kept on the Countryside Management System (CMS2000), a national system for recording.

5.5. Volunteer input

Volunteers have historically made a major contribution to the educational work of the Trust, in terms of policy and standards and of delivery. Although limited staff resources have been available, the provision of educational services at Gibraltar Point, Whisby, Far Ings and Snipe Dales has hitherto largely been dependent on voluntary input. Volunteer members at present have a major input into all the Trust’s education activities, particularly through the Trust’s Education Team. At a national level two senior members have been actively involved in committee work and in drawing up national plans and policies. The Convenor and Secretary of the Education Team have both spent time in researching and contributing information to the preparation of the Education and Community Action Project, whilst the Trust’s Chairman has played a major part in drafting and refining the proposals. In the course of a year the Trust’s Chairman and Deputy Chairman each spend in excess of 15 volunteer days per year on education topics. Collectively other Team members spend a minimum of 72 half days per year on educational matters. This level of input will continue as contribution to the Project during its three years. In addition other volunteers will assist with teaching and interpretation. Estimates of the volunteer contribution are set out in the table below:

	Days
D F Wright (Chairman)	15
B Tear (Deputy Chairman)	14
Other members of the Education Team	36
Other volunteers	48

6. EXIT STRATEGY

The three-year project is intended to develop the Trust's capacity to deliver educational services so that a higher level of activity can be sustained following its completion. At Gibraltar Point we believe that there is the potential for the post of Education Officer to be maintained as a result of an enhanced client base. There is an existing track record in attracting educational groups and estimates have been made of the likely increases that can be achieved which suggest an overall increase of 47.5%.

Similarly, we believe that the Whisby Education Officer post can become self-sustaining through development of the client base. With the provision of a new Education Centre consisting of a large laboratory/classroom and a large classroom, a projected doubling of usage by the end of the project is realistic, bearing in mind that publicity for the Natural World Centre will enhance the marketing of the Education Centre.

During the course of the project, the posts of Education Development Officer and Peripatetic Education Assistant will generate some income through charged services which will be provided. In addition the achievement of the project targets will demonstrate to the three LEAs the benefits which the enhanced Trust's environmental education activities can provide as part of 'Best Value Performance Plans.' The Trust believes that this will secure financial support from the LEAs and elsewhere so that both new posts are maintained.

At Whisby Nature Park and Gibraltar Point charges are already made for educational visits and it is expected that the project will generate enhanced fee income. Fee income at the present level will continue to be necessary during the project in order to balance the books on the existing buildings and facilities at the four principal sites. The budgets for these ongoing operations are not included within the project proposals, but their business plans will continue to be run as part of the Trust's core budget. However, a figure for enhanced fee income attributable to the project has been included in the funding projections.

Charges will be made to cover core operations for all tutored courses for all sections of the community. School groups will be charged on a per capita basis for half or full day courses. The laboratory and classroom facilities at Gibraltar Point, Whisby Nature Park and the classroom at Far Ings can also be hired out, and the project is expected to enhance the income from this source also so that at the end of the three year period there should be room in their budgets for the necessary expansion of services.

At the end of the three years the Trust hopes to achieve the two overall aims. New audiences will be involved in practical conservation management; there will be a significant increase in the number of primary schools using the heritage sites and the materials developed over the three years; there will be more groups from secondary schools, including 6th form groups, using the sites; there will be increased cross-cooperation between LEAs (especially advisers) and Trust staff.

Objective 3 is seen as the key to achieving the aims in the future – a better future for biodiversity of species and habitat, and for future generations to enjoy, appreciate and care for their environment. Delivery of an improved and expanded People and Wildlife programme with new resources, including publicity, training opportunities, and new courses for adults, will lead to more training for skilled and semi-skilled practical work on natural heritage sites, which in turn leads to optimum habitat management. But above all we expect to greatly enhance the quality of experience in visiting our heritage sites and to promote greater awareness of their cultural value.

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