

NEW FOREST NATIONAL PARK AUTHORITY

AUTHORITY MEETING – 28 JUNE 2007

EDUCATION AND INTERPRETATION STRATEGY

Paper by: Nigel Matthews, Head of Visitor Services

Summary

The aim of the Strategy at **Annex A** is to guide the New Forest National Park Authority's education and interpretation provision until March 2010.

It takes account of existing education and interpretation provision within and around the National Park and identifies the role of the Authority in pursuit of its purposes.

Recommendation

The Authority is invited to comment on and approve the draft Strategy at Annex A of this report.

Resources

Staff: Head of Visitor Services, Education Officer and Interpretation Officer. Research into potential larger projects may identify a need for further resources but most of the projects listed can be done within current resources.

2007-2008 Budget:

- £22,000 for education projects
- £42,000 for interpretation and information projects (including awareness panels)
- £30,000 for boundary markers
- £25,000 for initial rebranding of interpretation in The New Forest Centre

Papers

NFNPA 190/07: Cover paper
NFNPA 190/07 Annex A: Education and Interpretation Strategy

Contacts

Nigel Matthews, Head of Visitor Services
Tel: 01590 646684
Email: nigel.matthews@newforestnpa.gov.uk

Amanda Elmes, Education Officer
Tel: 01590 646680
Email: amanda.elmes@newforestnpa.gov.uk

Jim Mitchell, Interpretation Officer
Tel: 01590 646681
Email: jim.mitchell@newforestnpa.gov.uk

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1 Purpose

- 1.1 The aim of the Strategy at **Annex A** is to guide the New Forest National Park Authority's education and interpretation provision until March 2010. It details and takes account of existing education and interpretation provided by other organisations within and around the National Park and identifies the role of the Authority in pursuit of its purposes.

2 Scope

- 2.1 The Strategy is a framework for cross-cutting activity that is strongly related to both purposes of the National Park. Joint projects between different Authority Directorates and between the Authority and other organisations will frequently be the most effective approach.
- 2.2 For the purpose of this Strategy, education is taken to focus on the more formal education sector and on young people whereas interpretation is more wide ranging and includes 'life long learning'.

3 Background

- 3.1 Education and interpretation have always been considered an essential part of the understanding and enjoyment function of the Authority and an early decision was made to appoint an officer to each area of work. 'Information' was included within the Interpretation Officer brief; enabling people to access information about the National Park through a variety of media is an important means by which they can be encouraged to understand and enjoy the National Park.
- 3.2 Officers have assessed the current provision within and around the National Park and have visited many people and places. Much of the provision is of high quality, but gaps and opportunities for the Authority to add value are numerous.
- 3.3 An early draft of the Strategy was circulated to Authority members in March 2007 and a workshop was held on 4 April. Feedback from this has been included in the current draft.

4 Resource implications

- 4.1 The Authority currently has one Head of Visitor Services, one Education Officer and one Interpretation Officer. Relevant programme budgets are listed above.
- 4.2 Much is already and can be done within current resources. Some of the aspirations may exceed budget provision but may be feasible if delivered in partnership with other organisations and by recruiting volunteers for specific tasks.
- 4.3 To maintain momentum, budgets allocated in the current year to initial projects, such as boundary markers, awareness panels and rebranding of The New Forest Centre will be switched to new projects in successive years.
- 4.4 Adoption of this Strategy will confirm current education and interpretation work programmes are appropriate and provide a framework for investigating new opportunities over the next three years.

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**NEW FOREST NATIONAL PARK AUTHORITY EDUCATION AND
INTERPRETATION STRATEGY**

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1 Aim

- 1.1 The aim of this Strategy is to guide the New Forest National Park Authority's education and interpretation provision from April 2007 to March 2010.
- 1.2 The audience for the Strategy is primarily internal (Authority members and officers) but it will be shared more widely where appropriate.

2 Scope

- 2.1 For the purpose of this Strategy education is taken to focus on the more formal education sector and on young people whereas interpretation is more wide ranging and includes 'life long learning'.
- 2.2 This Strategy has close links with the Recreation Management Strategy, the Communication Strategy and the National Park Management Plan.
- 2.3 The Strategy is a framework for cross-cutting activity that is strongly related to both purposes of the National Park. It contributes to the understanding and enjoyment of the National Park and in doing so it draws on key messages and themes relevant to the conservation and enhancement of the National Park.

3 Outcomes

- 3.1 The outcomes of the Authority's education and interpretation work are that people will:
 - **understand** more about the National Park and why it is special; and as a result
 - **value** the New Forest more; and therefore
 - **behave** in a way which ensures that the special qualities of the New Forest National Park remain and are enhanced for this and future generations.
- 3.2 Achieving these outcomes will involve the promotion of key messages related to:
 - the two purposes of the National Park and the social and economic duty;
 - why the New Forest is special;
 - the appropriate behaviour of local people and visitors when interacting with these special qualities;
 - how National Park designation benefits the place and the people who live in it and visit it.

- 3.3 These key messages will be developed and agreed in consultation with key stakeholders, and promoted not only by the Authority but by a wide range of other organisations working within the fields of education, interpretation and information.

4 Guiding principles

- 4.1 Education and interpretation work will strive to be:

- suitable;
- sustainable;
- high quality;
- accessible;
- audience relevant;
- engaging;
- innovative.

5 Audiences

- 5.1 The Authority's interpretation and education activities are for all people who interact with the National Park, but they are often tailored for certain key audiences:

- local people who live within or close to the boundary of the National Park;
- visitors (and potential visitors) who travel from further afield and spend time in the National Park;
- organised groups, including formal and informal sectors.

- 5.2 Some groups of people are under-represented within the National Park or are 'hard to reach', so a programme of outreach to these is planned. The key groups identified are those defined by the recent Diversity Review, undertaken by the Countryside Agency:

- black and minority ethnic communities;
- people from inner cities;
- young people (particularly 14-24 year olds);
- people with disabilities (including Special Educational Needs).

- 5.3 Two other important groups are:

- local communities identified as high in the Index of Multiple Deprivation, 2004;
- local people who interact with the National Park to the detriment of the Park's special qualities.

- 5.4 Outreach facilitated through the Authority's work will focus on the identification and removal of barriers to access by all people but especially those listed above. Physical, emotional and intellectual barriers will be identified and addressed as part of the initial development work associated with the provision of information, resources and educational services.
- 5.5 The Authority will also work alongside existing providers to enable specific projects to focus on engaging hard to reach groups in a way that is both appropriate to the National Park purposes and sustainable in its nature.
- 5.6 The Authority will also seek to work with other specialist organisations such as the Black Environment Network (BEN), those representing people with disabilities and countryside access groups.

6 Education

6.1 Objectives

The objectives of the Authority's education provision are as follows.

- 6.1.1 To promote a deeper understanding and appreciation by young people of the special qualities of the New Forest National Park, with particular reference to the landscape, wildlife and cultural heritage. This is particularly important as children and young people are not only a vital part of today's society but will be the adults of the future.
- 6.1.2 To work with existing educational providers to enable a co-ordinated, high quality, innovative approach to education about the New Forest.
- 6.1.3 To provide the lead and add value with Authority led education projects and services specifically about the National Park and National Park purposes and policies. **Annex 1** outlines the wider educational context whilst **Annex 2** details how national parks link directly to the National Curriculum.
- 6.1.4 To encourage all young people to have direct and positive experiences of the National Park. Fun and play are an important part of informal education and this provides them with skills which enable them to go outside and enjoy it on their own. The Authority aims to encourage discovery and adventure, thus enabling young people to have inspiring experiences that change their lives for the better.

6.2 Existing educational provision

Existing educational provision has been identified through local knowledge and forums, existing contacts and provider 'family trees'. The list of providers in **Annex 3** reflects those organisations involved in environmental education and whose messages complement those of the National Park Authority. They are represented on the New Forest National Park Educators' Forum. The table that follows shows a comprehensive list of existing provision and is supported by a map of their location. **Annex 4** shows the New Forest area schools profile.

6.3 National Park Role

Following comprehensive research into existing educational provision within the National Park gaps in provision have been identified (see **Annex 6**). The National Park Authority is uniquely placed to fill these gaps by establishing an educational niche that has:

- a focus on special qualities of the National Park;
- a focus on sustainability and wider global environmental issues;
- exam board specific information on the National Park;
- continuous links with local schools and youth groups to ensure learning is sustainable and not seen as a one-off experience;
- a focus on a comprehensive 'story' of the National Park;
- a co-ordinating and facilitating link to other agencies, organisations and providers (the Educators' Forum);
- provision of training for teachers to enable the delivery of key National Park messages;
- direct contact with young people.

6.4 Resources

As at June 2007 the Authority has one full time Education Officer plus some administrative support. Additional support is available from staff with specialist skills and knowledge such as interpretation, communication, ecology and landscape, archaeology and history, design and fundraising.

6.5 Delivery

In order to meet the objectives specified in 6.1 above, the following methods of delivery will be carried out.

Projects to be developed in the short term (2007-08)

- 6.5.1 Provision of a free National Park specific day-visit Education Service focusing on:
- National Park policies and management;
 - a whole park consideration of key issues (including climate change and Education for Sustainable Development) and the delivery of National Park messages;
 - unoccupied niches in the market such as sustainable tourism, sustainable transport, specific historical education and landscape interpretation (including archaeology).
- 6.5.2 Development of written resources including factsheets.
- 6.5.3 Development of web based resources and the Fun Zone.
- 6.5.4 Working with and alongside existing providers, individually and through the New Forest National Park Educators' Forum.
- 6.5.5 Supporting the education team at The New Forest Centre (under the Association).
- 6.5.6 Responding to individual enquiries – telephone, letter and e-mail (including web site e-mail alias education@newforestnpa.gov.uk).
- 6.5.7 Provision of educational expertise and information to support a range of Authority projects and campaigns with an educational focus, such as school involvement with the Forest Force litter campaign, and School Travel Plans as a means of addressing local transport issues 'caused' by schools.
- 6.5.8 Involvement in projects with Brockenhurst College. As a major provider of 14-19 education within the National Park boundary, Brockenhurst College is uniquely placed to deliver key messages to a large number of young people. Potential projects include utilising students as a research tool and working with the Leisure and Tourism department to develop this key curriculum area.
- 6.5.9 Promotion of education within the National Park through a series of mechanisms including the Educators' Forum, Hampshire Environmental Education Group and County Education Department newsletters.

Projects to be developed over the medium term (2007-10)

- 6.5.10 Working in conjunction with the Educators' Forum to enable all schools within and adjacent to the National Park to get out into the National Park at least once a year.
- 6.5.11 Building positive relationships with and establishing a pro-active, ongoing outreach programme for under-represented groups.
- 6.5.12 Investigating the potential for producing multi-media tutorials and virtual field trips about the National Park.
- 6.5.13 Researching the potential of establishing a National Park youth parliament.
- 6.5.14 Work with Education Business Partnerships such as Solent Skills Quest to utilise their existing contacts with schools in under-represented areas, such as inner cities.

6.6 Performance Indicators

Educational activity as outlined in this strategy will be subject to a series of qualitative and quantitative performance indicators to measure success and to help shape future initiatives. The results of this monitoring will be used to inform future planning of the educational provision and will be incorporated as part of the continuous development of the service. Initially it is important to establish a range of baseline figures but as it is not possible to measure everything the following selective indicators will inform key areas of our work:

- 6.6.1 For the Learning About section of the web site, figures will be collected for the number of hits and the most visited pages.
- 6.6.2 Formal education contacts will be counted through the recording of numbers of students participating in National Park Authority led sessions and general enquiry responses by the Education Officer.
- 6.6.3 Quality of contact with groups will be measured via an evaluation form to be issued at the end of all sessions.
- 6.6.4 The success of the Educators' Forum will be measured through an annual satisfaction survey as well as through continuous, informal feedback.

7 Interpretation and information

7.1 Objectives

The objectives of the Authority's interpretation and information provision are:

- 7.1.1 to increase the level of understanding and enjoyment of the New Forest National Park and what makes it special by local residents and visitors to the area;
- 7.1.2 to encourage and support a co-ordinated, high quality, innovative approach to interpretation and information provision about the New Forest by other organisations;
- 7.1.3 to provide the lead and add value with Authority led interpretation and information projects and services;
- 7.1.4 to promote key messages and behaviours that will assist the delivery of National Park purposes.

7.2 National Park Role

Much is already being done by many organisations to interpret and inform people about the New Forest. **Annex 5** lists organisations running events, on-site interpretation and visitor centres, and the main types of written interpretation. However there are gaps in provision (see **Annex 6**), and the Authority is the best placed organisation to co-ordinate and deliver across the whole of the National Park. The Authority's role in interpretation and information provision will therefore be:

- to lead and champion the interpretation of the National Park and why it is special, ensuring all round coverage, geographically and topically;
- to coordinate information and interpretation ranging from agreeing behavioural messages with key stakeholders to encouraging high standards of information delivery throughout the National Park.

7.3 Resources

As at June 2007 the Authority has one full time Interpretation Officer plus some administrative support. Additional support is available from staff with specialist skills and knowledge such as education, communications, visitor management, ecology and landscape, archaeology and history, design and fundraising. There is regular liaison between the Interpretation Officer and other staff to ensure maximum coordination of effort.

7.4 Delivery

In order to meet the objectives specified in 7.1 above, the following methods of delivery have been identified.

Projects to be developed in the short term (2007-08)

- 7.4.1 Installing awareness panels at 30+ sites around the National Park to convey core messages about the National Park.
- 7.4.2 Installing National Park boundary markers to mark the boundary and provide a sense of place and welcome.
- 7.4.3 Working in partnership with the RSPB and the Forestry Commission to establish the webcam and visitor education project called 'Aren't Birds Brilliant in the New Forest' as an annual project.

Projects to be developed over the medium term (2007-10)

- 7.4.4 Interpretation and information on the Authority's website, including factsheets, downloadable material and photographs.
- 7.4.5 Production of high quality printed leaflets and guides related to special qualities of the Park and key messages.
- 7.4.6 Growing a tailored events programme based on strong partnership events and specialist staff expertise, to compliment other delivery of other providers.
- 7.4.7 Contributing interpretative expertise and materials to help The New Forest Centre become a centre of excellence for interpretation about the New Forest.
- 7.4.8 Contributing to a Stage 2 Heritage Lottery Fund interpretation project bid in partnership with several organisations around the coast entitled 'Around the Solent'.
- 7.4.9 Developing the New Forest Tour as an interpretive experience.
- 7.4.10 Providing sponsorship to partner organisations involved in interpretation to embed National Park messages and why it is special.
- 7.4.11 Helping the range of existing visitor centres in and around the New Forest, to provide accurate and high quality information and interpretation about the National Park.

- 7.4.12 Developing the use of new media interpretation, such as downloadable audio tours and mobile phone interpretation to provide an unobtrusive way of providing on-site interpretation even in natural areas.
- 7.4.13 Investigating the potential for a mobile information unit. These are used by a number of National Park Authorities to provide information and interpretation at key sites and at key times. In the New Forest, where new permanent structures are often undesirable, such a unit could work well.
- 7.4.14 Investigating, with New Forest District Council, the use of local businesses such as shops and cafes as local information providers, identified by a National Park logo and an information symbol.
- 7.4.15 Investigating options for a National Park wide 'interpretation partnership'. This could guide and influence information and interpretation provision across the New Forest, to ensure effective visitor services across the area. It could develop from collaborative work to promote specific themes and campaigns.
- 7.5 There are also a number of projects, covered by the Communications Strategy, which have strong interpretive elements. These include:
- an introductory film about the New Forest National Park;
 - the annual stand the New Forest Show;
 - working with New Forest District Council to produce New Forest Today;
 - contributing to litter awareness and animal accident campaigns in partnership with Forestry Commission and New Forest District Council;
 - working with the Forestry Commission to develop 'Forest Focus', which in 2007 was as a partnership publication covering the whole National Park.

7.6 Evaluation

The success of individual projects will be measured against intended outcomes where feasible. This list illustrates the range of options available:

- number of bookings on the events programme;
- questionnaires (for example given out at Authority-led events);
- number of visitors to key pages on the Authority's website;
- visitor observation studies (for example people reading interpretative panels);
- feedback from staff;

- changes to the number and nature of animal accidents or other behaviour related issues;
- assessment of information provision at partnership visitor centre facilities;
- number of sites stocking our information.

Annex 1: The wider educational context

1 The Children Act 2004

1.1 The five core outcomes of the Children Act are:

- being healthy;
- staying safe;
- achieve and enjoy;
- make a positive contribution; and
- achieve economic wellbeing.

2 The school curriculum:

2.1 The recent elevated, core curriculum status of literacy, numeracy, science and ICT has been at the expense of environmental subjects. Subsequently curriculum time devoted to geography at Key Stage 2 has declined in recent years followed by a decline in the number of students taking this through to GCSE and A-Level. The recent proposals to drop coursework from geography GCSEs may continue this trend.

2.2 Despite this, the study of natural habitats, history, the environment and protected landscapes remain requirements of the National Curriculum (1995). Post 16 and other further and higher education syllabi require the study of various aspects of the National Park, including management, tourism and ecology. There has also been a marked increase in the significance of Leisure and Tourism specifications in post-16 education in recent years.

2.3 In addition there are many further areas of the curriculum which can be studied using the New Forest National Park as a stimulus. (The Education Officer has a full list of where the National Park fits into the school curriculum and individual exam board specifications.)

3 Every Child Matters (Department for Education and Skills)

3.1 This initiative strengthens the legal requirements placed on organisations providing services for children. This has the potential to increase schools' focus on social and community aspects of education and provides links to the Extended Schools programme.

4 Manifesto for Learning Outside the Classroom

4.1 The Government published the manifesto on 28 November 2006. This marked the culmination of a two year process of consultation and produced the first manifesto to champion the role of learning outside the classroom. This presents the National Park Authority with some

useful opportunities to undertake, and support, education work within the National Park

5 Educational Visit Co-ordinators

- 5.1 These are identified staff within schools who have a specific role in the co-ordination, delivery and monitoring of out of the classroom learning opportunities. All Local Education Authorities in England have signed up to the principle of having in-school Educational Visit Co-ordinators and in practice many schools now have them. This not only raises the profile within schools of outdoor learning, but also improves targeted marketing opportunities.

6 Sustainable development action plan for education (Department for Education and Skills)

- 6.1 This highlights the need for education across a wide range of sustainable development priorities such as outdoor learning, protected landscapes and biodiversity. The Department for Education and Skills have appointed a National Education for Sustainable Development Advisor.

7 Countryside Agency Diversity Review (2005)

- 7.1 The Diversity Review identified a range of groups perceived to be under-represented in the countryside. These are:
- young people;
 - people from black and minority ethnic communities;
 - people from inner cities;
 - people with disabilities.

Annex 2: Curriculum links to national parks

- 1 The National Curriculum (age 5-14) contains numerous references to areas of study that are compatible with learning within and about the New Forest National Park. These include all the following.
- 2 Education for Sustainable Development
 - The 2006/07 Academic Year is a 'Year of Action' on Sustainable development for schools. The Department for Education and Skills aims to embed sustainable development into all areas of school life. The National Curriculum states "Education for sustainable development enables people to develop the knowledge, values and skills to participate in decisions about the way we do things individually and collectively, both locally and globally, that will improve the quality of life now, without damaging the planet for the future."
- 3 Citizenship
 - Developing skills of participation and responsible action
 - Knowledge and understanding about becoming informed citizens
- 4 Personal, Social and Health Education (PSHE)
 - Preparing to play an active role as citizens
 - Developing a healthy, safer lifestyle
- 5 Geography
 - Geographical enquiry and skills
 - Knowledge and understanding of places
 - Knowledge and understanding of patterns and processes
 - Knowledge and understanding of environmental change and sustainable development
- 6 Science
 - Scientific enquiry
 - Life processes and living things
- 7 History
 - Chronological understanding
 - Knowledge and understanding of events, people and changes in the past
 - Historical interpretation and enquiry
- 8 Art
 - Investigating and making art, craft and design
- 9 Physical education
 - Acquiring and developing new skills
 - Knowledge and understanding of fitness and health

- 10 National parks feature directly in 14-19 education in many subject specifications.

Annex 3: Current educational provision in the New Forest National Park

- 1 The following are key partners with the Authority or have had significant partnership working with the Authority:
 - Calshot Activities Centre;
 - Countryside Education Trust;
 - Forestry Commission;
 - Lepe Country Park;
 - Minstead Study Centre;
 - New Forest Museum.

- 2 The following are other providers with significant educational programmes that complement the purposes of the National Park.
 - Avon Tyrrell;
 - Blashford Lakes Study Centre;
 - Ferny Crofts Activity Centre;
 - Foxlease Activity Centre;
 - Hampshire and Isle of Wight Wildlife Trust;
 - New Forest Otter and Owl Wildlife Park;
 - St. Barbe Museum;
 - Testwood Lakes Study Centre;
 - Tile Barn.

- 3 A comprehensive list of provision is shown in the table below.

Provider name	Description of key activities
Activate Outdoors Ltd.	Provides a flexible range of team and personal development solutions from fun team builds to bespoke learning and development programmes.
Art Sway	Presents a changing exhibition programme, hosts an artist in residence, and offers professional development and a wide range of courses and workshops in a unique forest environment.
Avon Tyrrell UK Youth	The National outdoor activity and residential centre for UK Youth this centre caters for all groups of people. Provides fun educational and activity holidays.
Beaulieu Development Centre, Hampshire County Council	Offers team building, management training, personal development, leadership skills, outdoor activities and a full range of courses for schools and colleges.
Beaulieu Estate	Includes a C13th abbey, beautiful grounds, the National Motor Museum and estate. Runs education programmes as well as lifelong learning for adult groups.

Blashford Lakes Centre, Hampshire and IOW Wildlife Trust	Works with school, youth groups and adult special interest groups as well as public guided walks and events.
Breamore House	A country house and museum to the north of Fordingbridge. Offers tours of the house and museum and has a mediaeval style turf maze.
Brockenhurst College	Leading sixth form college offering a wide range of courses. It has recently been granted Beacon College Status and also provides adult education and life-long learning courses.
Calshot Activities Centre, Hampshire County Council	One of the largest outdoor activities centres in Europe, the centre offers year round residential and non-residential courses on land and water as well as a specialised field studies department.
Countryside Education Trust, Registered Charity	Devoted to countryside education in all its varied forms. The organisation runs a residential centre, field studies centre, a farm and a community programme.
Duke of Edinburgh Award	Voluntary programme of leisure activities offering personal and group challenge. Sections include service, skills, physical recreation and expedition.
Earth Events	Traditional survival skills and sustainable outdoor pursuits such as climbing, canoeing and environmental and conservation projects.
Eling Tide Mill	The 2* listed building includes interpretative displays, milling demonstrations, a shop and neighbouring heritage centre with free admission. Groups welcome.
Ferny Crofts, Hampshire Scouting	Owned by Hampshire Scouting the site is a camping, training and activity centre which also has a programme of environmental education opportunities.
Fordingbridge Museum	The museum collection provides an insight into the social history of Fordingbridge over the last 100-150 years.
Forestry Commission	The ranger team provides walks, talks and activities about the history, wildlife and management of the New Forest.
Foxlease, Girl Guiding UK	Provides camping and self-catering accommodation, conference facilities, a heated pool and a variety of activities ranging from kayaking to pond dipping.
Hampshire and IOW Wildlife Trust Registered Charity	With over 61 reserves and 2 purpose built study centres, the Trust provides courses for schools and groups as well as running a programme of life-long learning.
Hurst Castle, English Heritage	This Tudor fortification offers opportunities for individual and group visits. Pre-booked school visits are free as is the educational material available to teachers.

Lepe Country Park, Hampshire County Council	Situated within an Area of Outstanding Natural Beauty this narrow stretch of land has superb views of The Solent and the Isle of Wight. Facilities include a café, information centre, toilets, play area and car parking.
Liquid Logistics	Offers a range of canoeing and kayaking introductions, courses and trips.
Longdown Activity Farm	Offers lots of hands on activities for all the family. It also runs a two hour fully guided tour for school groups.
Minstead Study Centre, Hampshire County Council	Minstead provides environmental education and education for sustainability. Delivers a core of science and geography studies but also art, drama, music, religion and history.
New Forest Museum, 9th Centenary Trust	The museum features displays on life in the New Forest including history, tradition and wildlife. Education staff can provide a range of sessions tailored to groups.
New Forest Otter, Owl and Wildlife Centre	Europe's largest collection of otters, owls and other indigenous wildlife in natural surroundings. The centre can cater for school groups and has education facilities.
New Forest Reptile Centre, Forestry Commission	Set in an area of woodland, this unique site allows a close up view of all the reptiles found within the New Forest, including adders, toads and sand lizards.
Red House Museum, HCC Museum Service	Built in 1763 the building now houses a multitude of fascinating objects reflecting the social and natural history of Christchurch and the surrounding area.
Ringwood Meeting House	Built in 1727 by a group of Presbyterians, its upper galleries now host a collection of old photos of Ringwood as well as other memorabilia.
St Barbe (Lymington Museum Trust) Registered Charity	High quality interactive displays and resources tell the story of the people, landscapes and culture of the New Forest coast.
Testwood Lakes Hampshire and IOW Wildlife Trust	Have two field study classrooms and a large foyer exhibition with displays on the history and development of the site, water management and conservation.
Tile Barn Hampshire County Council	Provides a base to deliver education through adventure. Activities include field studies, teambuilding and kayaking.
Totton and Eling Heritage Centre	The centre depicts in detail the history of the town from Bronze Age to present day.

Annex 4: New Forest area schools profile

- 1 The following tables outline the profile of local schools and colleges considered to be one of the Authority's target audiences. The schools and colleges are categorised according to type and geographical location. Those outside the boundary extend into the urban areas listed in 2 below. A full database including details of all schools and colleges within and adjacent to the National Park is held by the Education Officer.

Table 1: Schools and colleges inside and outside the National Park boundary

School type	Inside boundary	Outside boundary	Total
Infant	3	19	22
Primary/Junior	15	32	47
Secondary	0	13	13
Independent	1	6	7
Special (inc. Pupil Referral Units)	0	6	6
Total	19	76	95
Colleges (14-19)	1	1	2
Grand total	20	77	97

Table 2: Number of students on roll inside and outside the National Park boundary

School type	Inside boundary	Outside boundary	Total
Infant	485	3,333	3,818
Primary/Junior	1,880	9,691	11,571
Secondary	0	13,080	13,080
Independent	360	1,343	1,703
Special (inc. Pupil Referral Units)	0	310	310
Total	2,725	27,757	30,482
Colleges (14-19)	2,500	1,100	3,600
Grand total	5,225	28,857	34,082

- 2 The target area for core delivery of the Education Service includes all schools located within the National Park boundaries plus those in Totton, The Waterside, Lymington, New Milton, Christchurch, Ringwood and Fordingbridge. Further specific outreach work will target selected parts of Southampton and Bournemouth.

Annex 5: Current interpretation provision in the New Forest National Park

1 Summary of events relating to the New Forest's special qualities National Park:

- the Forestry Commission's extensive programme of events with well over 100 events a year focused on the crown land, and many at nearby Moors Valley Country Park;
- Hampshire and Isle of Wight Wildlife Trust's programme focused on their centres Blashford and Testwood lakes just outside the National Park, and a few events inside the Park, mainly at the coast;
- the Countryside Education Trust runs a programme of over 80 events most based at the Trust's bases in Beaulieu;
- the New Forest Museum and Visitor Centre's programme of spring and autumn talks about the New Forest (approximately 10 annually);
- St Barbe Museum's exhibitions and events (10-20 events a year);
- occasional event provision by Hampshire County Council, East Dorset Countryside Service, and specialist / organised groups.

2 Table of events organised

Organisation / group	Events organised	Attendance
Forestry Commission	75 Recreation Ranger / keeper / expert led events 41 Volunteer Ranger led Rambles: Nature, heritage, forestry, family orientated events which inform and increase understanding of the Crown Lands and their management.	2300 people (2006)
Countryside Education Trust	Approximately 80 events a year. Natural world, heritage, family orientated events. Slide shows, talks and indoor events.	Events- 3500 (2006)
Hampshire and Isle of Wight Wildlife Trust	In the second half of 2006 they ran: 36 events and talks in the New Forest Area 12 of these were in the National Park- all on the coast- Pennington, Lymington, Calshot, and Beaulieu River. Natural world	650 Blashford lakes event
HCC sites- Lepe, Calshot, Keyhaven / Pennington	Advertise FC and HWT events on their website. No HCC Ranger-led event programme in the National Park, will run events at Lepe and possibly Keyhaven in 2007 (some in partnership with NPA)	See comments

New Forest Museum and Visitor Centre (Ninth Centenary Trust)	Run a programme of talks, family events and exhibitions throughout the year, based on topics related to the history, wildlife and management of the New Forest	
St Barbe's Museum	Run a programme of talks, family events and exhibitions throughout the year, based on topics related to the history and wildlife of Lymington and the New Forest coast. They run about 8 events family each year. Also occasional adult art workshop and gallery lectures to bring the total to 12 to 14 events per year.	10 - 15 for a structured art workshop to 500+ for a family drop in event during a half term.
East Dorset Countryside Service	Ranger led rambles and cycle rides in the New Forest. Advertised in the Moors Valley events leaflet.	
Walking groups	For example Ringwood and Fordingbridge Footpath Society	Not collated
Other occasional event / guided walk providers	Blissford, Warborne, Cadland and Exbury. These events are based around education about the estate / farm.	Not collated
Specialist groups	Groups such as Ornithologists' groups, naturalist groups, local history societies etc all run occasional events within the National Park.	Not collated

3 Authority-run events for 2007:

Saturday 26 May, New Forest Breakfast and Bird Watch, Swan Green
 Sunday 15 July, Saltmarsh, Solent and Shingle, Hurst Spit
 Sunday 29 July, Life on the Bog, Holmsley
 Sunday 5 August, Saltmarsh, Solent and Shingle, Hurst Spit
 Sunday 9 August, Life on the Bog, Pig Bush
 Monday 15 October, Trees Please! slideshow, New Forest Museum

4 Partnership events for 2007:

Saturday 12 May, Trees Please! walk, Roydon Woods
 Sunday 20 May, Spring wildlife Day, Keyhaven-Pennington Marshes
 Tuesday 7 and Wednesday 8 August, Marine Medley, Lepe Country Park

5 Main permanent on-site interpretation currently within the New Forest National Park (list still being updated)

Organisation / Interpretation	Site / Scheme	On-site
Airfield interpretation	Beaulieu Heath	Panel sited at SU 358007 (with FC)
	Needs Oar	Panel
	Pitts Deep	Panel sited SZ 366960
Beaulieu Enterprises Ltd	Beaulieu Motor Museum and Abbey	Visitor centre
	Buckler's Hard	Riverside walk interpretation planned in partnership with Natural England
English Heritage	Calshot Castle	Interpretive displays- Schneider Aviation, History of Aviation, Henry VIII Castles
	Hurst Castle	Interpretive displays- Hurst Spit geology and nature interpretation (1996). HWT displays, Henry VIII Castles, Hants and IOW Maritime Archaeology Trust, Gun display panels, Theatre recreation, WWII displays, Victorian displays.
Natural England (formally English Nature)	Kingston Great Common	Interpretation Panel sited at SU183 039
Exbury Gardens	General	Visitor centre
	Exbury Gardens	Interpretation displays
Forestry Commission	General	134 car parks, with two types of information points. 10 Public Information Points and many small information points. Stand alone interpretation at Frohawk Ride, Ober Heath (deer), Beaulieu Heath (Airfields).
	Anderwood	Public Information Point
	Blackwater Arboretum and Rhinefield Ornamental Drive	Waymarked trails: Arboretum Sense Trail Tall Trees Trail Public Information Point
	Bolderwood	Public Information Point Information Unit- OS map, 'Working at heart' panel, 4 wildlife panels, large map of FC sites in the New Forest, feely box, temporary trails.

		Deer viewing platform: 3 deer panels
		3 waymarked trails: Deer watch trail, Jubilee grove trail and Radnor trail.
	Bolton's Bench	Public Information Point
	Hatchet Pond	Public Information Point
	Knightwood Oak	Public Information Point, interpretation panels, carved trail markers Waymarked trail
	New Forest Reptile Centre	Public Information Point Waymarked Reptile Trail Reptile pens and displays PIP Classroom / Aren't Birds Brilliant! event (2007)
	Rufus Stone	Marker cairn
	Whitefield Moor	Public Information Point 2 Ober water waymarked trails
	Wilverley Plain	Public Information Point Wilverley wander waymaked trail
	10 Campsites across crown land	Various information points / panels
Other FC car parks	Small information points	
Hampshire County Council	Buckland Rings	Information panel
	Calshot Activities Centre	Interpretation within centre, displays.
	Lymington-Keyhaven Nature Reserve	Interpretation panel sited at SZ 319927
	Lepe Country Park	Information centre. Set of panels around centre/ café. Panels in car park
Hampshire and IOW Wildlife Trust	General	Has information panels at Hurst Castle and Paulton's Park
	Blashford Lakes Centre	Interpretation and education centre. Displays in building and on site.
	Roydon Woods Nature Reserve	2 panels on site
	Testwood Lakes	Large foyer exhibition with displays on the history and development of the site, water management and conservation. Dry garden, panels on site.
National Trust	Cadnam and Half Moon Common	Interpretation panel on site SU297 176
New Forest District Council	Coastal sites	Coastal defences in the Solent.
		Panels (faded):
		Hurst Spit Castle

		Hurst Castle footbridge (corner of New Lane and Saltgrass Lane) Keyhaven (beginning of footpath onto seawall) Bath Road car park, Lymington Tanners Lane Lepe Country Park Calshot Activity Centre The local HCC libraries St Barbe museum Museum displays on the heritage, culture and wildlife of the New Forest. Library dedicated to the New Forest.
		HWT panels
Ninth Centenary Trust	New Forest Museum and Visitor Centre	Interactive displays and resources tell the story of the people, landscapes and culture of the New Forest coast.
Paultons Park Ltd	Paulton's Park	On site map board and Defra countryside stewardship schemes.
St Barbe (Lymington Museum Trust)	St Barbe Museum	Museum themed around the history of the New Forest coast including smuggling, sailing and salt industry.
Landford Common Wellow Parish	Wiltshire Wildlife Trust Canada Common	Basic orientation panel Interpretation panel

- 6 Types of written interpretation about the National Park include:
- Forestry Commission led Forest Focus (free) and New Forest District Council's Visitor Map are the main publications with visitor-related content;
 - New Forest Today, Parklife and Forest Focus all contain information targeted at local residents;
 - leaflets produced (usually free) on sites or topics for example Lepe Country Park, Pennington Marshes, Forestry Commission deer leaflet, cycling, PROGRESS project leaflets and visitor pack;
 - detailed guides and books including the Official Visitor Map and accommodation guide (District Council), The New Forest, its character and heritage (District Council and Forestry Commission), New Forest National Park (Chatters and Read), many different walks and guide books including the New Forest National Park (OS)
 - many websites, both official and unofficial, offering written and photographic interpretation to the browser. Websites with a large interpretive element include those of the National Park Authority, Forestry Commission, New Forest District Council, Verderers, New Forest Association and New Forest Trust.

Annex 6: Gap analysis

- 1 Gap analysis of the work of other organisations forms part of the basis for determining the Authority's role.
- 2 Interpretation and information is missing or not adequately covered for:
 - the geographic areas of the coast, farmland, some villages and the north of the Park (compared with the south);
 - the topic areas of landscape, geology, history, commoning, village and town history, the National Park as a whole and the concept of national parks;
 - certain types of interpretation including a park-wide newspaper, new media (podcasts / audio tours), mobile interpretation units and large partnership events;
 - co-ordination between organisations on messages and projects, for example animal accidents, integrated cycle maps and communication through businesses.
- 3 Education is missing or not adequately covered for:
 - the special qualities and comprehensive 'story' of the National Park;
 - sustainability and wider global environmental issues;
 - exam board specific information on the National Park;
 - continuous links with local schools and youth groups;
 - provision of training for teachers to enable the delivery of key National Park messages;
 - co-ordinating agencies, organisations and providers.