

Inspiring Generations: learning through exploration and discovery

Project report





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Executive summary

Inspiring Generations has been a hugely successful project that has impacted on the education and experiences of thousands of children from disadvantaged areas of the UK, giving them the chance to directly experience the wonders of the natural world in a wetland environment. This 6 year project has been delivered in partnership with HSBC, generously funded through their Water Programme and 150th Anniversary Fund. Wider impacts have been enjoyed throughout WWT, with significant improvements made to the learning facilities at 7 of our centres, huge amounts of organisational and individual learning, and a big boost to staff morale.

Over the 6 years, over 75,000 children from 970 schools have benefitted from direct contact with nature, through our free school visits scheme. Teachers and pupils responded extremely positively to their experiences at our centres. We have been able to work with these schools to pilot new projects, such as wild experiences, which will feed into our future formal learning provision.

Outdoor learning research we carried out taught us a huge amount about how to help schools make the most of their visit to a centre. It also taught us how to extend the impact of our formal learning programme.

High quality learning resources were developed during the project, and remain part of the lasting legacy. They aim to help teachers get the most of their day and to extend the learning experience into the classroom.

Accessibility audits informed improvements to our facilities and resources that are of benefit not only to school groups bringing pupils with physical, sensory, cognitive or behavioural needs, but to other groups and individuals visiting our centres too. This work has brought a new and increased awareness and understanding to staff throughout the organisation.

Inspiring Generations allowed us to invest in our sites. Two new water labs at WWT Llanelli and WWT Washington are unique and lasting educational resources for visitors to learn about the water cycle, water usage, and water conservation. We have also carried out accessibility audits and implemented changes to make our facilities and resources more accessible and inclusive. Furthermore, our new Learning Zone website provides a concise 'one stop shop' for teachers to access information about our centres, our learning sessions, and our educational resources.

The Learning in Nature Collaboration (LINC) project helped us to extend the benefits of outdoor learning beyond the school visit by engaging teachers in networking and CPD opportunities, designed to support them in providing further outdoor learning experiences.

Our staff and volunteers have gained new experiences and skills through training and peer-learning, adding value to our formal learning provision going forward.

This exceptionally collaborative project has created a lasting legacy for pupils, teachers, WWT centres, our staff, volunteers and the organisation as a whole. The project has directly enabled schools who otherwise would not have been able to visit our centres to access an outdoor learning experience, and for their pupils to access the benefits that come from direct contact with nature. Moreover, the project has helped WWT to implement changes that will make those benefits accessible to our formal learning visitors for years to come.

Education is key – if we don't give young people access to these places and get them excited and enthused, how can we expect them to care about and want to protect our natural world for future generations?

Kate Humble, President of WWT

Introduction

This report details a large-scale learning project that was delivered by WWT in partnership with HSBC. It is aimed at sharing the successes and broad impacts of the project both internally and externally. We hope it will be of particular interest to teaching staff, our contemporaries in the outdoor education sector and WWT supporters.

Phase one: (January 2013 - December 2016)

The first phase of the project aimed to:

- Engage, enthuse and motivate pupils from disadvantaged areas across the UK about wetlands, and local and global water challenges.
- Remove financial barriers for schools in deprived areas, enabling pupils from hard-to-reach communities to benefit from the enrichment that outdoor learning can provide.
- Offer target schools free entry and participation in a WWT staff-led wetland learning session.
- Build capacity within target schools by increasing teachers' knowledge and confidence, enabling them to continue delivering education in wetland/water issues and in particular use 'outdoor classrooms'.
- Create new 'Water Labs' at our busiest wetland centres: lasting educational facilities where pupils, members of the public and HSBC volunteers can take part in simple, water-based scientific enquiries.
- Carry out research into the ongoing impact on pupils of a visit to one of our wetland centres.

Throughout the Inspiring Generations project, HSBC have been supportive and engaged partners. Their flexible approach, allowed us to deliver a project that evolved as we progressed to meet new opportunities and challenges. As a result of the collaborative nature of the partnership it has been an exceptional success.

The Inspiring Generations project has brought huge benefits to visiting schools as well as to WWT as an organisation, and the legacy of the partnership with HSBC will live long into the future. Organisational learning, capital improvements, a raised profile within the outdoor learning sector, staff development, improved accessibility and better resources, sum up the ongoing impact of the Inspiring Generations project.

Phase two: (January 2017 – December 2018)

The second phase of the project built on the success of the first, and aimed to:

- Continue to enable pupils from disadvantaged areas to visit WWT centres for free.
- Share the findings of our research across the sector, and learn from the findings to develop and improve the school visit experience for all pupils.
- Improve WWT's understanding of how to encourage pupils to take action to support wetlands following their visit to a WWT centre.
- Improve WWT's understanding of accessibility of facilities and resources, to ensure the best learning experience for all audiences, including those with Special Educational Needs and Disabilities (SEND).
- Improve the learning experience by investing in infrastructure and resources.
- Promote our school visits and WWT's work to wider audiences.

We're still buzzing from this scheme. Joanne [Learning Manager] is so animated when she talks about it. We do feel a little bit emotional about it.

Gill Pipes, Centre Manager at Washington Wetland Centre



Free school visits

Over the 6 years of the Inspiring Generations project, 75,572 pupils benefitted from a free visit to a WWT centre, and a hands-on experience of nature. Schools that met the eligibility criteria were offered a free day visit, including a guided learning session as well as time to explore the centre's exhibits and make use of WWT's self-guided resources.

The free school visits took place across seven of our WWT Wetland Centres: Arundel, Castle Espie, Llanelli, London, Martin Mere, Slimbridge and Washington. Schools with an intake of 20%+ of pupils eligible for Free School Meals (FSM) were offered free visits as part of the project and visiting school groups were given the option of taking part in one of our expert-led guided learning sessions.

As part of the Inspiring Generations project we conducted a Schools Mapping Project which gave us a wealth of useful information about the schools within the catchment area of each of our WWT Wetland Centres, including socio-economic data, local green and blue spaces, and school contact information. This data was enthusiastically received across WWT, we have been able to use it for marketing, fundraising and policy work linked to our school visit programme. The information was invaluable in reaching out to the target beneficiaries of the project.

Overview of beneficiaries:

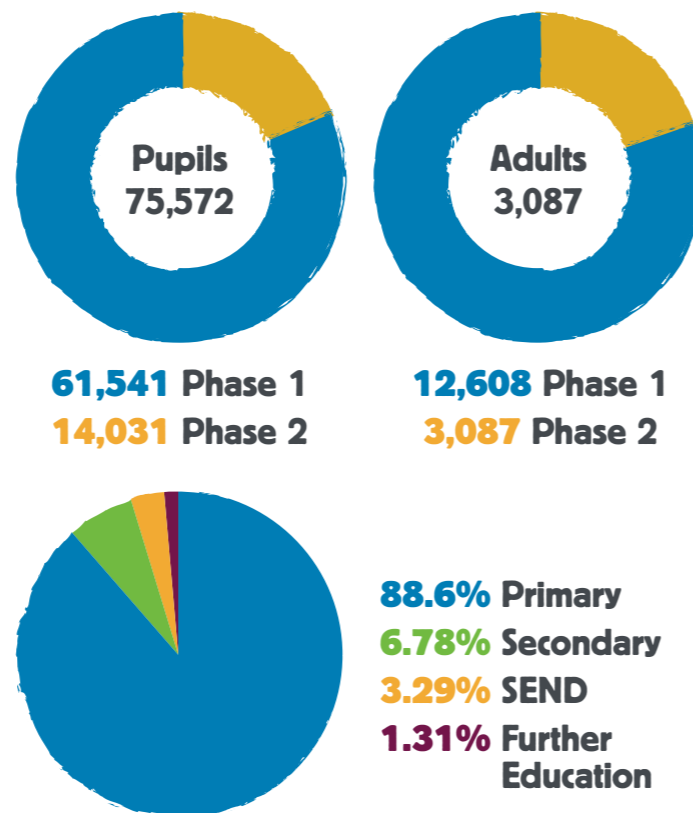
The eligibility criteria for schools to benefit from free visits was that they had a minimum of 20% of pupils eligible for free school meals (FSM). Learning Managers were free to allocate their provision of sessions as they saw fit, within this criteria.

The catchment areas of our centres is considered to be a radius of a 1.5 hour driving time from each centre. Around 14,000 schools lie within the catchment area of at least one centre, of which around 5,300 have 20% or more FSM. These catchments include some dense urban areas and some of the UK's most deprived areas (according to The English Index of Multiple Deprivation, 2015). Washington and Martin Mere include in their catchments' Newcastle, Middlesbrough and Hartlepool (Washington) and Manchester, Liverpool and Blackpool (Martin Mere), all of which have neighbourhoods that are in the 10% most deprived nationally. The London Wetland Centre covers boroughs such as Hackney and Tower Hamlets that are also in the 10% most deprived nationally. In addition, the Slimbridge catchment covers Bristol, the Castle Espie catchment covers Belfast (which includes some of Northern Ireland's most deprived areas

according to the Northern Ireland Multiple Deprivation Measure 2017), and the Llanelli catchment covers 8 of the 10 most deprived wards in Wales (Welsh Index of Multiple deprivation, 2014).

In some instances sessions were highly over-subscribed due to the demographic of the area – in such cases the minimum % FSM criteria was raised (e.g. at Castle Espie it was put up to 50% FSM) to ensure that schools from the most disadvantaged areas were able to benefit. The %FSM was reviewed across all sites between the two phases of the project, to ensure we were reaching schools in the areas of greatest deprivation. Allocation of sessions was given to centres based on the proportion of overall visits they host annually, and was re-assessed at regular target-setting meetings in order to respond to differing levels of demand.

Overview of beneficiaries of free school visits:



Breakdown of free visits by centre:

Pupils **Adults** **Schools (Total 970)**

Arundel:



Castle Espie:



Llanelli:



London:



Martin Mere:



Slimbridge:



Washington:



Widening our audience:

The opportunity to offer free visits to schools that had not been to us before and may otherwise be unable to afford a trip to one of our centres enabled us to widen the audience we work with and build relationships with schools that we had not previously engaged with. In addition, we saw an increase in visits from schools that specialise in education for pupils with Special Educational Needs and Disabilities (SEND). Our learning staff relished the opportunity to share their passion for wildlife with pupils that are less likely to have opportunities to connect with nature. In a staff survey reflecting on the project, Learning Managers and Learning Officers gave an average score of 10/10 for the importance of free school visits as an element of the Inspiring Generations scheme. They gave an average score of 9.8 for the success of the project overall.

It was productive to open our doors to a more diverse group of children. Our centre is based in a very affluent area of Northern Ireland with most houses in the locality belonging to millionaires so it seemed only right to cater for everyone rather than a selective few. The team were inspired by the opportunity to interact with these children - we learnt a lot, especially not to take the natural world for granted.

John McCullough, Learning Manager at Castle Espie Wetland Centre

All of us have found it rewarding to work with the Inspiring Generations schools and the project has increased our job satisfaction as we feel like we're making a difference.

Paul Lawston, Learning Manager at London Wetland Centre

Find out more about our Formal Learning work:
<https://learningzone.wwt.org.uk>

Guided learning sessions:

Schools visiting through the Inspiring Generations project were offered a free guided learning session as part of their trip. We delivered 21 guided learning sessions in total, with each centre offering a different selection suited to their site. During the Inspiring Generations project, 94% of free visits included a guided learning session with our staff. The sessions fall in to 3 categories and were distributed as follows during 2013-2018:



Ponds

45% of sessions

Includes: 'What lives in a pond?', 'How do animals live in a pond?', 'What effects ponds?'

Birds

15% of sessions

Includes: 'How do birds find food?', 'How do birds fly?', 'How do birds live in wetlands?', 'What are the differences between birds and me?', 'What do birds eat and how?', 'What do eggs and young birds need?', 'Which birds live in wetlands?', 'How and why do birds migrate?', 'How and why do we monitor birds?', 'How can we help migratory birds?'

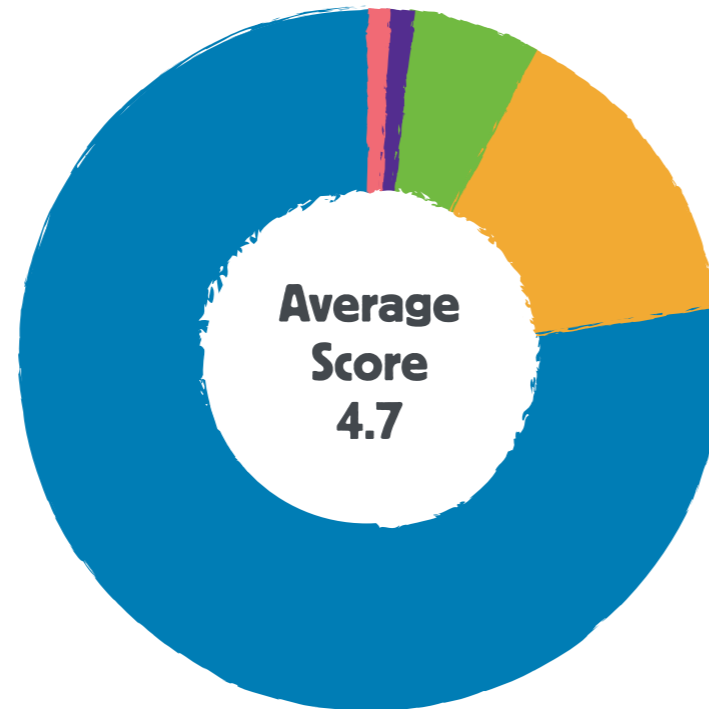
Other

40% of sessions

Includes: 'How can we get close to wildlife and look after it?', 'How do mammals live in wetlands?', 'What happens to my water?', 'What does a wetland sound like?', 'What lives in a wetland?', 'What lives in this habitat?', 'Which invertebrates live in wetlands?', 'Which plants live in wetlands?'

Summary of feedback from sessions:

Did your visit to us help support your group's learning objectives?



1% 1 out of 5 (No, not at all)
1% 2 out of 5
6% 3 out of 5
15% 4 out of 5
78% 5 out of 5 (Yes, excellent)

It fitted perfectly. All staff showed a great subject knowledge of our curriculum.

Teacher at Grindon Infant School
(visitor to Washington Wetland Centre)

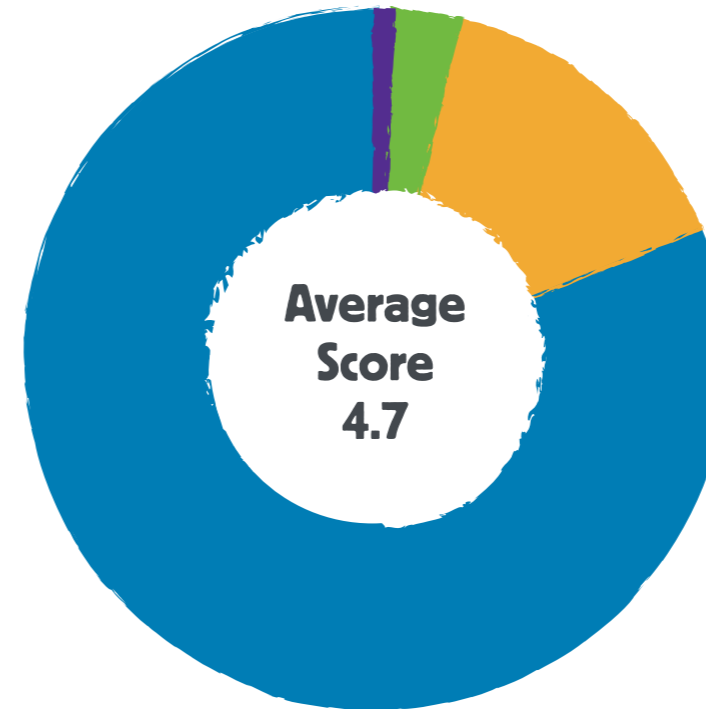
The information given on the website was very clear and made it easy for me to plan our day around the learning objectives.

Teacher at Ysgol Bryn Teg
(visitor to Llanelli Wetland Centre)

I had a sensory group (SEND class) and it was discussed a short session with a touch and feel approach would be beneficial and it was.

Teacher at Lindon Bennett School
(visitor to London Wetland Centre)

During your visit, how would you rate your learning session?



0% 1 out of 5 (Disappointing)
1% 2 out of 5
3% 3 out of 5
15% 4 out of 5
81% 5 out of 5 (Excellent)

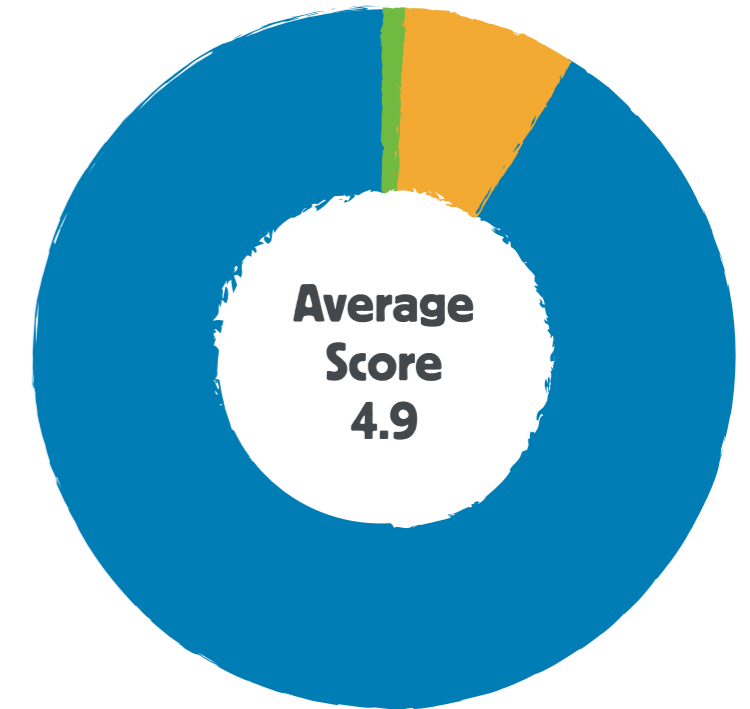
Fantastic session made even more brilliant because it was led by someone who had a lot of behaviour management strategies in place, which meant that the behaviour of the children throughout the session was great!

Teacher at Ashburnham Community School
(visitor to London Wetland Centre)

The guide was excellent in keeping one of our very challenging learners engaged. She had a positive attitude and broke down the learning to accommodate for the learning needs of the group.

Teacher at Beachcroft AP Academy
(visitor to London Wetland Centre)

Overall, do you think your group enjoyed their learning experience at our centre?



0% 1 out of 5 (No, not at all)
0% 2 out of 5
1% 3 out of 5
8% 4 out of 5
91% 5 out of 5 (Yes, excellent)

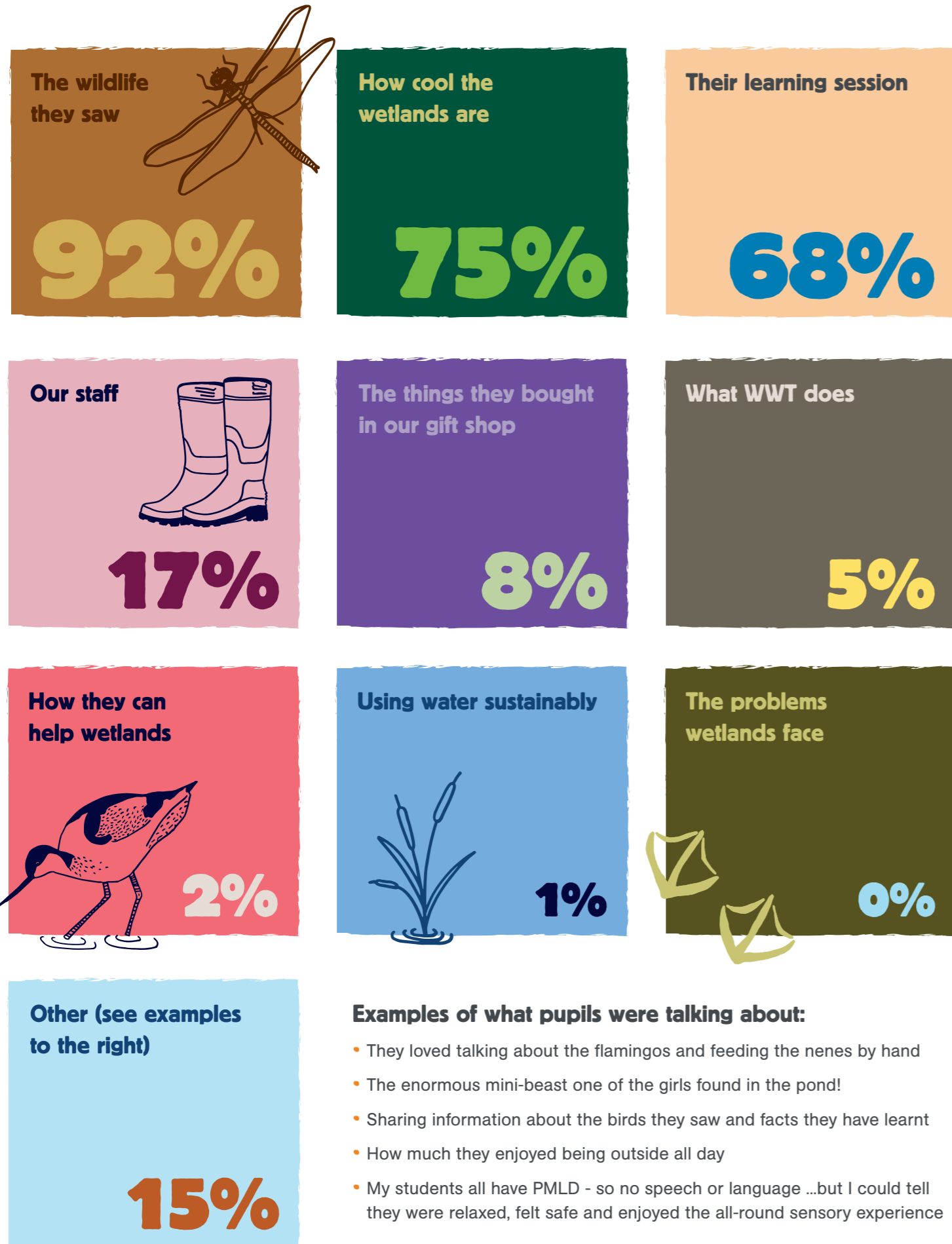
Children have said that it has been their favourite trip and they loved the adventure playground! They also really enjoyed seeing the wildlife, which many of them had never seen before.

Teacher at Ashburnham Community School
(visitor to London Wetland Centre)

Every single child and adult enjoyed the visit. The hands on approach really captured their interest and enthusiasm and the pace ensured all remained focused throughout.

Teacher at Benfield Primary
(visitor to Washington Wetland Centre)

Following your visit what are your pupils talking about?



Examples of what pupils were talking about:

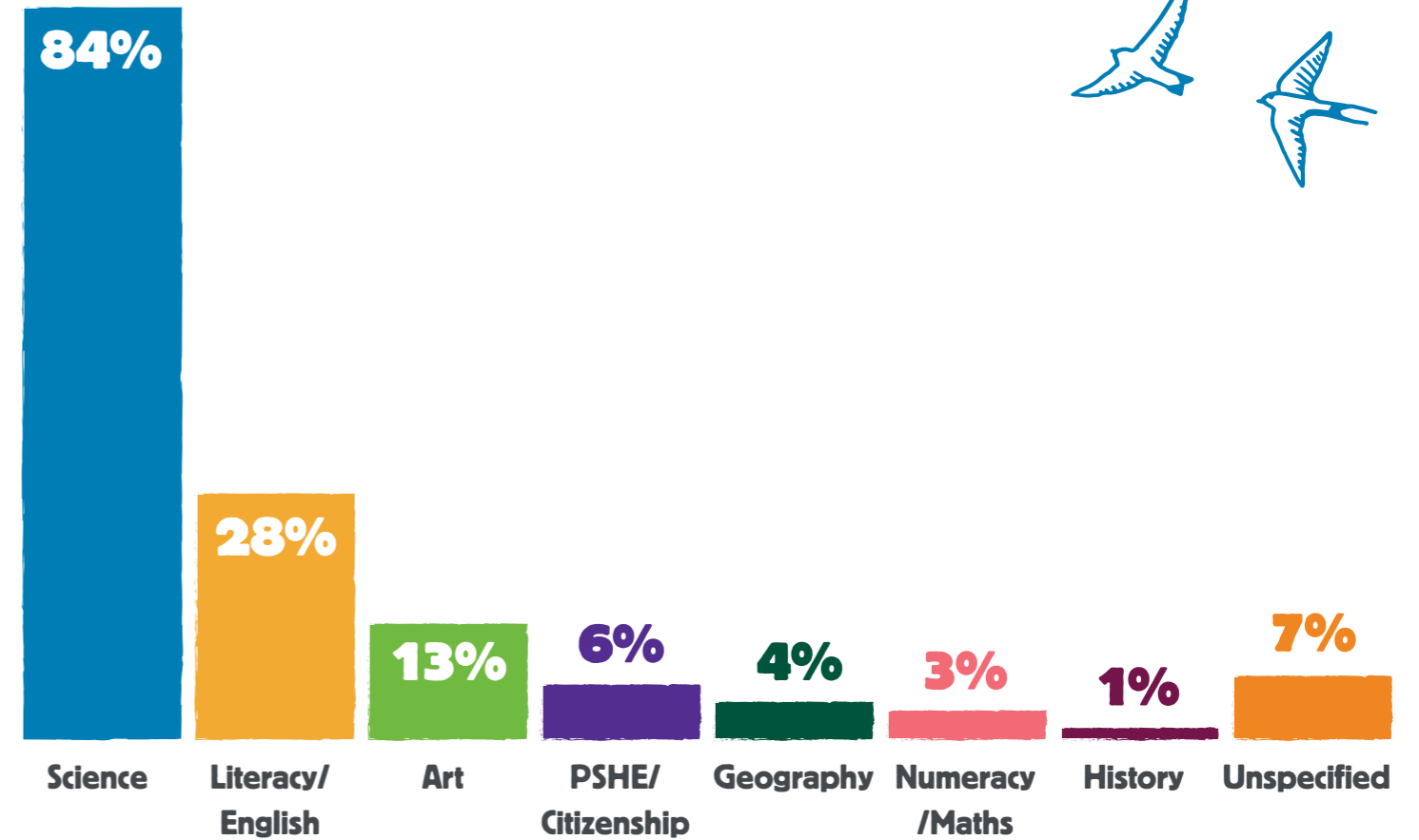
- They loved talking about the flamingos and feeding the nenes by hand
- The enormous mini-beast one of the girls found in the pond!
- Sharing information about the birds they saw and facts they have learnt
- How much they enjoyed being outside all day
- My students all have PMLD - so no speech or language ...but I could tell they were relaxed, felt safe and enjoyed the all-round sensory experience



Following their visits, **77% of teachers** said they did some sort of follow-up work with their pupils back at school, ranging from class recaps about the visit, to cross-curricular work programmes linking to the learning from their trip.



Curriculum subjects covered in follow-up activities



Types of activities done in follow-up work		e.g.
Reading/writing	30%	Writing (e.g. reports, thank you letters, accounts of the trip, diary entries, labels). Reading (e.g. leaflets from the centre).
Creating/crafts	21%	Artwork (drawing, painting, model-making, designing leaflets/posters, collage)
Talking/discussion	14%	Class discussions, re-caps of the trip
Outdoor learning	13%	Mini beast hunts, wildlife gardening, pond dipping, habitat comparisons
Doing something for wildlife	9%	Making bug hotels, making bird nesting boxes, creating a wildlife pond
Data handling	9%	Classification, making tables, making graphs, making maps
Sharing	9%	Using social media to share with parents, assemblies with other classes and/or parents
Research/investigation	7%	Finding out more about the birds and animals seen at the Wetland Centre
Play/role play	2%	Games based on the wildlife seen, role playing the different birds seen at the centre
Music/songs/stories	1%	
Sensory	1%	
Unspecified	29%	

NB many teachers did multiple activities

Pilot projects



Inspiration to Action:

At WWT we recognise that the impact of a single visit can be by its very nature limited, and this was confirmed in the findings of our outdoor learning research (see Section 5). Initially we were looking at providing children with a resource that they could take home following their visit, and use to take action for wildlife and share their learning with their families. However, as we developed this concept we recognised it would not be financially sustainable in the long term. When we thought carefully about what we really wanted to achieve it became clear that this was to encourage further opportunities for direct contact with nature in the children's local areas, and to maintain and expand the interest and enthusiasm sparked during their school trip.

We have developed an approach that we would like to trial as part of any future work based on the Inspiring Generations concept. The plan is to continue to offer free school visits for children from economically disadvantaged areas but extend the model to provide support to their families and teachers so that they are able to continue to provide these experiences for their children.

We also plan to offer teacher training for teachers from schools who visit through the project, to maximise the opportunities for children to have regular and direct contact with nature (similar to the work we did in our LINC project - see Section 10). These training sessions would aim to increase staff confidence, demonstrate the considerable benefits of outdoor learning and showcase simple activities that can be replicated back in school or other outdoor spaces.

Wild experiences:

A range of wild experiences were trialled at our Slimbridge and Washington Wetland Centres. We recognise that just learning about the environment is not enough. In order to develop a real love of nature, children need to experience it directly. Therefore, these experiences allowed children to become more immersed in the environment.

Across the two centres 6 classes from 4 schools took part in our trial, each doing a different combination of activities depending on age, group size, the site, and the weather. There was one Reception class, three Year 2 classes, and two Year 4 classes. The activities included:

Theme	Activities
Survival skills	<ul style="list-style-type: none"> • Den building • Cooking on fire
Sensory activities	<ul style="list-style-type: none"> • Blindfolded walk • Sensory trail • Using parabolic microphones to enhance sounds
Orienteering	<ul style="list-style-type: none"> • Wildlife explorer trails
Fantasy worlds	<ul style="list-style-type: none"> • Water elves fantasy adventure
Wildlife skills	<ul style="list-style-type: none"> • Birdwatching, footprint trails, walking through reeds, wildlife cameras
Other	<ul style="list-style-type: none"> • Canoe safari

Activities were very well received overall, with den building receiving the highest score from pupils (4.7/5). Teachers and pupils enjoyed using natural materials to make something practical, and loved the teamwork element of the activity. Overall, teachers appreciated doing the activities that they can't do at school, or at other outdoor learning sites (such as using parabolic microphones). Even when they had done an activity at school or another site, they preferred the WWT setting for doing the activity, as there is more wildlife and it provides a new setting for the group. Teachers rated all activities out of 5 for 'effectiveness as a wild experience' and no activity scored less than 4/5.

Learning staff at the centres enjoyed leading new activities and recognised that they were enjoyable for pupils and engaged useful skills. However, most of the activities required a high-level of staff time and resources compared to other sessions that we offer schools. Working these activities into a regular offer for schools is therefore tricky to balance financially.

The evaluation of these initial trials, as well as extended input from WWT Learning staff, has been used to develop a range of self-guided 'wild experiences' that could potentially form a key element of future funding proposals.

In addition, WWT has long term ambitions to make structural improvements to centres in order to facilitate wild experiences e.g. the potential development of bare-foot walk trails.

Outdoor learning research

In 2014, we worked with Heritage Insider to begin researching school visits to our centres. This 'mapping phase' helped us to understand schools as an audience and the patterns of their visits. We found out that groups spend a lot of time on orientation, toilet visits, and other logistical tasks while on site and that 54% of their time at our centres was spent on activities that were not explicitly educational. It was noted that only 1/5 teachers carry out a pre-visit, and therefore many turn up on the day with little prior knowledge of the site. These, along with several other findings helped us to hone our offer: better pre-visit information for teachers, including online videos of each site; an online information system simplifying the booking process; recognising the importance of self-guided resources for maximising experience-rich time spent on site; maps for each site specifically designed for school groups; improvements to our school teaching areas, welcome areas, and welcome talks; improved interpretation, and spotter guides for making the most of walking time.

Importantly it helped set the three key research questions for the main phase of research that followed:

1. What impacts does a school visit to a WWT centre have on pupils over time?
2. What factors influence the impacts of WWT school visits on pupils over time?
3. Is there any variance in these impacts dependent on the level of deprivation among pupils in the visiting school (as measured by %FSM)?

To better understand the impact on primary school pupils of a visit to our Wetland Centres we worked with Hope-Stone Research to investigate the three questions listed above. We worked with 20 schools whose Year 4 pupils visited and took part in a pond dipping session at Slimbridge, London, Martin Mere, and Washington between June 2015 and October 2016. The project aimed to see if such a visit changed the way pupils understand wildlife and nature, and their role in helping to protect it.



Key findings:

The visit experience appears to inspire children in schools with 20% or more pupils eligible for FSM than among those from schools with less than 20% of pupils eligible for FSM, with a number of key indicators showing an increase in interest in wildlife and nature immediately and up to two weeks after the visit. However, this appears to be a short-term spike; after 6-12 months attitudes and activity appear to revert back to pre-visit proportions. The qualitative research suggests that the drop in interest and activity is a result of the lack of continued related stimulus at school, home or in their neighbourhood.

87% of pupils said the visit was fun

84% agreed that it was interesting

77% said it was amazing

89% of pupils said that they learnt something during their visit

87% of children talked to their parents about their trip

91% of children remembered their visit after twelve months

After 12 months, 62% of children said their visit had made them more interested in wildlife and nature

After 12 months, pupils' recall about their visit was significantly higher among pupils who had taken part in a follow-up activity than those who hadn't.

Visits inspired children from economically disadvantaged schools more so than those from more advantaged communities

It is important to note that these are aggregated figures and mask important qualitative evidence showing many individual cases of children (including those from higher-FSM schools) who were inspired to do something positive connected to wildlife and nature.

Before I went on the trip to the Wetlands Centre I didn't really care that much but after seeing all the pretty things that nature holds it made me have a bit more understanding about nature.

Pupil who visited London Wetland Centre

After that I turned a little bit interested in animals and then we went to Slimbridge, I now want to be with animals, I've never done so much with wildlife.

Pupil who visited Slimbridge Wetland Centre



These quotes are from pupils who attend schools with a high %FSM.

Key conclusions:

It is clear from the research findings that we are excelling in providing enjoyable experiences for school pupils – they are having fun, learning, and engaging with wildlife. We can see however, that the impact of a one day visit can be limited.

Overall it is hard to sustain interest at school due to the changing demands of the curriculum.

Teachers were keen to have access to resources that help embed learning by extending it into the classroom but only where topics are related to the visit does it have resonance among pupils.

Despite the lack of long-term impact, this shows an overall trend rather than the individual rule – in some cases qualitative data showed us that pupils had exceptional experiences: our findings suggested that there wasn't necessarily one thing that we did that was more successful than any other for making these 'lightbulb moments' happen so we learned to ensure that we offer a good variety of ways for as many children as possible to connect with nature. We never know where the next Peter Scott will come from! We concluded that inspiring long-term change not only requires continued intervention by the school and WWT but importantly helping change family and community culture around access to wildlife and nature. As a result, we aim for any further work with disadvantaged communities to involve working with pupils' families as well as the children themselves (see Section 4 for information on how our pilot projects have initiated this).

Legacy:

A full report was produced along with infographics and a user-friendly booklet sharing top tips and lessons learned (see Section 13 for links). The research gave us an opportunity to reach out to the Environmental Education sector and share what we'd learned, which in turn raised WWT's profile in the sector. As one Learning Manager put it, "the research project reflects well on the organisation and marks us as leaders in environmental education".

The research findings were shared widely across the natural environment sector to include all major British and Irish Association of Zoos and Aquariums (BIAZA) members.

As well as through our website we shared our findings through social media, through our networks in the conservation and education sectors, and through speaking at conferences, including the annual Learning Outside the Classroom conference, the Visitor Studies Group conference, a meeting of the Natural Environment sector, and at the Natural History museum to an audience including over 100 organisations in the conservation sector.

Organisations with which the research was shared include the RSPB, National Parks UK, the Wildlife Trusts, the British Institute for Zoos and Aquaria, and the National Trust. It was also shared with researchers building an evidence base around the value of outdoor learning, such as Bristol University, Exeter University, and the Council for Learning Outside the Classroom's Strategic Research Group.

Perhaps most importantly, the research findings have guided the direction of our Formal Learning work across the organisation. It has influenced the development of learning resources (see Section 6) and our plans for Inspiration to Action (see Section 4).



Learning resources



We wanted to enhance the learning experience for all our Formal Learning visitors, and responded to two key bits of information to do this:

1. in a 2016 review of our formal learning visits only 62% of teachers rated our self-guided resources as 5/5 (low compared to other aspects of a visit), showing that there was plenty of scope to improve what we offer to groups to maximise their time on our sites;
2. our outdoor learning research (Section 5) highlighted the need for extending a learning experience in order for the impact on pupils to last.

We used this information as a starting point to developing, along with our learning staff and teachers at partner schools, a set of self-guided resources to be available at our centres, and a suite of pre-visit ('Getting into') and post-visit ('Going deeper') resources to be available to teachers via our website.

Self-guided resources:

Self-guided resources enable teachers to encourage extended learning during their visit outside of the formal learning sessions. In June and July 2017, we worked with consultants Ed Drewitt and Louisa Aldridge to carry out extensive consultation with learning managers and school teachers to find out what they want from the self-guided resources and how the resources on offer could be improved.

Using the results of this consultation, a range of self-guided resources were produced:

- Spotter guide
- Life-size swan
- Activity dice
- Species boards
- Explore cards
- Create your own wetland bird sheets

These resources were launched in September 2018 and have been made available to teachers at eight of our centres (the seven listed in Section 3 plus WWT Caerlaverock, which occasionally hosts school groups for self-guided visits).

A map and guide have also been produced for each centre to help teachers get the most out of their visit. This includes tips for the best areas of each site to visit (those which will appeal most to children and have the highest educational value) along with answers to some of the questions most frequently asked by children during their visit.

View our self-guided, pre- and post-visit resources:
<https://learningzone.wwt.org.uk/resources>

At the time of writing, these resources have only been available for one term, and so data on their usage and effectiveness is limited – their success will continue to be evaluated over time.

Learning staff have reported that it is too early to tell how useful and effective the resources are. Teachers who have booked resources have sometimes run out of time to use them.

We intended to use them but students really enjoyed feeding the birds and then wanted to play in the park before leaving. Therefore, we didn't have enough time to use the resources.

Teacher at Rosa Street Primary School
(visitor to Washington Wetland Centre)

However, in the period September – December 2018, the resources were booked 177 times, by at least 114 teachers, across our centres. Of the teachers that gave feedback following their visit, 92% said that the resources were useful or very useful. The self-guided resources page of the website had 415 unique views between the launch and December 2018.

These resources were really helpful.

Teacher who used Explore Cards at Washington

Really lovely activity and practical, tactile learning.

Teacher who used the Life-sized swan at Slimbridge Wetland Centre

High quality self-led resources gave teachers accompanying the school trips the confidence that they could make the most of their self-led time. These resources really enhance the self-led time, and encourage the students to look more closely at the world around them.

Elizabeth Pearce, Learning Manager at Arundel Wetland Centre

The swan has been a real hit with home educating families and as part of our Artic Adventure activity trials.

Sue Belej, Learning Manager at Slimbridge Wetland Centre



Pre- and post-visit resources:

Consultation was carried out with teachers across a range of Key Stages and schools to find out whether pre-visit and post-visit resources would be useful and, if so, which type of resources would be of most use in order to help teachers inspire and prepare pupils for their visit and continue the learning experience post-visit. The feedback from teachers was that these type of resources would be welcomed and would improve the overall learning experience. Consultation was also carried out with Learning Managers in order to ensure that the resources complimented their existing sessions and approach.

Resources were then developed to:

- better engage and prepare schools for their visit in order to maximise impact and continue their engagement post-visit
- create resources for schools from deprived areas that can be accessed wherever they are (including schools that aren't within travelling distance of a centre and schools that are unable to visit post-Inspiring Generations)
- improve links between our sessions and in-school activities
- increase formal learning footfall into WWT Wetland Centres

We now offer, via our website, a range of activities that can be carried out pre-visit ('getting into') and post-visit ('going deeper') on the following curriculum-linked themes:

- Adaptations, evolution, and inheritance
- Amphibians and invertebrates
- Birds and mammals
- Flight and migration
- Food chains and webs
- Life cycles
- Habitats and living things
- Plants

Search the range of sessions we offer for schools and other educational groups:
<https://learningzone.wwt.org.uk/our-sessions>

These were made available on our website in August 2018. We have gathered Google Analytics data on visits to the Learning Zone since its launch. The pre-visit resources were accessed 271 times between its launch and end December 2018. The post-visit resources were accessed 103 times.

During the period September – December 2018, 82% of teachers who used the pre-visit resources rated them as useful or very useful. It has proved challenging to gather feedback on the use of the post-visit resources as most teachers who complete our feedback form do so straight after a visit, before any follow-up work takes place. Only one teacher had made use of post-visit resources at the time of completing the teacher feedback form (most were yet to use the resources) – they rated the resources as very useful (5/5).



It really gave the children the chance to think about what they already knew about the environment and habitat, and help prepare them for their visit.

Teacher who used the Living Things and Their Habitats resource before a visit to Washington Wetland Centre

We are beginning to sell ourselves as more than a day visit now we have the pre-visit and post-visit resources.

Sue Belej, Learning Manager at Slimbridge Wetland Centre

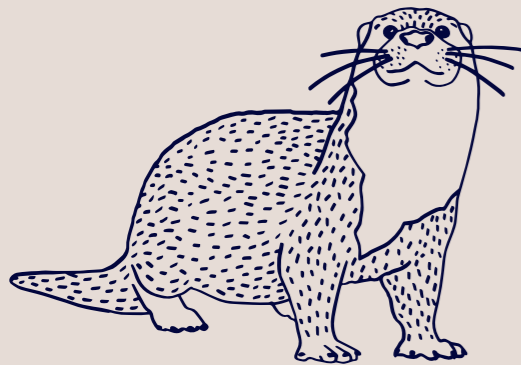
Access audits

As the Inspiring Generations project developed we began experiencing higher levels of visits from pupils with specific additional needs. We saw an opportunity, through the funding, to identify and implement measures to make our formal learning visits more accessible for these children, but also for many other visiting pupils in the future. Although many providers like us have undertaken access work for general visitors to their sites, we knew that it was unusual to look particularly at the schools audience, so we also saw this as an opportunity to do some work to inform, not only our work, but to share findings more widely in the sector too.

We focused on how we could improve our school visits for pupils with physical, sensory, cognitive or behavioural needs. We commissioned a consultancy called Access Matters to conduct audits and produce a report looking at accessibility in formal learning at WWT. WWT Arundel, Castle Espie, Llanelli, London, Martin Mere, Slimbridge and Washington were audited with a focus on areas commonly used by school groups from the perspective of school children with additional physical, sensory or cognitive needs. In addition, Access Matters conducted an in-depth national review of WWT's formal learning (FL) resources, and school-relevant interpretation, exhibits and experiences, and worked with two Special Educational Needs and Disability (SEND) schools visiting WWT centres.

Whilst Access Matters were commissioned to look at formal learning accessibility only, many findings were relevant across WWT. The report highlighted areas of good practice particularly in terms of physical access. It also made many recommendations for access improvements at centre level and across the organisation.

Following the completion of the audit report we ran two workshops for WWT staff across departments and centres. Access Matters outlined the findings of the report which were shared and discussed. We then came up with lists of suggested recommendations to take forward and implement when possible. The access audits were a significant piece of work and enabled us to inform many of the capital improvements as outlined in Section 8. We were also able to share the key results and reports beyond the organisation on our website.



Specific suggestions for developing access for formal learning visitors to our centres:

(Especially popular suggestions in workshops marked with a solid bullet)

Learning resources

- Provide tactile and sensory resources for learning sessions
- Use technology to enhance visits for SEND students (through audio and tablets)
- Consider use of British Sign Language (BSL) in relevant learning sessions
- Use other communication tools such as symbol communication in learning sessions
- Improve SEND-related pre-visit information on the website

Physical improvements

- Make gates and doors more accessible and consistent (this was prioritised by the majority of participants)
- Refurbish toilets to meet current access standards
- Provide Changing Places facilities
- Put in more sound enhancement systems (inside and outside)
- Provide tables/workstations and chairs suitable for students with different physical needs
- Create calmer and quieter spaces for FL groups
- Path improvements creating better access (particularly improving path definition and being conscious of path surfaces used)
- Improve physical and sensory access to interpretation boards, displays and exhibits
- Provide more accessible play options

Brand and design, interpretation and signage

- Develop alternative communication formats including large print, audio and wider use of symbols, images and tactile media
- Consistent, simple language in design and brand
- Improve accessibility of signage and orientation (including maps and centre guides)

Organisational culture, training, and guidance

- Emphasise accessibility and inclusivity ambitions in strategy and plans across WWT
- Provide training for decision makers within all departments
- Provide training for staff and volunteers with visitor facing roles
- Provide staff and volunteers with guidance on access issues
- Engage access professionals and SEND user groups to inform projects and developments
- Build access into project approval, management, and visitor experience development



The building of a proper pond zone was of great benefit in the last years of the project. It gave the children the opportunity to really get up close to creatures and habitats that they had maybe only seen on T.V.

John McCullough, Learning Manager at Castle Espie Wetland Centre

Height-adjustable tables have improved accessibility; storage has been improved so we are able to make better use of space. And all of the resources can be used by different groups and day visitors too.

Gill Pipes, Centre Manager at Washington Wetland Centre

The development of the pond explorer meant that a typical class of thirty could be taught as one entire class making the logistics for the schools much easier, rather than splitting the class, which I know was appreciated – the development of the pond zone meant that it was accessible to wheelchair users and also the quality of life found in the pond was enhanced on account of the work done – making for a better dipping experience.

Elizabeth Pearce, Learning Manager at Arundel Wetland Centre



Access improvements:

We were able to work with Centre Managers and Learning Managers to identify how these suggestions could most usefully be implemented across our sites for formal learning. Improvements were made across all seven wetland centres that deliver our formal learning provision, in the following areas:

Access audit suggestion	Example of implementation
<p>Learning resources</p> <ul style="list-style-type: none"> • Provide tactile and sensory resources for learning sessions • Use technology to enhance visits for SEND students (through audio and tablets) • Consider use of British Sign Language (BSL) in relevant learning sessions • Use other communication tools such as symbol communication in learning sessions • Improve SEND-related pre-visit information on the website 	<ul style="list-style-type: none"> • London – binocular hire • Slimbridge – parabolic microphones to aid hearing sounds of the wetlands • Llanelli, Washington and Slimbridge – pond cameras linked to TVs to enhance the viewing of small pond creatures
<p>Physical improvements</p> <ul style="list-style-type: none"> • Make gates and doors more accessible and consistent (this was prioritised by the majority of participants) • Refurbish toilets to meet current access standards • Provide Changing Places facilities • Put in more sound enhancement systems (inside and outside) • Provide tables/workstations and chairs suitable for students with different physical needs • Create calmer and quieter spaces for FL groups • Improve pathways (particularly improving path definition and being conscious of path surfaces used) • Improve physical and sensory access to interpretation boards, displays, and exhibits • Provide more accessible play options 	<ul style="list-style-type: none"> • Arundel and London - improvements to the 'pond zone' learning area to improve accessibility and increase capacity. • London – improved seating areas • Arundel and Llanelli – improved storage for educational resources (freeing up space for groups) • Arundel – new workstations • Castle Espie – new 'pond zone' • London – log pile made accessible to wheelchair users • Martin Mere – pathway resurfacing and fencing to improve school arrival points • Slimbridge – automatic doors • Washington – adjustable height tables • Washington – access ramps • Washington and Arundel – bag storage for use by groups • Slimbridge – trial of a 'moobiloo' to provide changing facilities for disabled children and adults • Slimbridge – improvements to pathways

In addition to the examples above we have also improved signage and interpretation at school arrival points (at Martin Mere) and provided training for all WWT learning staff on working with SEND groups.

Capital improvements



The extra visits to our centres that came as part of the Inspiring Generations project placed significant extra demands on our facilities and resources. The project allowed us to invest in maintaining and developing these across our centres.

Water labs:

Phase 1 of the project was funded through the HSBC's Water Programme, and therefore provided a great opportunity to install facilities designed specifically for exploring issues linked to the water cycle, water usage and water conservation.

Our water labs, designed in-house, and installed at WWT Llanelli and WWT Washington, are lasting educational facilities where school pupils, other learning audiences, and members of the public can take part in simple, water-based scientific enquiries.

Our second water lab was at the heart of the HSBC funded Working Wetlands garden at RHS Hampton Court Flower Show which gave us a fantastic opportunity to promote the Inspiring Generations programme, particularly as the garden won the Best in Show award. The building was subsequently transported to WWT Washington Wetland Centre where it was rebuilt before its opening in July 2017.

The water labs were very exciting and challenging projects to work on, and provided lots of learning. It was great to create something that's functional, adds value, is fun, and engaging.

Simon Rose, WWT Centre Developments Manager

Learning Zone

The old WWT formal learning webpages were very dated and difficult to navigate. There was demand from our learning teams for a fit-for-purpose site that would improve the booking experience for teachers by providing relevant information in a user-friendly way. In August 2018 we launched the WWT Learning Zone – a new ‘one stop shop’ for formal learning within the WWT main website.

This area of the website is easy to find from the main webpage, and once in it teachers can search our sessions by centre, age group, and topic. They can also view a page dedicated to each centre, accessing centre-specific information including prices, sample itineraries, contact details, maps, risk assessments, details of the gift shop etc. The Learning Zone shows teachers what resources are available to them before (pre-visit), during (self-guided) and after (post-visit) their visit.

The Learning Zone has provided a complete change in how information on WWT formal learning is presented, and we are confident that the significant rise in visits to the overall learn homepage shows that we are attracting more of the relevant audience to our site.

Previously, all learning web pages were part of the wider WWT website. The new Learning Zone sits in the WWT website, but is a standalone area. Within it information is organised in a concise and logical way, making it easier for the website users to access what they are looking for (or discover things they weren't looking for).

The old website also included far more browser-based resources, compared to the new and more refined resources area of the Learning Zone.

Google Analytics data on website usage

Visits to learn homepage:



New users*:

5,703

Unique page views by resource type*:

Self-guided resources:

415

Pre-visit resources:

271

Post-visit resources:

103

The new website will be an invaluable asset going forward – a much more user-friendly and clear website which gives a more professional look to our learning provision.

Sarah Rees, Learning Manager at Llanelli Wetland Centre



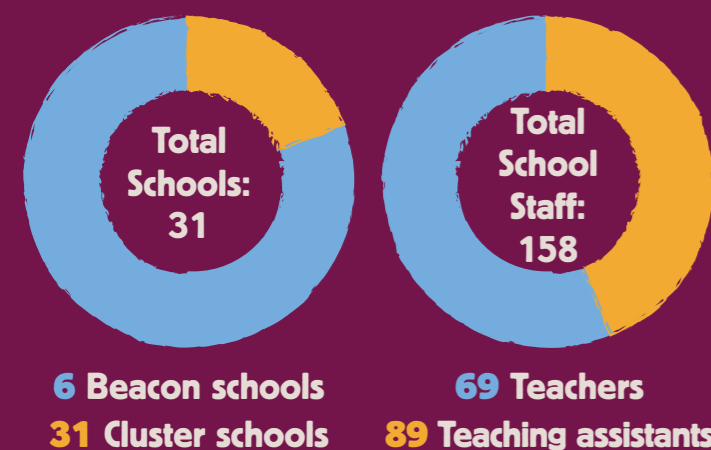
Learning in nature collaboration project (LINC)

The model for this project closely followed the model used by the Bristol Learning in Natural Environments collaboration, funded through the Natural Connections demonstration project (Natural England, 2012-2016), and aimed to support schools and their staff to increase the amount of learning in natural environments (LINE) they embed into their timetables and curriculums.

Our learning in nature collaboration (LINC) project was based at WWT Slimbridge Wetland Centre, and included a wide range of schools within the Slimbridge catchment that were keen to develop LINE in the curriculum. These schools applied to join the collaboration: once accepted they were invited to a series of meetings and Continuing Professional Development (CPD) workshops, and in return the team asked them to offer their skills and support to other schools where they could. They were also expected to take part in the evaluation of the project.

Some of these schools, known as beacon schools, were selected towards the start of the project because of their good practice, commitment, and enthusiasm to learning in natural environments. Beacon schools (seven in total) received extra support through the collaboration, via visits to their schools to help them develop outdoor learning and extra meetings. They were then asked to help support other satellite schools (called cluster schools in the project – 25 in total) for whom LINE was less established. It is worth noting that LINC involved a mix of schools; both those eligible for free visits and those that were not.

School and School staff involved in LINC: (either directly* or indirectly**)



* Directly: personally taken part in training and development opportunities through the project

** Indirectly: benefitted from the cascading of learning in school

The Bristol LINE collaboration model saw local organisations supporting the 'hub' of schools that were involved, and we mirrored this approach by partnering with Lighting Up Learning (LUL), a Bristol-based learning consultancy. LUL provided the educational expertise and pedagogical development required to set up an effective collaboration centred on enhancing school curricula and teacher confidence.

The project consisted of a series of CPD events and also collaboration meetings – the latter were used to launch the beacon schools and the cluster schools, as well as bring everyone together for further meetings.

Both WWT and LUL provided training to support the development of skills and knowledge amongst beacon and cluster schools. We also facilitated the sharing of skills and best practice within the collaboration, as well as signposting to other sources of information, support, and funding. This was mainly done at collaboration meetings and also through an email service.

Topics covered at training sessions included:

- What could a 'natural curriculum' look like?
- How to teach fractions and decimals outside
- 'Wild Time for Schools' launch (an LUL event that beacon schools were invited to attend)
- How to teach place value and number
- Evolution and inheritance outdoors
- Engaging reluctant teachers
- Engaging reluctant writers
- Fundraising for outdoor learning

Project successes:

This project was successful in meeting the majority of its stated aims with key features of these described below. Some aims could not be evaluated within the life of the project.

Partnership

A successful partnership – between the WWT, LUL and the partner schools – was built, each bringing specific skills and knowledge that complemented each other:

- WWT brought wildlife expertise, local knowledge, local contacts, delivery skills, and a willingness to learn from LUL and adapt the project to meet the needs of the schools.
- LUL brought the broad understanding and knowledge of the current curriculum and needs of schools as well as the experience of delivering training to teachers. They also brought inspirational and enthusiastic trainers to the project who had a very positive impact on those who attended the training.
- The schools brought enthusiastic staff, willing to learn and to try out new ideas. The quality and scope of the training was valued by the teachers.
- The material was relevant, inspirational, easy to adapt and replicate in schools. Activities used within maths were seen as particularly strong, both by the trainers and the staff being trained.

Improved school links

The links between schools was appreciated by the teachers who shared and learned from each other throughout the project. However, the way they were linked should be reviewed for future projects e.g. making use of existing links between schools such as clusters of schools, Multi Academy Trusts or other similar groupings. This will help to ensure sustainability of the project once the initial training, meetings, and support are completed. Schools were not so certain about the benefits of having one school within a group as a Beacon school.

More training opportunities

Running training and meetings over a period of time rather than one-off training helped in several ways. This allowed more members of school staff to attend training, which meant that the ethos of teaching outdoors was spread more widely within these schools. It enabled schools to share ideas and experiences and then build upon these in their own schools. It helped to build momentum within the schools so that outdoor learning became engrained within their teaching giving it more chance of being sustained over time. This is shown to be working in the number of teachers and teaching assistants who are now taking learning outside.

Better WWT staff and teaching staff collaboration

In order to ensure success in the delivery of similar projects across the country other WWT staff should be supported by organisations and individuals with experience of working with teaching staff and the broader range of curriculum needs. This may be possible from the staff involved in the project this year. Alternatively local staff in different areas of the country could work in similar partnership structures with local providers who have the relevant experience. This would be until they develop their own expertise and confidence to run similar projects on their own in the future, which should be the final aim.

We hoped that the LINC project established a sustainable model that could be continued at WWT Slimbridge. Unfortunately limitations on funding and staffing meant that we were unable to continue the work we did with schools during the collaboration. We plan to build this into our next big formal learning project however, as described in Section 4.

The Learning in Nature Collaboration gave us the opportunity to showcase the centre in a variety of ways. Working with Lighting Up Learning was a pleasure, we learnt so much from them.

Sue Belej, Learning Manager at Slimbridge Wetland Centre

I think it [learning in nature] is a way of engaging children, sometimes children that we struggle to engage in the inside environment. I think it counterbalances a change in lifestyle for those children as well... hugely. We live out in the country and it's leafy and things but it's frightening the number of children that don't have any experience outside.

Teacher who participated in LINC



Staff training and development

We were aware throughout the Inspiring Generations project that we wanted to make an impact on individual pupils, teachers, parent helpers, and entire schools in the short term via visits to our centres, but we also wanted to consider how to make parts of the project yield more sustainable outcomes.

One way of doing this was to seek opportunities to make positive lasting impacts on our own team members, both staff and volunteers, in terms of skills development. Some of the skills development came in the form of wider experience with different groups of pupils coming from under-represented schools and areas. Other opportunities came from the focus we had in the various work streams.

Training:

Throughout the Inspiring Generations project there were training opportunities for Learning Managers specifically linked to the project. In addition, training opportunities for centre staff and volunteers were identified as part of individual training needs analysis during annual appraisals. Some examples of training courses that our staff attended over the 6 years include:

- Accessibility awareness by Access Matters for all learning staff
- WWT self-guided resources by Ed Drewitt for all learning staff
- ThankQ (new central database for school contacts) for all learning staff
- Enquiry-based learning by Lighting Up Learning for Learning Managers
- Evaluation training for Learning Project Managers
- Autism and learning outside the classroom by Autism and Nature for Arundel Staff
- Outdoor Learning conference run by Lighting Up Learning for Slimbridge staff
- CPD training sessions as part of Learning in Nature Collaboration for Slimbridge staff

Opportunities to learn and share have been amazing. I feel I have a lot to pass on to my new team members and across the centre.

Sue Belej, Learning Manager at Slimbridge Wetland Centre

Peer-learning:

Regular Learning Manager meetings (twice a year) have long been run in WWT to share best practice and work together to develop new ideas. The agenda often has a 'quick fire' round dedicated to sharing information, ideas, discoveries, training, and useful resources. Additionally, Learning Managers have quarterly teleconferences which provide further opportunities for sharing.

Enabled by the funding for Inspiring Generations several centre learning staff undertook visits to other WWT centres to share experiences, learn about their working practices and discuss how they run their formal learning services. We were also able to run North and South learning meetings for staff to come together regionally.

In 2018, the Inspiring Generations project enabled us to run our first national formal learning forum, which was the first time WWT has brought together not just its Learning Managers, but all of its learning teams (including Learning Officers, Engagement Officers, and volunteers). Staff were unanimous in their enthusiasm for the event and very grateful for the opportunity to meet other teams, experience an outdoor learning activity together, see another centre, and work together on generating new ideas – several asked that this experience be repeated. As part of the forum a dinner was held to celebrate the Inspiring Generations project and staff were involved in further exploration of ideas for Wild Experiences.

Thank you! Loved this opportunity - being appreciated and getting inspired.

Member of WWT learning staff

Just brilliant. Had such a great day. Great atmosphere. Quite emotional really to get such great people all together. Felt like a real celebration of all the hard work and great achievements. Thank you!

Member of WWT learning staff

One of the best educational meetings both for content and for involvement as it had so many members of the education teams across the centres. Not just education managers and officers. Really lovely.

Monic Grilli, Engagement and learning officer at Arundel Wetland Centre



New experiences:

The widening of our audience through the free school visits opened up opportunities for staff to work with new schools and groups that had been less likely to visit previously. The chance to work with more SEND groups enabled our staff to gain experience and develop their skills in working with different audiences – skills and experience that they can take forward beyond the life of the scheme. For example, staff at Slimbridge worked with a school for deaf pupils giving them the opportunity to understand how to share their messages with pupils who use sign language. It also spurred staff to learn to use Widgeo software that makes symbol-based visual timetables for the benefit of learners who have difficulties with text.

The development and procurement of new specialist equipment required staff and volunteers to take time to learn how to use these resources, and how best to use them during learning sessions. Staff improved their proficiency in new equipment such as interactive installations in the two new Water Labs, parabolic microphones (or 'sound guns') that amplify natural sounds and underwater cameras.

Some staff had the opportunity to work closely with Accessibility Awareness when they were carrying out their audits at our centres. The audits took place with SEND groups on site and gave a chance for staff to learn about the accessibility of their site by hearing first-hand feedback from staff, pupils, and the consultants.

The LINC project (Slimbridge only) gave staff a chance not only to attend the CPD teacher training sessions but to also gain skills and confidence in delivering teacher training themselves. They also had a chance to visit Wallscourt Farm Academy in Bristol – a pioneering school with no internal walls, and a unique curriculum – to learn about new approaches to applying school curricula.

Working with some of the SEND pupils who have been able to visit the centre as part of the scheme has been particularly rewarding.

Sarah Rees, Learning Manager at Llanelli Wetland Centre

We definitely saw an increase in uptake by SEND schools. It was a brilliant opportunity to show schools that we are able to cater for their needs, and that we are truly inclusive and accessible. Like with any school, you pitch the session for the audience, vocabulary, content etc. and match the session to their particular needs.

Elizabeth Pearce, Learning Manager at Arundel Wetland Centre

We've developed new skills and knowledge which can now be used in day to day life at the centre and many other projects we may be involved in.

Sue Belej, Learning Manager at Slimbridge Wetland Centre



Summary/conclusions



The Inspiring Generations project has touched the lives of thousands of children from disadvantaged areas across the UK. This 6 year project has been delivered in partnership with HSBC, generously funded through their Water Programme and 150th Anniversary Fund. Wider impacts have been enjoyed throughout WWT, with significant improvements made to the learning facilities at 7 of our centres, huge amounts of organisational and individual learning, and a big boost to staff morale.

Perhaps the most significant aspect of the project was the free school visits programme which benefitted over 75,000 school children during the 6 years of the project. As well as enabling schools with a high number of pupils eligible for FSM to access high quality learning opportunities and chances to connect with nature, WWT was able to widen the reach of its messages and impact. Teachers and pupils responded extremely positively to their experiences at our centres, and it proved to be a very rewarding experience for our staff also.

Working with schools on free visits offered a chance to try out new ideas, including our trials of Wild Experiences. The time and capacity for such a trial, as well as carrying out our other pilot project Inspiration to Action, came from the Inspiring Generations partnership and have been valuable in developing our offer for all schools, as well as shaping our next big formal learning proposal.

The two-stage outdoor learning research taught us a huge amount about a school visit to our site – how schools utilise their visit, and what impact it has on pupils. The findings of the research have taught us how to make the most of school visits, how to shape our guided learning sessions, how best to support teachers throughout the experience, and what gaps there were in the resources we supplied to groups. It also provided an opportunity to share the findings throughout the environmental education sector, spreading the benefits of the research and raising WWT's profile in the process.

The Inspiring Generations project funded the development and production of high quality learning resources that remain part of the lasting legacy of the project. These resources fill in the gaps that existed in our provision, and are aimed at enhancing the learning experience of all groups that attend our centres. They are designed to be accessible and versatile, and build on the knowledge gained from the outdoor learning research and the accessibility audits that we carried out.

The accessibility audits were a significant piece of work not just for the formal learning department of WWT, but for the whole organisation, across all of our sites. They have initiated improvements to our facilities and resources that are of benefit not only to school groups, pupils with physical, sensory, cognitive or behavioural needs, but to other groups and individuals visiting our centres too. In addition, this work has brought a new and increased awareness and understanding around visitor accessibility and inclusivity to our staff throughout the organisation.

As part of phase 1 of this project we designed and installed unique Water Labs at two of our centres. These are now lasting educational resources for all visitors to learn about the water cycle, water usage, and water conservation. The funding provided throughout the Inspiring Generations project helped us to implement several of the suggestions of the accessibility audits including improved paths, better signage, a trial of changing facilities for disabled pupils, improved access to our pond-dipping areas, storage for school bags, and enhanced classroom facilities.

Our new Learning Zone website provides a concise 'one stop shop' for teachers to access information about our sites, our learning sessions, and the resources they can utilise. It is a huge improvement from our old learning webpages which were difficult to navigate. Initial evaluation has shown it to attract a more relevant audience, and suggests that teachers are accessing the information they need in a more straightforward and user-friendly way.

The Learning in Nature Collaboration (LINC) project helped us to extend the benefits of outdoor learning beyond the school visit by engaging teachers in networking and CPD opportunities designed to support them in taking pupils outside to learn in nature more regularly. It also provided an opportunity for our own staff to learn and develop their skills and confidence in the curriculum and in training teachers.

In addition to the LINC project, further opportunities have been enjoyed by staff throughout the project to attend training courses, gain new experience and skills, and take part in peer-learning. This benefit to our staff is also a great benefit to our whole formal learning provision going forward.

The overall impact of the Inspiring Generations project has not always been quantifiable but the lasting legacy of the experience on pupils, teachers, WWT centres, our staff, volunteers and the organisation as a whole is undeniably vast and positive. The project has directly enabled schools to visit our sites and for their pupils to access the benefits that come from direct contact with nature. Moreover, it has helped WWT to implement changes that will make those benefits accessible to our formal learning visitors for years to come.

