



LIFE13 BIO/UK/000315

LIFE Waders for Real – Socio-economic Report

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Our socio-economic report uses the Theory of Change model to understand how our four key stakeholder groups have benefited from the Waders for Real project: farmers/landowners/gamekeepers, students, the wider community and the GWCT. Using SORI principals, target outcomes were identified for each stakeholder and data was gathered to support assessment at the end of the project. All outcomes were achieved, though quantitative data collection as proposed was not always possible.

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The Theory of Change approach

Utilising the Theory of Change approach (see Deliverable D5 – Midterm Evaluation report on socio-economic impact for an explanation) throughout the Waders for Real project has contributed to the project's overall objectives, by identifying useful activities and assessing outcomes, so that resulting changes are recognised and understood.

The Waders for Real project set out to start the recovery of breeding wader populations in the Avon Valley, undertake research on breeding wader and predator activity and to disseminate project findings to a wide audience.

The Theory of Change approach allowed the project to understand:

- If the activities carried out helped project objectives to be met
- If the activities carried out negatively affected project objectives
- Which activities could only be achieved through teamwork and collaboration
- How the project activities contributed to change in a variety of circumstances

At the outset of the project, stakeholders were gathered, and meetings conducted, to gain insight into the potential impact of the project's proposed interventions, to understand the experience of different key stakeholder groups and the possible social value effects. These early discussions allowed for a Theory of Change approach containing initial measures to be collaboratively developed.

It is helpful to demonstrate and measure impact, not only from an economic perspective to achieve lasting and successful conservation management, but in terms of social value attributed to the wellbeing within the local communities and wider environment. Measuring social value can help to incentivise cooperation, encourage paradigm shifts and help to affect policy.

Social Return on Investment (SROI) is a detailed method of analysis which seeks to aid understanding of social change from a project management and communication perspective, as well establishing the monetary value of these changes (see Deliverable D5 – Midterm Evaluation report on socio-economic impact for an explanation). A full SROI analysis was not feasible for the Waders for Real project due to constraints on time, funding and expertise, but by applying its broad principles, it provided an insight into the relationships between inputs, outputs and outcomes, as well as identifying which stakeholder groups experienced change as a result of the project.

Here we will report against each of the outcomes for the key stakeholder groups identified in the Theory of Change and the extent to which the outcomes have been achieved. We have gathered output data relating directly to the activities undertaken throughout the project where possible. This forms the basis for the analysis within this final socio-economic report.

Identification of stakeholders

The Waders for Real project was only possible through working collaboratively with a range of stakeholders. Collaborative working was crucial to achieve the projects aims in respect to wader recovery, but also to understand the impact of the project's actions on key stakeholders and to understand the legacy of the project from a social value perspective. Key participatory stakeholders were identified as: rural stakeholders (farmers, gamekeepers and landowners), students, the wider community and the Game and Wildlife Conservation Trust. Early in project delivery, a specific theory of change was developed for each of these groups to assess and monitor socio-economic impact.

Though the impact of project activities reaches beyond these stakeholder groups into outside audiences such as conservation organisations, policy makers and statutory wildlife agencies and at different spatial scales; locally, regionally, nationally and internationally through dissemination and networking activities. Detailed monitoring was restricted to core stakeholders, where the impact and interaction was greatest. The following sections describe the role of key stakeholder groups to the success of the Waders for Real project, as well as the changes in their involvement and experience which we have either observed and/or measured.



Figure 1 - LIFE Waders for Real stand at Bisterne Open Farm Sunday 2019, an extremely successful opportunity for social impact



Figure 2 - LIFE Waders for Real end of project conference November 2019, delivering key project outcomes and progress to key stakeholders.

Interaction and Impact - key stakeholder groups

Farmers

From this point, the description “farmers” is used to describe all rural stakeholders: farmers, land managers, landowners, keepers and graziers which work on sites throughout the Avon Valley. Such roles are critical to the management of water meadows in the Avon Valley and therefore the breeding waders and the project.

Farmers were the overall key stakeholder group within the Waders for Real project. All aspects of the project would not have been possible without their cooperation and involvement, as all project sites were on private farms and estates. Furthermore, a community focused bottom-up approach to wetland restoration and wader conservation is part of what made the Waders for Real project unique. It is clear that without the dedication and enthusiasm of this group, the project would not have seen the positive outcomes documented throughout.

Theory of Change model

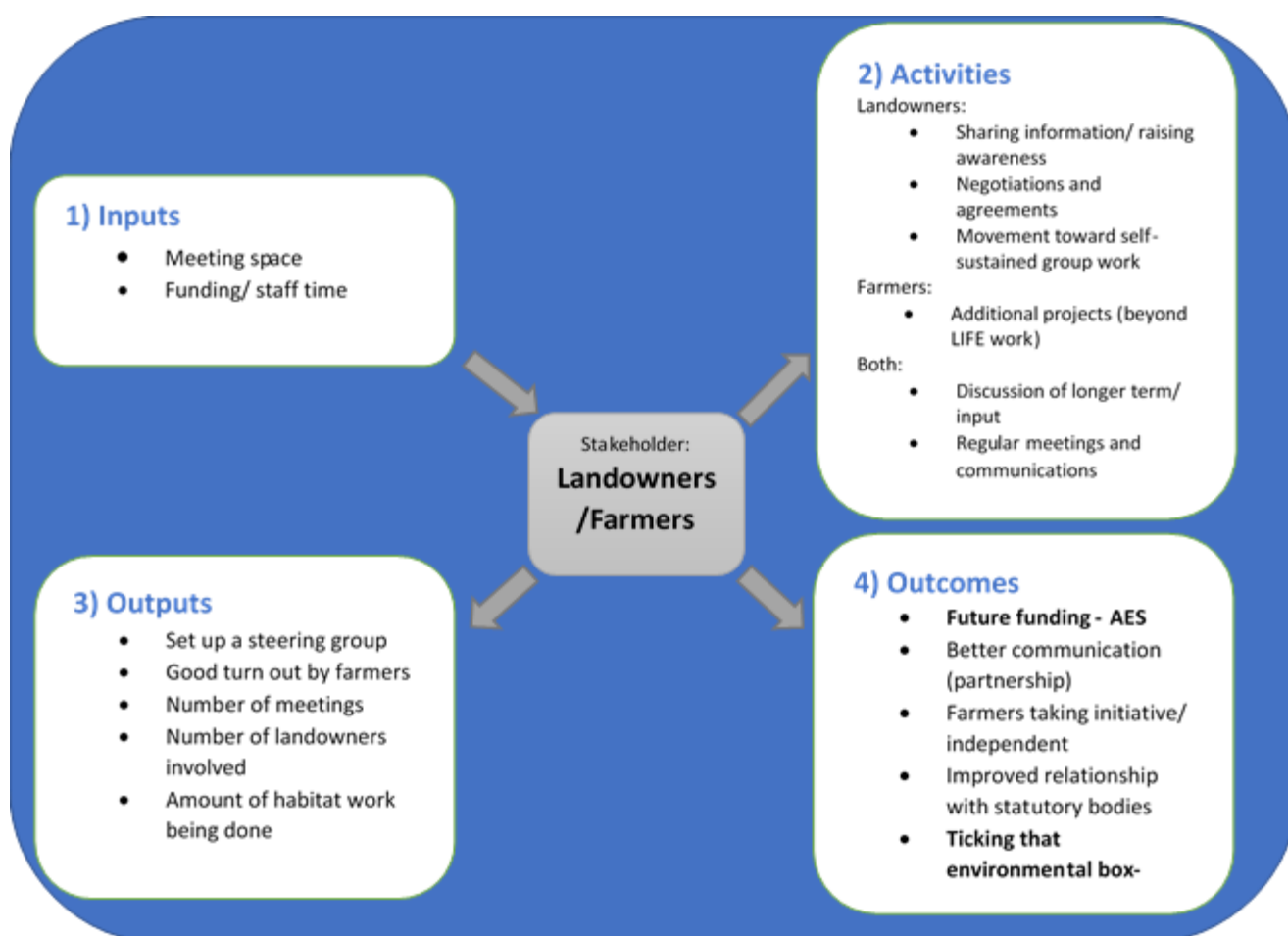


Figure 3 - Diagrammatic Theory of Change model - farmer. For more detailed interpretation see Annex 1 *Farmer Theory of Change detailed*

Data collection

Farmer meetings and feedback

Annual farmer meetings were held to give feedback on the project and keep up motivation and enthusiasm for achieving our shared aims. Regular correspondence in the form of written letters and email were also used alongside regular phone calls and one to one meetings on site when discussing practical conservation measures. It was clear this feedback was an essential element enabling this stakeholder group to feel significant buy in and shared ownership of the project.

Farmer Questionnaires

A baseline survey was conducted in February 2017 with a standard questionnaire issued to all farmers (Figure 4; Annex 2 Baseline farmer questionnaire). It was inappropriate to start this process at the beginning of the project as firm relationships needed to be built prior to completion to allow for accurate and honest responses. A final questionnaire was completed at the end of the project period to assess change (Figure 4; Annex 3 Final farmer questionnaire). Questionnaires were designed to document the outcomes chosen in the Theory of Change, which included:

- Increased future funding opportunities
- Improved relationships with funding bodies
- Ticking that environmental box – marketing

The intended outcomes gathered from baseline data were targeted to improve interaction with farmers and to understand their motivation for being involved in the project. We asked questions related to these aims in the format of statements to which you could strongly agree - strongly disagree. An approach continued in the final questionnaire.

Farmers were asked to rate their knowledge on several different topics related to management for breeding waders, which allowed us to quantify change for example knowledge gained through involvement.

Interviews

Alongside questionnaires 'one to one' interviews were conducted in February/March 2018 (mid-term), these were aimed at gauging perceptions on the project, identifying any skills gained through their involvement and any potential concerns or problems from their involvement. The interviews were a good opportunity to look back over the first three years of the project to discuss how opinions and feelings have changed. As with other methods of data collection, interviews were conducted at the end of the project to assess change and gather further experience and opinions where possible.

Farmers questionnaire:

Please rate your knowledge on the following aspects on your farm BEFORE your involvement with the GWCT. (Please rate the following questions 1-5: 1 very little knowledge, 5 lots of knowledge)

	1	2	3	4	5
1. Water meadow management (Generally)					
2. Management of habitats for Lapwing					
3. Predator control					
4. Lapwing numbers and breeding success					
5. Redshank numbers and breeding success					

I decided to be involved with the Waders for Real project: (Please indicate whether you agree or disagree with the following statements)

	Strongly disagree	Disagree	Neutral/Agree	Agree	Strongly agree
1. To help prevent the decline of breeding lapwing in the valley					
2. To help the decline of breeding redshank in the valley					
3. To gain a further understanding of how to manage my farm for breeding waders					
4. Because the neighbouring farms were also involved (community effort)					
5. To assist with future funding opportunities on my farm					
6. To help with my agri-environment options and future applications					

What would you mostly like to gain from involvement with the Waders for Real project:

Any further comments:

Please hand in the complete survey at the farmers meeting on the 9th March, or return to Uible Graydon. A digital copy will also be sent via email.

Questionnaire: Farmers

Please complete the following questionnaire by placing a CROSS in the box which most closely matches your opinion of the following statements.

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
1. You had a good understanding of how to manage land for breeding waders before involvement with the GWCT/Waders for Real. GWCT.					
2. You know more now about land management for breeding waders than you did before involvement with GWCT/Waders for Real.					
3. The advice/help you've been given as part of Waders for Real is specific to your land and its characteristics.					
4. The advice/help you've been given as part of Waders for Real has had a positive impact on your farming practice.					
5. The advice/help you've been given as part of Waders for Real has benefited your business.					
6. Being part of a project with the GWCT has been a positive experience.					
7. Being part of a wider project has encouraged you to do more on your farm.					
8. Being part of the project has increased your communication with other farms.					
9. Being part of the project has improved your relationship with statutory bodies (including Natural England).					
10. You feel more confident applying for further funding because of your involvement with GWCT projects.					
11. You have successfully achieved more funding since being involved with the project (including countryside stewardship).					
12. You have encountered difficulties since GWCT/Waders for Real involvement.					

Please comment on any difficulties experienced

Questionnaire: Farmers

Please rate your knowledge on the following aspects on your farm AFTER your involvement with the GWCT. (Please rate the following questions 1-5: 1 very little knowledge, 5 lots of knowledge)

	1	2	3	4	5
14. You wish to know more regarding land management for breeding waders					
15. Increased conservation effort on your farm has increased positive public perception of your farm.					
16. You feel you know more now about how management for waders can affect other wildlife on your land.					
17. You know more now about landscape scale conservation, and how aligning land management across farming boundaries can benefit breeding waders.					
18. I plan to continue inputting some of the conservation measures for waders beyond the project.					

Wader meadow management (Generally)

Management of habitats for Lapwing

Predator control

Lapwing numbers and breeding success

Redshank numbers and breeding success

Any further comments:

Figure 4 - Baseline Questionnaire (left) and Final Questionnaire (Middle and Right)

Results

Formal interactions

Table 1 - Formal interactions with farmer stakeholder group (not including site visits, phone calls and email updates).

Interaction method	Date	Interactions	Comments
Farmer Meeting	10/09/2015	40	Farmer Meeting, deliver results, develop relationships
Farmer Feedback Letter	01/03/2016	42	Project update and specific farm feedback
Farmer Feedback Letter	01/02/2017	38	Project update and specific farm feedback
Questionnaires sent	06/02/2017	38	
Farmer Meeting	09/03/2017	20	Pre field season meeting
Questionnaires returned	09/03/2017	8	
Questionnaires sent	08/08/2017	47	
Farmer Feedback Letter	08/08/2017	38	Project update and specific farm feedback
Re-send questionnaires	01/10/2017	38	
questionnaires returned	10/12/2017	2	
Farmer Meeting	17/10/2017	12	Project update and advice on management of lapwing, predators and habitat
Interviews	01/02/2018	9	
Farmer Feedback Letter	01/02/2018	38	Project update and specific farm feedback
Farmer Meeting	20/09/2018	26	Update on project and 2018 field season
Farmer Meeting	01/11/2018	26	possible future project
Farmer Feedback Letter	01/02/2019	38	Project update and specific farm feedback
Farmer Meeting	14/03/2019	35	Lapwing workshop and field visit

<i>Farmer Feedback Letter</i>	01/11/2019	38	Project update and specific farm feedback
<i>Farmer Feedback Letter</i>	10/02/2020	38	Project continuation update
<i>End of project questionnaires sent</i>	10/02/2020	38	
<i>End of project questionnaires returned</i>	10/03/2020	8	
<i>End of project interviews</i>	18/02/2020	4	
<i>End of project interviews</i>	16/03/2020	1	

Knowledge gained

In both questionnaires, farmers were asked to rate their knowledge on several different topics related to management for breeding waders, 1 very little - 5 an extensive knowledge. This was repeated to document any perceived change in knowledge. All measures showed an increase demonstrating the positive return investment for this stakeholder group.

Table 2 Knowledge gain through the project by farmer stakeholder. Measures showing an increase are highlighted.

Topic	Average knowledge value at start of project	Average knowledge value at end of project
<i>Wader Meadow Management</i>	3	3.6
<i>Lapwing Management</i>	2.7	3.7
<i>Predator Control</i>	3.3	3.4
<i>Lapwing numbers and breeding Success</i>	2.3	3.7
<i>Redshank numbers and breeding Success</i>	2.3	3.6

Our final questionnaire was designed to be as succinct as possible but still achieve our objectives to measure change. Guidance from participants suggested a concise approach is crucial to achieve a reasonable response rate from this group, due to external pressures on their time and engagement. It is clear from the results in Table 3 Farmer stakeholder final questionnaire responses that the project has been an extremely progressive experience for this stakeholder group, in particular highlighted by all respondents agreeing that involvement has been a positive experience (question 6) and that their knowledge of land management has increased.

Table 3 Farmer stakeholder final questionnaire responses. Responses with an average over 4.25 are highlighted.

Question	1	2	3	4	5	Average
(1 strongly disagree – 5 strongly agree)						
1) You had a good understanding of how to manage land for breeding waders before involvement with the GWCT/Waders for Real. GWCT	1	0	2	3	2	3.63
2) You know more now about the land management for breeding waders than you did before the involvement with GWCT/Waders for Real	0	0	0	5	3	4.25
3) The advice/help you have been given as part of Waders for Real is specific to your land and its characteristics	0	0	2	3	3	4.13
4) The advice/help you have been given as part of Waders for Real has had a positive impact on your farming practice	0	1	1	4	2	3.88
5) The advice/help you have been given as part of Waders for Real has benefitted your business	0	1	5	0	2	3.38

6) Being part of a project with the GWCT has been a positive experience	0	0	0	0	8	5.00
7) Being part of a wider project has encouraged you to do more on your farm	0	1	0	3	4	4.25
8) Being part of the project has increased your communication with other farms	0	2	1	3	2	3.63
9) Being part of the project has improved your relationship with statutory bodies (including Natural England)	0	2	0	5	1	3.63
10) You feel more confident applying for further funding because of your involvement with GWCT projects	0	1	1	4	1	3.71
11) You have successfully achieved more funding since being involved with the project (including countryside stewardship)	0	2	3	2	0	3.00
12) You have encountered difficulties since GWCT/Waders for Real involvement	3	3	1	0	0	1.71
13) Please comment on any difficulties	0	0	0	0	0	
14) You wish to know more regarding land management for breeding waders	0	0	1	3	3	4.29
15) Increased conservation effort on your farm has increased positive public perception of your farm	0	0	4	1	2	3.71
16) You feel you know more now about how management for waders can affect other wildlife on your land	0	0	0	5	2	4.29
17) You know more now about landscape scale conservation, and how aligning land management across farming boundaries can benefit breeding waders	0	0	0	5	2	4.29
18) I plan to continue inputting some of the conservation measures for waders beyond the project.	0	0	0	4	3	4.43

Motivation of involvement

During the baseline survey, farmers were asked a series of questions to understand the motivation behind the desire to be involved in the project. We did this in the format of statements to which you could strongly agree - strongly disagree. It was not suitable to reassess this subject in the final questionnaire. It is clear from these data for this stakeholder group that conservation of wading birds was an important motivational driver for all respondents. Demonstrating the attachment rural stakeholders have to the land and biodiversity which they manage. Funding and agri-environmental scheme development were also significant. This is likely due to the interaction of these two complimentary motivational factors.

Table 4 Baseline data understanding farmer motivation for involvement in project

I became involved in the Waders for Real project:	Number of responses				
	Strongly disagree	Disagree	Neither	Agree	Strongly agree
To help prevent decline of breeding Lapwing				4	6
To help prevent decline of breeding Redshank				5	5
To gain further understanding				7	3
Because the neighbouring farms were also involved		1	5	2	2

To assist with future funding opportunities	4	4	2
To help with agri-environment options now and for the future	2	6	2

Although, quantitative measures were used where possible, this approach does not allow for novel opinion. Subsequently, farmers were asked what they would like to gain from being involved in the project in an open comment question. This received several different responses, broadly summarised below. These responses again show the conservation of breeding waders as a key driver and subsequently, the selection of these species as a flagship for achieving overall wetland restoration was the correct decision. Flagship species such as this should be seen as a key route for conservation delivery when collaborating with rural stakeholders.

- Keeping the countryside manageable for all breeding wildlife
- More lapwings, personal satisfaction as estate owner, educational aspect for others
- Better understanding of management techniques of waders
- To see an increase in wader numbers
- Conservation involvement
- To see the successful return of greater number of waders
- Help increase numbers of breeding birds
- Knowledge of wildlife, and a better future for waders

Additional comments received included:

- Keep up the good work!
- Very good, Intelligent support from the GWCT

Interviews and Responses

Mid-term Interviews

The mid-term interviews were conducted with farmers, on site and with general conversation around project experiences and themes encouraged.

Overall, these interviews presented a positive picture of the farmer's involvement in the Waders for Real project and showed how they had started to change on farm management to benefit waders. The attitudes had changed for some who had initially been sceptical. Farmers also showed a commitment to maintaining conservation actions for waders and other wildlife on their properties beyond project completion. The interviews provided an insight into the information, guidance and feedback farmers required to continue providing the conservation work.

One game keeper when asked the question 'Has your involvement in the project so far changed your management?', answered "Yes, my predator management has become more targeted, more high-tech and more scientific. I have more of a focus on predator behaviour and the effects of removing them, I have also started keeping much more detailed records which can feed back into research."

A river keeper when asked 'Have you enjoyed being involved with the project so far?', answered, "We had a few issues at the beginning, I was initially quite sceptical and worried about the level of

be a result of a lack of capacity in this area and provide opportunities for future guidance. Discussion on whether attitudes had changed towards conservation organisations ranged from no change as they were already well involved with conservation groups to an appreciation that they can coexist with them to very definitely. One farmer commented that they had met people from RSPB through the project and whereas they had been fearful of them before were now happy to chat. All farmers agreed that they would like to continue getting support and advice on their work with wader conservation on their farms. Whilst we did not receive comments from all farmers involved in the project at the end of project interviews our work with them demonstrated that overall they were positive working with GWCT to help deliver wader conservation measures and would continue to do so if the opportunity was available.

Outcome summary

We provided one to one advice to the farmers involved on the hotspot sites and provided all farmers involved with regular project updates and meetings. We have a regular mailing list of 38 individual “farmers” who receive tailored feedback with a further 26 wider farmers stakeholders who receive our general updates. Each autumn each farmer received an update of the previous field season, along with general fieldwork highlights and what we have planned next and any upcoming farmer meetings. We have held 6 farmer meetings, five of which have been at GWCT HQ Fordingbridge and one held at Bisterne Village Hall, adjacent to two hotspot sites. The latter also including a wader management workshop, discussion forum and site visit. These events have been very successful and on average we have had 30 people attending the meetings, with the most successful event attended by 40 people.

To understand the views of the farmers and how these may have changed during the project several questionnaires and one to one interviews have been conducted. We believed it was inappropriate to issue questionnaires or conduct interviews during the first two years of the project, as it was critical for success to initially build and maintain strong relationships with the farmers and land managers. This was especially important as there was some scepticism initially about getting involved in the project.

A general change in attitude of both farmers and landowners was noticeable during the first two years of the project. During the first year of the project, seeking permission to access sites was often tricky and required large amounts of effort and communication. The project officer who was brought in at the beginning of the project was a new face for all farmers and landowners and a lot of work and time was put into gaining their trust and respect. The result of this was seen during the second year of the project where requesting access and permission for habitat work became a lot quicker and easier.

This change in attitude was very important as it led to future collaboration and potential funding success. We hope that by encouraging the landowners and farmers to co-operate and work together there will be a greater chance for the breeding wader population to recover. As more targeted and focused habitat work and predator management will be possible across a larger area. Securing facilitation funding from the UK government has enabled us to retain the Project Officer in an advisory role. This maintains hard won relationships and ensures the momentum, enthusiasm and knowledge gained does not stop at the completion of the project.

Farmer involvement with the project varied. However one pertinent example, was the involvement of a dedicated gamekeeper at one of our hotspot sites, who over the course of the project, provided increased levels of support, through pure interest, teaching student gamekeepers about the importance of conservation and implementing various habitat management works; all of which were

over and above the day to day predator management duties of his personal job. As well as providing positive feedback via questionnaires, this individual also provided detailed records of his control efforts, gave media interviews, took part in competitions to showcase conservation efforts through integrated game management techniques and spoke at the Game and Wildlife Conservation Trust's annual staff conference about their involvement and positive experiences with the project.

It was highlighted that giving feedback is very important because it encourages people to engage with the project and can spur them on to do more. When you show people that what they are doing is having an impact, they are much more likely to go the extra mile. This is shown by our baseline survey where 100% of those surveyed agreed that they became involved in the project to gain further understanding of breeding waders and how to better manage for them. Our baseline survey also showed there was some farm business motivation involved in deciding to participate in the project because many farmers (86%) became involved to help in gaining access to future agri-environment schemes.

Our questionnaires showed that there was an average knowledge increase of 17.6% across all topics, the highest increase in knowledge was in understanding of lapwing numbers and breeding success with an increase of 28.3%. This shows that our reporting and feedback was successful in increasing this area of understanding. Understanding in redshank numbers and breeding success also saw an increase of 25.4%. Understanding of management for lapwing increased by 20.3%, this means the likelihood of continuation increased, as without understanding it would not be possible for farmers to continue conservation efforts alone. All farmers surveyed agreed or strongly agreed that they plan to continue inputting some of the conservation measures for waders beyond the project. This is extremely encouraging to hear.

In relation to our theory of change for this stakeholder group, all activities and outcomes were achieved. Our methods of data collection show there have been an increased commitment to and knowledge of wetland management and wader conservation alongside a significant rise in motivation and interaction between stakeholders. This is extremely positive for a stakeholder group that are often frustrated by interactions with conservation projects and environmental agencies. It is crucial that we maintain and where possible improve the social and economic outcomes for this stakeholder group.

Students

The Waders for Real project provided an opportunity to educate undergraduate and masters students by utilising them in project delivery. These students were brought on for periods of between 3 and 12 months, sufficiently lengthy to ensure concrete development and conduct independent projects. Hence, this stakeholder group was viewed as likely to experience significant change, with improved career prospects and knowledge.

Theory of Change model

A student representative was significantly involved in the development of the Theory of Change for our student stakeholders to ensure it was fit for purpose.

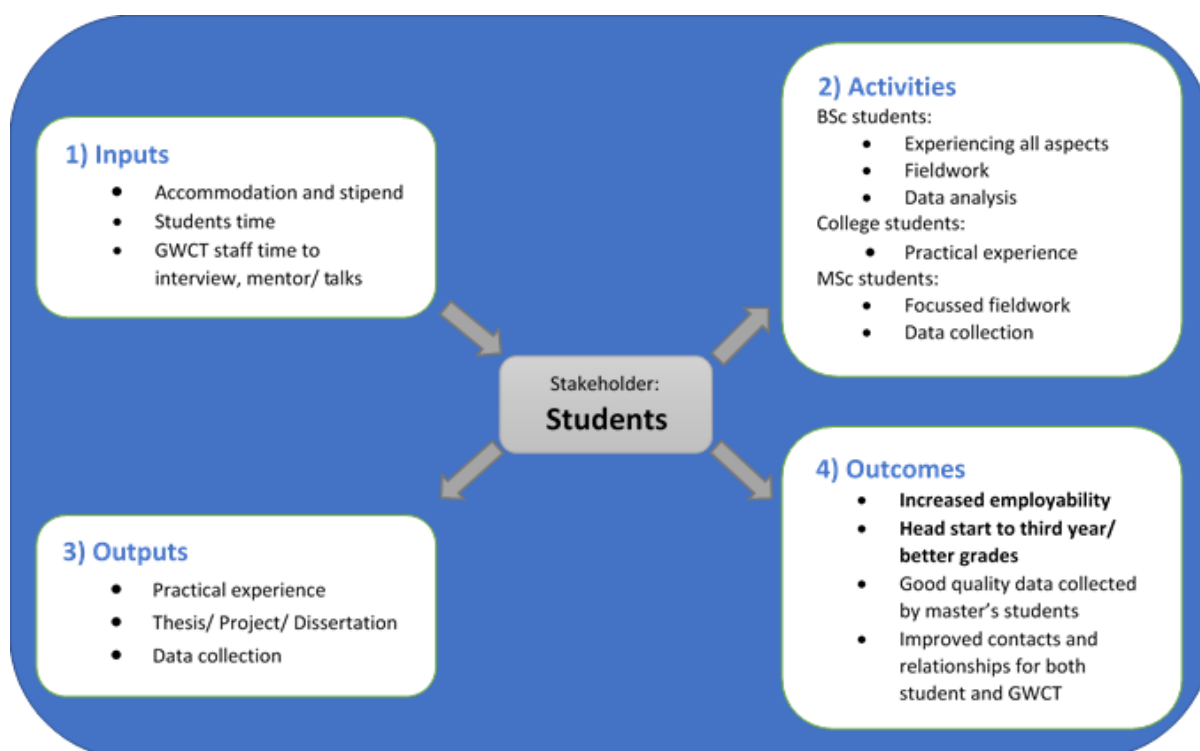


Figure 6 - Diagrammatic Theory of Change model - student. For more detailed interpretation see Annex 4.

Data collection

An initial questionnaire was designed to be filled in at the beginning of a placement to gain information on student motivation for joining the project and current confidence levels in several relevant skills (Annex 5 Student baseline questionnaire). This was followed by a questionnaire at the end of the placement to capture the distance travelled and to ascertain where students feel they have got greatest value from their placement (Annex 6 Student final questionnaire).

Each question in the questionnaire specifically relates to an outcome in the Theory of Change, this meant the data captured enabled us to make a credible judgement on the extent to which the outcomes have been achieved.

These included:

- Increased employability
- Head start to their final year of university
- Better grades

Initially, we had hoped to survey University tutors to gather further information on the value of placement years upon students return to University. Unfortunately, we did not receive suitable responses from university tutors, so we decided to approach potential employers. On reflection, this was a better audience to assess the impact of a placement with Waders for Real due to the ability of this audience to comment on relevant sector skills and themes. These questionnaires were especially aimed at better understanding the skills students gain through their placement and how this may translate through to employability (Annex 7 Student employability questionnaire).

Results

Knowledge gain

We asked each student to provide details on their current confidence levels for seven key skills which we believed would be developed over the course of the placement (1 = not confident - 5 = extremely confident). These are key general skills required for scientific research and could help improve university grades and provide greater chance of future employment (Table 5). Students were asked again at the end of their placement. There is a clear increase in knowledge across all measures.

Table 5 Knowledge gain from students undertaking a placement year on the W4R project.

Average Confidence 1 not confident - 5 extremely confident			
Skills confidence	Start (28)	End (17)	Confidence improvement
Project planning	3	3.7	0.7
Fieldwork	3.3	4.4	1.1
Data handling	3.1	3.9	0.8
Statistical analysis	2.3	3.5	1.2
Teamwork	4.3	4.5	0.2
Public speaking	2.8	3.8	1
Knowledge of conservation issues	3.7	4.1	0.4
Average skill increase	3.21	3.99	0.77

Students were asked a set of questions regarding impact of placement year on final grades and possible future employability see Table 6 and Table 7. Again, a dramatic improvement is shown.

Table 6 Student feedback on increased employability and grades.

Taking part in WfR will....	Strongly disagree	Disagree	Neither	Agree	Strongly agree
Improved confidence for future jobs	0	0	1	10	23
Improved employability/job prospects	0	0	1	11	22
Enabled you to get a higher grade	0	0	3	15	11
Feel more prepared for final year	0	0	0	3	10

Table 7 Student expectation on final year grade after placement.

Student expectation on final grades after placement year (18)

Lower	0
Same	4
Same – highest possible grade (therefore no increase possible)	6
Higher	8

Employability

Employability surveys were conducted internally at GWCT and sent to external organisations to gauge how potential employers rated new graduates who had completed a placement compared to those without. This was aimed at a generic placement related to but not specifically with the Waders for Real project in order to maximise responses. We received 23 responses from 11 different conservation organisations and Universities.

Score (Strongly disagree 1 - Strongly agree 5)

Individuals who have completed a placement year:	1	2	3	4	5
- have a better understanding of conservation/research in practice.	0	0	0	5 (22%)	18 (78%)
- are more likely to have the practical skills required for a job in conservation/research.	0	0	0	8 (35%)	15 (65%)
- are more likely to have higher academic scores.	0	2 (9%)	13 (56%)	6 (26%)	2 (9%)
- are more likely to have specialist fieldwork skills required for a job in conservation/research.	0	0	3 (14%)	10 (43%)	10 (43%)
- show ability to plan and manage their time well.	0	0	10 (43%)	10 (43%)	3 (14%)
- are more able to take on more responsibilities act in a professional manner.	0	0	6 (26%)	13 (57%)	4 (17%)
- are likely to have more real-world experience.	0	0	4 (17%)	9 (40%)	10 (43%)
- are more likely to show an understanding of how ecology can be applied in a practical context.	0	0	0	11 (48%)	12 (52%)
- have a more realistic outlook on what to expect from a job in conservation/research.	0	0	0	11 (48%)	12 (52%)
- are more likely to have experience of working with the types of stakeholders typically involved in jobs in conservation/research.	0	0	1 (4%)	14 (61%)	8 (35%)

Outcome summary

The results clearly show students gained significantly from undertaking a placement with Waders for Real and there is a large amount to gain from undertaking a placement year on employability.

Our theory of change outlined a number of outcomes, the main outcome achieved is the employability of students, 100% of potential employers agreed that recent graduates with a Waders for Real style placement are more likely to have the practical skills required for a job in conservation and/or research and are more likely to show an understanding of how theoretical ecological principles can be applied in a practical context. This was encouraged during the Waders for Real project where varying working hours, specialist surveys and the use of specialist equipment helped students obtain the skills necessary to contribute significantly to the end conservation goal. This highlights the value of completing a placement year for a new graduate and how it can provide essential skills required for future work. An ability to plan and manage time well is an important skill for a person to have and highlighted to students how a job in the ecology sector can sometimes be unpredictable and involve a range of tasks of varying duration and difficulty. 57% of potential employers agreed or strongly agreed that students who had completed a placement would be more adaptable.

The conclusion from potential employers strongly supported a preference for those students who had completed a Waders for Real style placement. A placement provides a good steppingstone into a career in conservation and research. It also imparts significant transferable skills should other disciplines or careers be sought.

The end of placement questionnaires results highlight 97% of students surveyed either agreed or strongly agreed that their placement would improve job prospects in the future (Table 6). This is very encouraging as a placement on the Waders for Real project has allowed students to work alongside ecological practitioners in a professional environment. This encourages greater aspirations relating to future job prospects after university in this type career.

End of placement questionnaires highlighted 100% of students surveyed either agreed or strongly agree that their placement would make them more prepared for their final year with 90% also agreeing or strongly agreeing that the Waders for Real project would enable them to get a higher grades overall. This is mirrored in the final year grade expectations whereby students wrote the grade they were hoping to achieve by the end of final year (Table 7). Change was identified by comparing their hoped-for grade for the end of final year to the grade they achieved in second year. Out of eighteen placements, ten hoped to achieve their expected grades with six maintaining their second-year grade as they could not get any higher with four aiming for the same grade as they achieved in second year. However, eight of the placements aspired to achieve a grade higher than they achieved in second year.

We saw an average increase in skill confidence of 0.8 on a scale of 1 – 5. The areas where most students are least confident is *Statistical Analysis* followed by *Public speaking* and *Fieldwork*. The largest increase in confidence was seen within *Fieldwork*, this makes sense due to the large fieldwork component offered as part of a placement within the Waders for Real project. This process allows us to understand the students 'journey of change' and progress across these areas. This could also be useful for colleagues who arrange the placements as it will give an insight into where students feel they are gaining most from the placement.

A comments section at the end of the questionnaire allows students to give any extra feedback on their placement experience on the Waders for Real project. Below are examples of the student's comments regarding their placement.

"A thoroughly enjoyable experience. I learnt so much and worked with many inspirational people. After my year of placement, I was able to undertake an ecology and field-based final year project which would not have been possible had I not developed my skills over placement."

"I had a brilliant time at the GWCT. It gave me an insight into field-based research involving the conservation of threatened species. This experience made me realise that conservation research is the career path that I want to follow. As of September, I will begin my PhD at the University of Sheffield."

Wider community

The LIFE Waders for Real communications strategy aimed to raise awareness of project themes and help all stakeholders understand relevant environmental issues enabling them to play a better informed and more active role, both in the delivery of Waders for Real and in environmentally focused management. This was conducted through stakeholder events and dissemination, stakeholder meetings to disseminate project information and progress, public participation events and educational programmes. The communication approach was not just about information and dissemination but are also about involvement and engagement. The wider community was identified as a key audience during the development of our communications strategy through the Planning for Real approach and targeted through extensive dissemination and education activities. We sought to raise awareness of project themes and the work being done by farmers to change any negative perceptions people may have of the farming community. Increased community awareness would also benefit landowners and farmers in the form of increased local support and may lead to better funding opportunities or increased local business and cooperation in the future. It is the impact of these activities that will be assessed within this section.

Theory of Change

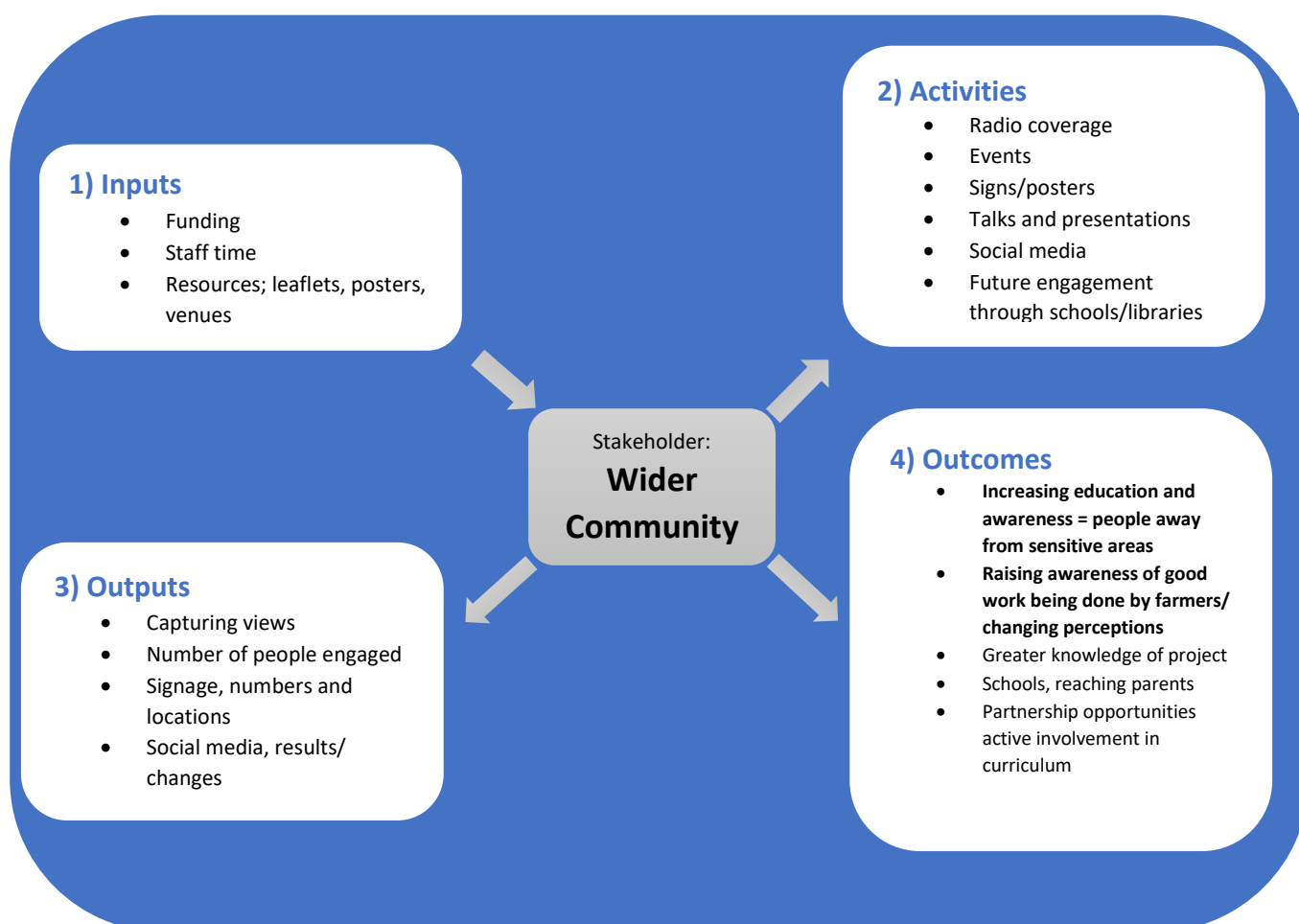


Figure 7 - Diagrammatic Theory of Change model - wider community. For more detailed interpretation see Annex 8.

Data collection

Quantitative data is often difficult to gather for wider community audiences, where interaction occurs through both direct and indirect communication streams, but compromises and attempts where possible made to achieve this. Data was gathered from a range of hands on activities and events developed within the Planning for Real framework (See deliverable E2). Alongside the numbers and interactions with project talks and publications, social media, signs and posters. Where possible data on interaction and impact (such as number of attendees, leaflets distributed etc) were gathered to document any increased understanding and awareness as outlined in our Theory of Change. During events.

Planning for real approach (for full details see deliverable E2)

Waders for Real project involved local parties and stakeholders in the planning, evaluation and development process to increase awareness and create an action plan for the sustainable delivery of the project's conservation actions. To capture local knowledge on habitats, expertise and opinion, the Planning for Real approach used pin boards with suggestion cards to enable the wider community to have their say about the project's actions or what they know or feel about local conservation initiatives. This method of data collection allowed people to have their say on they thought should be happening and if there are any specific issues in relation to their local area.

Suggestion cards and pin boards helped gather data from the wider community at several events during the Waders for Real project. A selection of pin and flag boards were developed through the Planning for Real process in order to gather information on:

- Age and gender
- Frequency of use of the Avon Valley
- Time of use throughout the year in the Avon Valley
- Visitor perceptions on the key issues facing the Avon Valley
- National and International importance of the valley
- Key species of importance in the valley
- Trend of breeding and wintering waders and the issues facing breeding waders in the valley

The pin board and flag system created an interactive activity for people to take part in, providing useful anonymous data without people having to give any personal details or fill out any forms. It gives good insight of how people were using the valley and what changes they would like to see.

Community events were held, some at standalone events organised by Waders for Real but the majority events were pre planned events that we went along to and provided an educational display along with Planning for Real material (activities). This allowed us to capitalise on the volume of footfall at larger events, increasing our reach. Where possible Planning for Real activities were used to gather data on the demography, views and experiences of the wider community.

Initial consultations and awareness raising using pin boards enabled the project's Planning for Real actions to respond to community needs and evolve organically as the project progressed.

Dissemination materials and digital media

A variety of dissemination material was produced by the Waders for Real project. A key piece of awareness raising material was a leaflet to distribute at local events, to local organisations and relevant sites. An initial project leaflet was produced which outlined the project, indicating the main concerns and our approach to restoring wader populations. In 2018, a new version was created. The number of leaflets printed and distributed was recorded as a measure of the impact of this media on the wider community. Posters and project boards were designed for placement at key sites within the Avon Valley. A project website was developed and active for the duration of the project, with regular updates provided www.wadersforreal.eu. The number of hits to this site was recorded to monitor the change in impact and potential change in knowledge and engagement on wider community. This approach was also taken with project social media. For further detailed and examples of Waders for Real dissemination activities please see deliverable E2 - Dissemination report.

Results

Community events and Planning for Real activities

At all events, a range of dissemination activities were delivered, and resources provided including posters, leaflets.

Table 8 - List of community events organised or attended where Planning for Real activities were delivered

Date	Place	Event Type	Engagements
20/11/2015	Blashford Lakes	Workshop	32
21/11/2015	Blashford Lakes	Workshop	32
05/06/2016	Bisterne Farm	Open Farm Sunday	150
11/06/2017	Bisterne Farm	Open Farm Sunday	140
01/07/2017	Fordingbridge Library	Workshop	41
01/09/2017	Blashford Lakes	Young person's bird race	52
26/05/2018	Blashford Lakes	Workshop	34
23/06/2018	Blashford Lakes	Workshop	39
24/07/2018	Lyndhurst	New Forest Show	<100,000 attended over 3 days
04/08/2018	Blenheim Palace	Countryside show	150,000 + attended over 4 days
05/08/2018	Werrington Park Near Launceston Cornwall	Cornwall and Devon Countryman's Fair	8500 attended the event
09/06/2019	Bisterne Estate	Open Farm Sunday	4000 attended the event
14/07/2019	Blashford Lakes	Workshop	31
01/08/2019	Lyndhurst	New Forest Show	<100,000 attended over 3 days

To measure the demographic of the wider community with which we directly interacted at events, members of the public were presented with an age and sex demography board where they could add a pin in the relevant sections if desired. It was important for ethical reasons that this be an individual choice and not made compulsory. In total, 281 individuals completed this board. As expected, children were the highest age group interacted with, as a family may come with multiple children. Within other age categories were impressed with the good general spread across both sexes and all age categories. This suggests that we interacted with a balanced proportion of the wider community without significant bias to a demographic group, allowing our dissemination and social impact to reach across the wider community.

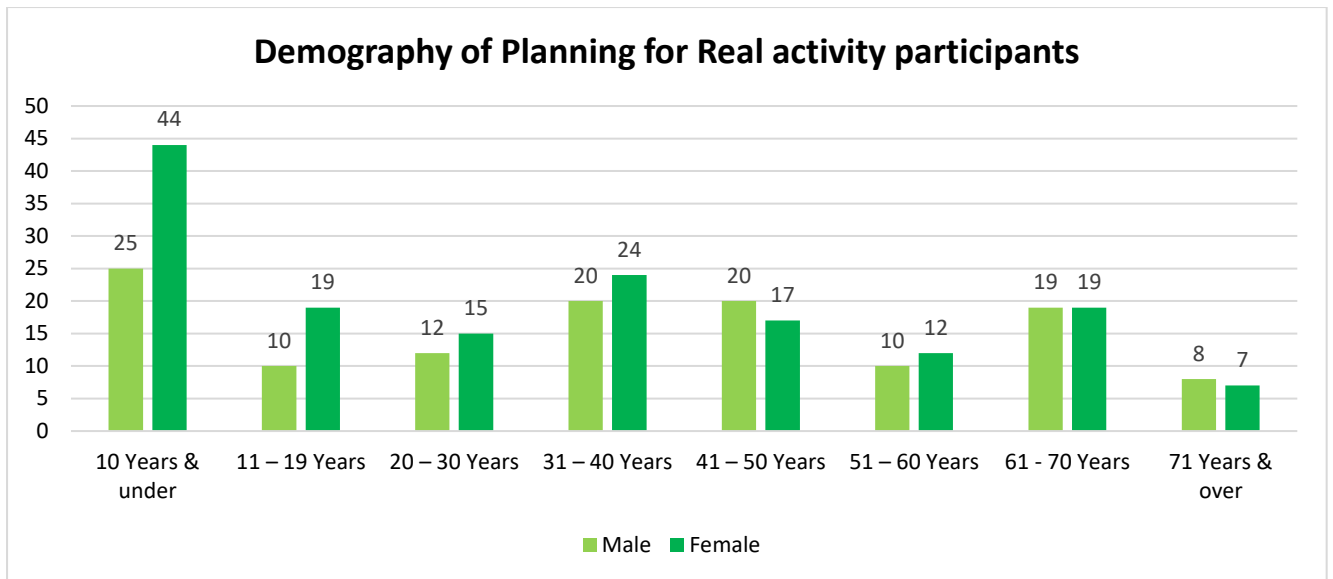


Figure 8 - The demography of Planning for Real activity participants. Note, not all participants completed this activity.

The map of the Avon Valley where participants could indicate with flags, their wildlife observations, areas of activity and how they used these areas, was very effective, with people readily engaging with this activity (Figure 9). In total 394 records were added to the map at community engagement events. Out of three sections: wildlife, activity and access, wildlife held by far the largest contribution. This was likely influenced by the activity being presented by a wildlife organisation for a conservation project. Buzzard (40), lapwing (37) then fox (29) were the top three most reported wildlife species, with sightings of Lapwing falling almost exclusively around hotspot sites. This suggests the wider community have an appreciation of the significance of these species and sites to the overall ecosystem and the Waders for Real project.



Figure 9 - Pin board interactive flag system to gather information on use of the Avon Valley

Other Planning for Real activities aimed to measure the social value of the Avon Valley, by assessing the frequency and timing of activity, gathering data on the activities conducted by the wider community within the landscape (Figure 10; Figure 11). Family days out was the most frequently reported activity conducted within the Avon Valley. This came as a slight surprise given the high proportion of privately owned land within the area. It may be this result was biased by our choice of data collection sites and the swing of data collected from participants at large annual events, with most participants suggesting they only did this once per year. The second most reported activity was bird watching followed by walking. Bird watching falling this highly suggests the restoration of the wading birds within the Avon Valley sought by the Waders for Real project, will have significantly increased social value and wellbeing within the wider community. This is an extremely valuable outcome for the project and an aspect that ongoing community focused work under the facilitation fund will seek to continue.

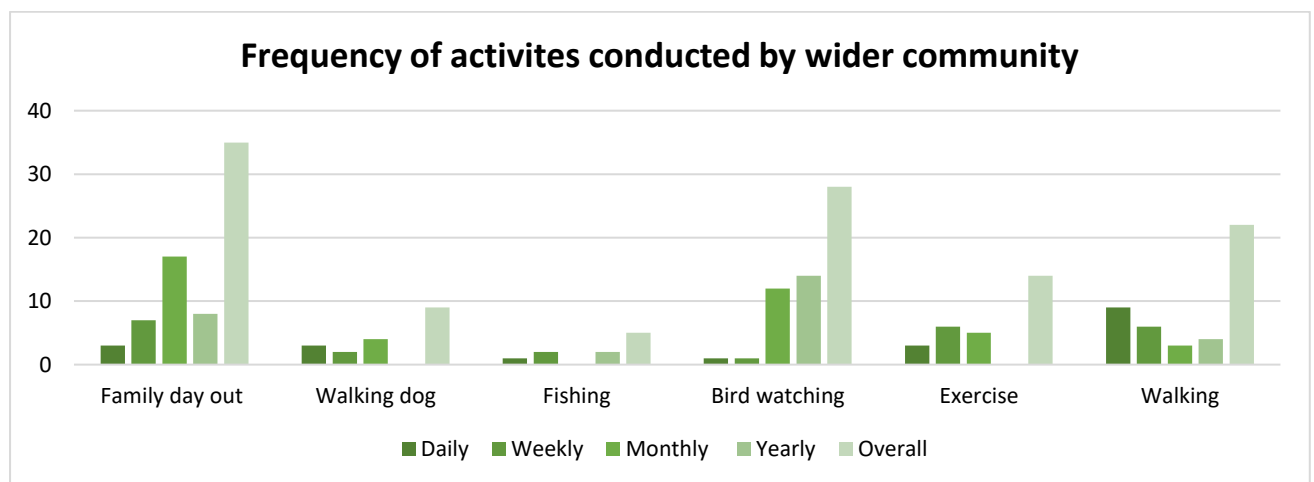


Figure 10 - Frequency of key activities undertaken by the wider community around the Avon Valley

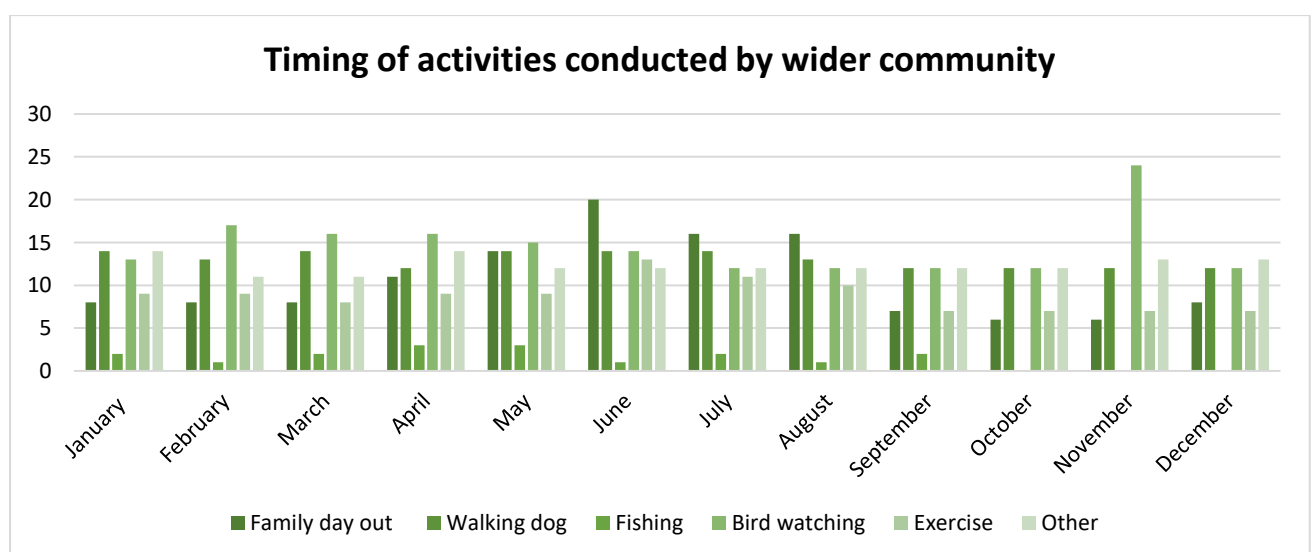


Figure 11 - Timing of key activities undertaken by the wider community around the Avon Valley

Community seminars

Short lectures of around a 1 hour were a useful method of engaging with the local community. 7 talks were given at different stages of the project to local naturalist groups and the general public to groups of 15 – 40. These talks were delivered by members of the project team and often summarised the whole project with a specific focus on either wetland restoration, wading birds or predator monitoring depending upon the interests of the audience. These talks gave us the ability to cover a range of themes but also engage in discussions generated by the audience. The opportunity to educate the wider community about the ecological situation and requirement for activity for the conservation of wading birds was an important outcome.

Educational events

Educational events were conducted by LIFE Waders for Real using a range of approaches: field visits including hands-on habitat management and interaction with project staff, seminars and interactive visits to educational establishments using project and Planning for Real materials. In total, 429 students at various education stages interacted with the project during these events. Before events, the event leader attempted to get an idea of the experience level of students. This varied from having almost no knowledge of wetlands, waders and conservation to reasonable expertise. After each event, significant positive praise was given by organisers and attendees regarding the quality of the messages and approach. Although, we cannot quantitatively measure the impact of our education programme, due to the number of students interacted with and nature of responses we are hopeful that we significantly increased the knowledge and understanding of the project themes. This experience made clear there was great interest in the environmental and ecological themes within education, something we hope to develop within the GWCT going forward.

Table 9 - Summary of education events, with age group and audience size

Organisation	Age Group	Audience
Sparsholt College	15-20	15
Sparsholt College	15-20	16
Sparsholt College	15-20	17
Sparsholt College	15-20	18
Sparsholt College	15-20	25
Sparsholt College	15-20	19
Sparsholt College	15-20	7
Sparsholt College	15-20	9
Sparsholt College	15-20	20
Six Penny Handley School	5-10	120
Uppingham School	15-20	30
University of Bath	15-20	52
Sparsholt College	15-20	11
Countryside Trust	5-10	20
Sparsholt College	15-20	15
Burgate School	10-15	15
Six Penny Handley Scouts	10-15	20

Total	15-20	254
	10-15	35
	5-10	140

Dissemination materials and digital media

In total, 600 project leaflets were distributed over the course of Waders for Real. We initially printed and distributed 300, which were placed on display in the GWCT conference centre, distributed to Blashford Lakes (a local Nature Reserve run by Hampshire and Isle of Wight Wildlife Trust) and the New Queen Inn (pub overlooking the Avon Valley) and Sparsholt College. Leaflets were also distributed to all interested parties at talks and engagement events. In addition to our proposal requirements, a revised project leaflet was designed by our Project Ecologist in 2018 with 300 subsequently printed and distributed. This new version was distributed at all events in 2018 and 2019, with copies again issued to key sites and partners within the valley. Copies were also distributed to all Avon Valley farmers, gamekeepers and landowners alongside local statutory agency staff. The leaflets enabled us to reach out to our target audiences with key messages and improve the awareness of the contribution of the LIFE programme and EU to conservation and environmental works.

Poster boards were placed at 4 key sites (**Error! Reference source not found.**). Boards were distributed between sites with high public footfall and targeted visitor engagement. The New Queen Inn Avon Valley Footpath at Ibsley Bridge and Bisterne Common received one sign each. A further sign was placed on our Watton's Ford hotspot site. As a result of the project, estate staff from this site have started education and visitor events with a local college, schools and naturalist groups. Hence, a board where these groups are regularly taken was a valuable opportunity for dissemination.



Avon Valley Footpath, Ibsley/Hucklesbrook Hotspot



Avon Valley Footpath, Kingston Hotspot



Education Area, Watton's Ford Hotspot



New Queen Inn, Avon Tyrell Hotspot

Figure 12 - 4 project boards erected at areas of high footfall overlooking each original hotspot site

A project website was developed at the start of the project, this was actively updated for the duration of the project and stated in all dissemination materials and at events (www.wadersforreal.eu). This webpage will continue to be accessible for several years after the project and will display project results.

In total we had 8,863 visits to our website over the duration of the project. We are very pleased with this number given our target audience and the other dissemination methods used. At the project outset, an average of 70 per month to the project website was hoped for, an average of 148 views per months was achieved. This was a fantastic result as shows the level of interest in the project themes in the wider community. The number of views of the website grew slowly throughout the project, with a significant rise in 2019 likely driven by increased communications output and the revised design increasing our reach (Figure 13).

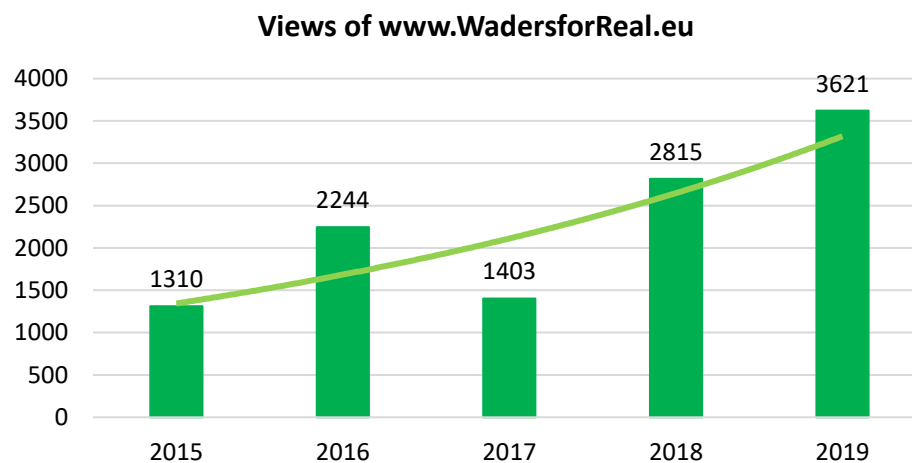


Figure 13 - Views to www.wadersforreal.edu for the duration of the project

Our social media accounts were extremely useful tools for engaging with the wider community throughout the project. Both Twitter and Facebook were used to maximise our potential interaction through this media and to deliver key. The total number of followers on twitter reached 721 while the total number of tweets was 950. Our overall number of impressions was 534,100 and grew each year (Figure 14). Impressions are a key metric for analysing twitter reach, each time a post is interacted with by a user, 1 impression is logged. Greater effort was placed on twitter after the recruitment of additional resources in 2018, which explains the rise in impressions from this time until the end of the period analysed in December 2019. Our total number of Facebook followers was 106 and our page received 98 likes. LIFE Waders for Real content receives greater priority on the pages of followers than those who just like the page. Much of the content was shared between our Facebook and twitter pages though the content posted was redesigned for each platform. The demographic of our interactions was swung heavily towards females (68% female, 32% male) and to the United Kingdom (91%). Interactions were geographical orientated towards the project area, with Christchurch and Bournemouth featuring most heavily as the location of our Facebook engagements. This suggests through this media we were engaging with our target audiences, in the local community.

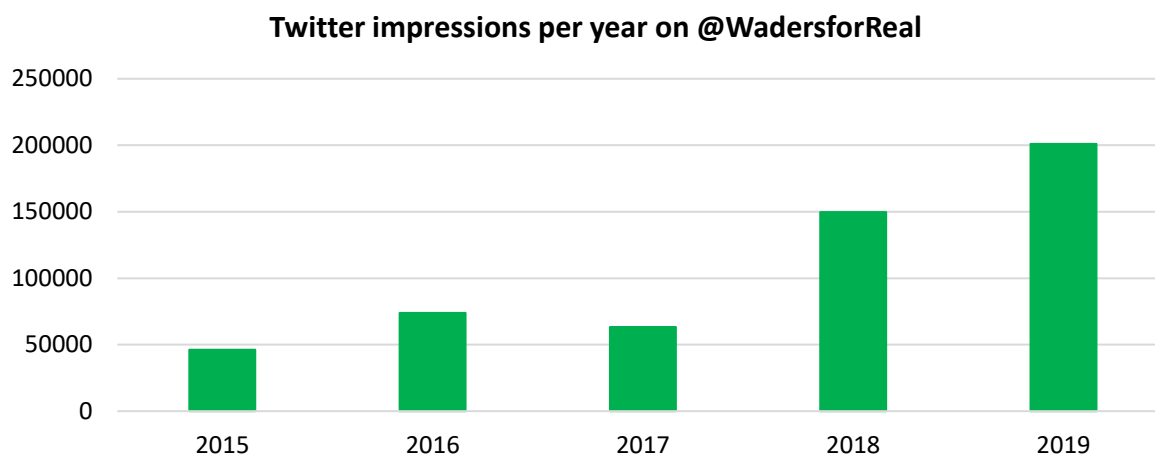


Figure 14 Twitter impressions per project year

The LIFE Waders for Real blog was targeted at being a non-technical method of disseminating regular updates about the progress of LIFE Waders for Real. Blogs covered a range of topics from specific areas of monitoring to more general conservation themes and education. Blogs were also used as a good way to highlight the work of other projects with which we had conducted networking. In total 25 blogs were posted, with a frequency of 1.75 blogs per month. Our average views per blog was 545, though the number of views varied significantly by the blog content (Table 10). Blog views also varied over time, with blogs in 2018/19 having an average of 670 views.

Table 10: Summary of total views of each key theme of LIFE Waders for Real blogs

Key Theme	Total Views
Conservation careers/Volunteering	778
Networking/Other Projects	2110
Predator monitoring	5417
Project Status	1589
Wader monitoring	3831
Wetland habitats and biodiversity	879

Articles, media and press

Throughout the project we maintained communication with our key audiences, including the wider community through press releases and articles in specialist and lay media. In total 8 press releases were written and circulated, 3 greater than our expected result. Leading to at least 25 articles in local, regional and national press, with a potential readership of 2,154,000 individuals. In addition, 9 articles were written in specialist publications released by the GWCT, with an additional reach of 22,000 individuals. We believe our efforts in the media will have raised the profile of the project significant and delivered the key outcomes highlighted in our theory of change for the wider community.

Outcome summary

The project team used several methods to involve the community and stakeholders as well as incorporating Planning for Real pin board activities where the opportunity arose. To not only raise general awareness of the project's actions and deliver the outcomes proposed in our Theory of Change for the wider community but to also ensure farmers and land owners were enthused to carry out actions on the ground and to assist with community engagement activities, with the aim to increase the interaction between this stakeholder group and the local community. These trusted relationships enabled the project's actions to be shared more widely with the local community, by land managers and farmers actively conducting community engagement, whether that be providing workshop venues, invitations to country shows and speaking to students and other conservation organisations about the project and wider conservation issues.

The project was invited to events such as Open Farm Sunday, the New Forest Show in consecutive years and the gamekeeper on one of our 'hotspots' would regularly engage with local game and wildlife students and host other conservation organisations on their water meadows to demonstrate their conservation work. Establishing trusted relationships with stakeholders has been crucial to forming and growing our Planning for Real approach and has given the project the opportunity to gauge perceptions at a greater scale and allow us to increase and target our dissemination more effectively.

Overall, the planning for real activities gave important insight into the awareness of the wider community about breeding waders, habitat management, predation management, conservation priorities and provided understanding of their general use of the Valley. This allowed the project to plan and tailor further community engagement activities, carrying them out around the project's primary concern of increasing breeding wader productivity.

The extent and results of our awareness raising activities provided above make us confident we have delivered on the outcomes set out in the Theory of Change to increase awareness, education and knowledge in this stakeholder group.

The Game and Wildlife Conservation Trust

The GWCT as the primary beneficiary was a key stakeholder in project. There was the potential for a significant positive socio-economic impact on the GWCT, in terms of greater links with other projects and organisations, better internal relationships through collaborative working and the overall raising of organisational profile.

Theory of Change

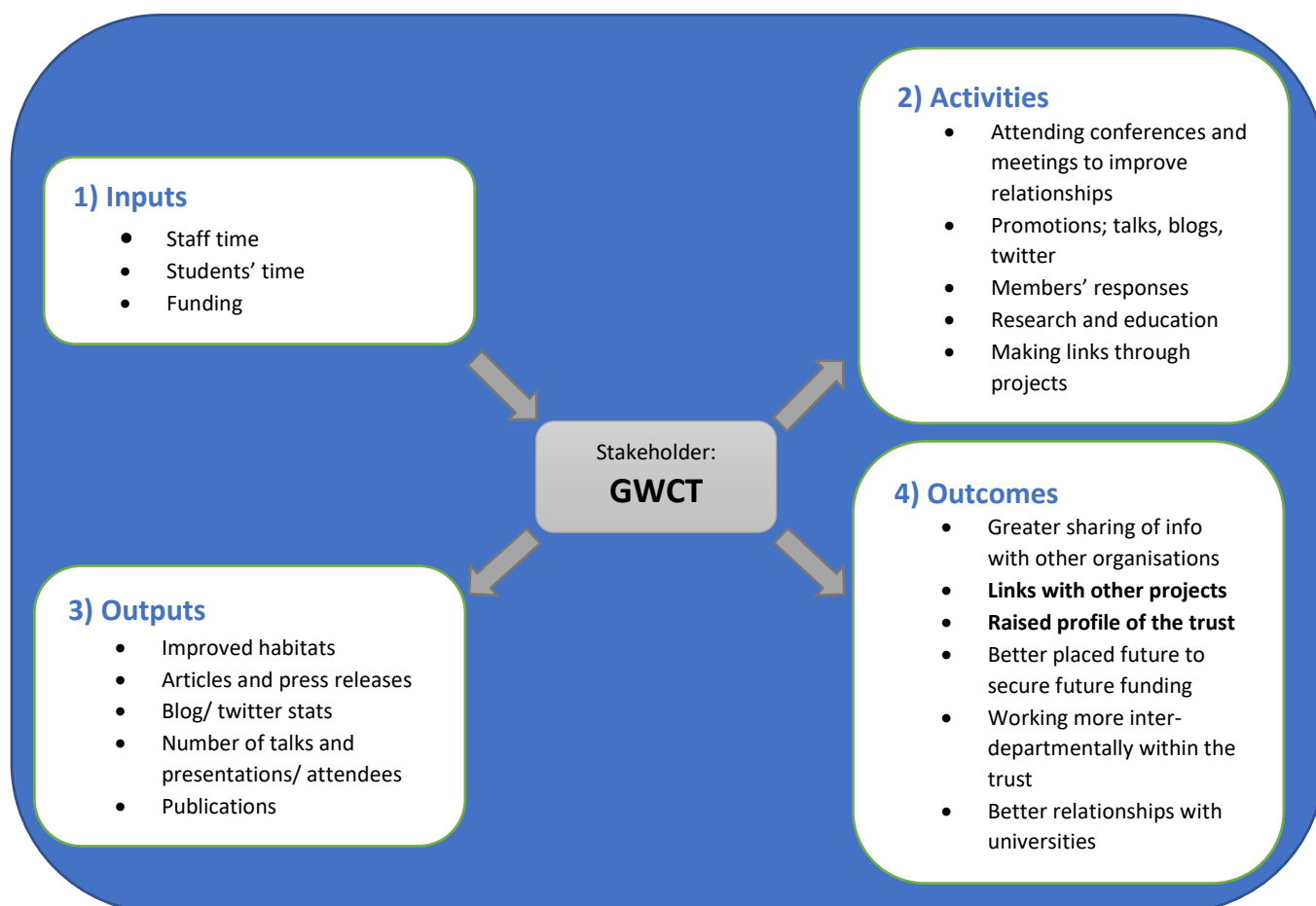


Figure 15 - Diagrammatic Theory of Change model - GWCT. For more detailed interpretation see Annex 9.

Data collection

The impact of projects on organisations are hard to measure, as no direct source of measuring and representing all impacts exists. Changes in the numbers of members could be suggested for an organisation like GWCT. However, this ignores the development of new and improvement in existing; relationships, an increased awareness of an organisation beyond its staff and other elements which do not directly result in an increase in membership. Furthermore, memberships are influenced by a significant number of external factors to the project and so are a poor and inaccurate measure. The impact of GWCT is therefore particularly qualitative but quantified where possible. The metrics stated above for social media, blogs and publications were documented and though discussed in reference to the wider community also impart improved interaction in the opposite direction, i.e. with GWCT. The numbers of meetings and networking events alongside the number of outside organisations interacted with were recorded. Scientific publications and project reporting were mostly produced

after the end of the project to make the best use of the four years' worth of bird and habitat data. Therefore, their role could not be measured for the purposes of this report.

Results

Please see Wider community - section of this report alongside deliverable E2 for detailed descriptions of the dissemination and awareness raising activities conducted within the Waders for Real project. All dissemination activities have both raised awareness of the project themes within the local, national and international community but also by proxy the profile of the GWCT and its staff. For the latter, the project has significantly increased their profile resulting in new relationships across for education to ecology and further collaborations and projects.

Over 40 networking events, with conservation projects/organisations and government conservation agencies were organised or attended over the course of Waders for Real, covering over 50 organisations and/or projects. Events ranged from 2-day networking workshops with specific organisations and projects, to smaller discussion meetings and attendance at our end of project, regional and international conferences. Often networking events were accompanied by seminars by the project team which generates discussion.

Key outcomes for GWCT have been summarised into the bullet points below:

- 2 lowland breeding wader and 1 red fox PhD Studentships attained by LIFE Waders for Real staff in partnership with Bournemouth University as a result of links made during the project.
- Links made with several European organisations and projects working on breeding waders and their predators. Allowing for detailed discussion of methods, results and findings alongside the development of future collaborations. Relationships strongly driven by attendance at international conferences.
- Collaborations between GWCT and RSPB staff from LIFE Project Godwit on proposal for Lapwing conservation planning for Friesland, Netherlands as part of IWSG 2019 Meadow Birds Conservation Workshop.
- Attaining DEFRA Facilitation funding as a result of insights gained from advisors on the Martin Down Farmer Supercluster which neighbours the Avon Valley. This has allowed our Project Ecologist to be employed to provide wet grassland management advice to farmers within and beyond the project area going forward.
- Project Ecologist was asked to join a regional ornithological scientific advisory committee and the International Wader Study Group executive committees. These opportunities allow for the lessons learnt from LIFE Waders for Real to be integrated into discussions at a regional and international level. Predator manager asked to join a relevant external organisation advisory committee on predator management.

- Significantly strengthen internal interdepartmental relationships due to collaborative working and shared work across themes, both between wetlands and predation departments but also with communications and management departments.
- Significantly raised profile with local community across all stakeholders and with specific stakeholders such as policy makers and researchers at both national and international levels. From networking events and attendance at national and international conferences.
- Successful end of project conference attended by 60 individuals from a variety of stakeholders, from farmers and landowners to people from many scientific and government organisations.

Outcome summary

The GWCT as an organisation has benefited greatly from the Waders for Real project. The GWCT received publicity through all press releases and articles about the LIFE Waders for Real project. All student theses produced promoted the research of the GWCT to all the Universities involved. Project staff made strong relationships with other projects, colleagues and collaborators. Attending IWSG conferences and other international conferences, alongside presenting the work internally has enabled staff to make connections with GWCT colleagues and other projects across Europe.

The Waders for Real approach have focused on long term outcomes by promoting our research within the wider scientific community, as well as aiming to inform and influence policy. The project has hosted and attended visits from other scientific organisations, such as RSPB, WWT, Fundación Artemisan and Lough Earn Waders Project, and hosted university and college seminars to inform young scientists of our project research. Members of the Waders for Real Team have also continually attended UK and international conferences to increase networking opportunity within the scientific community; these conferences have been held by the International Wader Study Group, British Trust for Ornithology and the International Union for Game Biologists.

The project's continuous networking activity enabled for a well-attended end of project conference in November of 2019. The aim of the conference was to provide an insight into the project's actions and results and to receive input from all stakeholders to understand how future environmental policy for breeding waders should be designed. The conference captured the thoughts and opinions of all involved through themed breakout sessions, involving pre-prepared questions about predator control, wader habitat management and collaborative working. The outcomes of these discussions have been collated into a useable document with suggestions for future policy which captured a great deal of feedback. The Waders for Real team also received many positive messages of congratulations from conference attendees following the event (Annex 10).

The project's achievements have also become known within the political sector, through project team members and GWCT staff attending important political events; our end of project conference outcomes and full reporting will also be available to policy makers. The future Environmental Land Management Scheme (ELMs) is currently being designed through test and trials up and down the country, and therefore once policy has been designed, we will be able to understand if our project aims and activities have produced the desired outcome of informing and influencing future environmental policy.

One area of environmental policy which has been influenced from the project's very beginnings, is the Countryside Stewardship's Facilitation Fund. This source of funding provides payment for a facilitator to help a group of farm managers and other land managers to work together at a landscape scale and effect greater environmental improvement, than what could be achieved at single farm scale. The Waders for Real project was the first collective group of farmers and land managers to work 'unofficially' in this manner and which enthused and started work of the same approach to be trialled and tested elsewhere, to understand the feasibility and outcomes of such collaborative work. Since the Waders for Real project began in 2014, with farmers working collaboratively at landscape scale under an 'unofficial' Farmer Cluster concept, the number of official Farmer Clusters who have applied for Facilitation funding and been given 'official' Farm Cluster status, have now reached over 120 across England and Wales, with the numbers continuing to rise. This is a legacy which the Waders for Real project may see for many years to come and therefore an outcome which could have lasting and meaningful outcomes for the future of land management in the UK.

The opportunities provided by the LIFE programme to undertake networking activities have been valuable to the development of the project team and partner organisations. In many cases, networking with other projects led to the development of protocols for surveys, methods or approaches based on shared experience and knowledge. An important and extremely valuable outcome of the LIFE Waders for Real project are the strong relationships built with staff at many other conservation organisations, universities and projects. The team now have a large network of contacts, working on similar ecological issues with which they can openly discuss ideas, solve problems and collaborate. There is the potential for this to lead to future collaborative projects with other EU countries on wetland restoration, wader conservation and predator management.

Conclusion

The Theory of Change (ToC) approach has provided LIFE Waders for Real with a mechanism to assess the socio-economic impact of the project. It has offered a unique opportunity to apply the principles of this approach to a conservation project and to establish a methodology for doing so. The stakeholder groups chosen were the ones who would potentially experience the biggest socio-economic impact. The stakeholder groups were farmers (including landowners, farmers, farm managers and gamekeepers), students working on the project, wider community and the Game and Wildlife Conservation Trust as an organisation. Using a combination of before and after questionnaires, interviews (formal and informal), events, media and networking we have been able to assess the quantitative and qualitative socio-economic impact for the stakeholder groups identified. For all the groups identified we observed a positive change in their attitudes, opinions and ideas from the initial encounters to the final contacts, for example there was some initial scepticism among the Avon valley farmers about getting involved and by the end they were all actively working with GWCT for wader conservation. We also noted a significant change in knowledge, expertise and experience particularly for students and farmers with potential for future socio-economic benefits such as better jobs for graduates and enabling easier access to future agri-environment schemes for farmers. We would recommend that the methodology, developed in LIFE Waders for Real, for using the ToC approach for assessing the socio-economic impact of conservation projects, should be used, tested and refined on other conservation projects to establish a standard assessment protocol.

Annexes

Annex 1 Farmer Theory of Change detailed

Priority outcomes	Indicators	How	When	Who
Stakeholder: Landowners/farmers				
Better able to secure more funding E.g. Through Agri-Environment Schemes	<ul style="list-style-type: none"> Level of successful applications in relation to time spent/engagement with project Their perception of whether easier to secure funding as part of a project Numbers coming to GWCT/ voluntary engagement 	<ul style="list-style-type: none"> Via internet/ ask questions How much is down to being a part of the project? Explore variations between those more involved (hot spots) and those less involved (Non-hotspots) Tracking contact/ communication through database One to one interviews 	Rolling Rolling At time of land renewal agreement Rolling	Project Officer when out and about Project Officer and Senior Officer (e-mails)
Ticking that environmental box- marketing	<ul style="list-style-type: none"> Rise in price of produce from farms involved Improved future Agri-Environment scheme funding 	<ul style="list-style-type: none"> Tracking contact/ communication through database One to one interviews 	Rolling	All staff members

Annex 2 Baseline farmer questionnaire



Farmers questionnaire:





Please rate your knowledge on the following aspects on your farm BEFORE your involvement with the GWCT: (Please rate the following questions 1-5; 1 Very little knowledge, 5 lots of knowledge)	1	2	3	4	5
1. Wader meadow management (Generally)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Management of habitats for Lapwing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Predator control	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Lapwing numbers and breeding success	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Redshank numbers and breeding success	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I decided to be involved with the Waders for Real project: (Please indicate whether you agree or disagree with the following statements)	Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly agree
1. To help prevent the decline of breeding lapwing in the valley	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. To help the decline of breeding redshank in the valley	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. To gain a further understanding of how to manage my farm for breeding waders	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Because the neighbouring farms were also involved (community effort)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. To assist with future funding opportunities on my farm	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. To help with my agri-environment options and future applications	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

What would you mostly like to gain from involvement with the Waders for Real project:

Any further comments:

Please hand in the complete survey at the farmers meeting on the 9th March, or return to Lizzie Grayshon. A digital copy will also be sent via email.



Annex 3 Final farmer questionnaire

Questionnaire: Farmers

Please complete the following questionnaire by placing a CROSS in the box which most closely matches your opinion of the following statements.

	Strongly agree	Agree	Neither agree or disagree	Disagree	Strongly disagree
1. You had a good understanding of how to manage land for breeding waders before involvement with the GWCT/Waders for Real, GWCT.					
2. You know more now about land management for breeding waders than you did before involvement with GWCT/Waders for Real.					
3. The advice/help you've been given as part of Waders for Real is specific to your land and its characteristics.					
4. The advice/help you've been given as part of Waders for Real has had a positive impact on your farming practice.					
5. The advice/help you've been given as part of Waders for Real has benefited your business.					
6. Being part of a project with the GWCT has been a positive experience					
7. Being part of a wider project has encouraged you to do more on your farm.					
8. Being part of the project has increased your communication with other farms.					
9. Being part of the project has improved your relationship with statutory bodies (including Natural England).					
10. You feel more confident applying for further funding because of your involvement with GWCT projects					
11. You have successfully achieved more funding since being involved with the project (including countryside stewardship)					
12. You have encountered difficulties since GWCT/Waders for Real involvement					
Please comment on any difficulties experienced					

14. You wish to know more regarding land management for breeding waders.					
15. Increased conservation effort on your farm has increased positive public perception of your farm.					
16. You feel you know more now about how management for waders can affect other wildlife on your land.					
17. You know more now about landscape scale conservation, and how aligning land management across farming boundaries can benefit breeding waders.					
18. I plan to continue inputting some of the conservation measures for waders beyond the project.					

Please rate your knowledge on the following aspects on your farm AFTER your involvement with the GWCT:
(Please rate the following questions 1-5; 1 Very little knowledge, 5 lots of knowledge)

	1	2	3	4	5
Wader meadow management (Generally)					
Management of habitats for Lapwing					
Predator control					
Lapwing numbers and breeding success					
Redshank numbers and breeding success					

Any further comments:

Annex 4 Student Theory of Change detailed

Priority outcomes	Indicators	How	When	Who
Stakeholder: Students				
Head start to third year/ better grades	<ul style="list-style-type: none"> How students valued their experience. Compare between student's experience of different projects What are the range of changes for the student? Number of students benefited (Especially considering the head start of third year) 	<ul style="list-style-type: none"> Surveying students via university 1-5 with a comment box Scoring given by students of their placement (Higher= quality of placement) University gives predictive grade before placement and comparison to actual grade Project placement tutors can give response on changes in student Contact with past students Future job prospects and how much difference does placement with GWCT help 	Present students- now Future students- beginning and end	Students Tutors at University
Increased employability	<ul style="list-style-type: none"> What/ where did/ went after placement Other skills gained e.g. do they feel more confident about future job prospects Those remaining in a relevant field. 	<ul style="list-style-type: none"> Surveying students via university and after university 1-5 with a comment box Contact with past students 	Present students- now Future students- beginning and end	Students

Annex 5 Student baseline questionnaire

Start of Placement Questionnaire: To complete at beginning of placement. <i>Please answer all questions honestly, all questionnaires will remain anonymous. This questionnaire is for the purposes of our social-economic report.</i>					
1. Which university do you attend?	<div style="border-bottom: 1px solid black; height: 20px; width: 100%;"></div>				
2. Which course are you studying? (MSc/BSc)	<div style="border-bottom: 1px solid black; height: 20px; width: 100%;"></div>				
3. Why did you decide to take a placement/ sandwich year?	<div style="border-bottom: 1px solid black; height: 20px; width: 100%;"></div> <div style="border-bottom: 1px solid black; height: 20px; width: 100%;"></div>				
4. Why did you choose a placement with the Waders for Real project?	<div style="border-bottom: 1px solid black; height: 20px; width: 100%;"></div> <div style="border-bottom: 1px solid black; height: 20px; width: 100%;"></div> <div style="border-bottom: 1px solid black; height: 20px; width: 100%;"></div>				
5. What do you hope to achieve in your placement year with the Waders for Real project?	<div style="border-bottom: 1px solid black; height: 20px; width: 100%;"></div> <div style="border-bottom: 1px solid black; height: 20px; width: 100%;"></div> <div style="border-bottom: 1px solid black; height: 20px; width: 100%;"></div> <div style="border-bottom: 1px solid black; height: 20px; width: 100%;"></div>				
6. What grade are you currently averaging?	<div style="border-bottom: 1px solid black; height: 20px; width: 100%;"></div> <div style="border-bottom: 1px solid black; height: 20px; width: 100%;"></div>				
7. What grade did you aim to achieve for your placement project?	<div style="border-bottom: 1px solid black; height: 20px; width: 100%;"></div> <div style="border-bottom: 1px solid black; height: 20px; width: 100%;"></div>				
8. What grade do you aim to achieve for your degree?	<div style="border-bottom: 1px solid black; height: 20px; width: 100%;"></div> <div style="border-bottom: 1px solid black; height: 20px; width: 100%;"></div>				

<i>Please complete the following questionnaire by placing a CROSS in the box which most closely matches your opinion of the following statements.</i>										
1. You feel that taking up a placement with the Waders for Real project will boost your confidence for future jobs	<input type="checkbox"/>	Strongly agree	<input type="checkbox"/>	Agree	<input type="checkbox"/>	Neither agree or disagree	<input type="checkbox"/>	Disagree	<input type="checkbox"/>	Strongly disagree
2. You feel completing a placement with the Waders for Real project will make you more employable in the future	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	
3. You feel that taking up a placement with the Waders for Real project will enable you to obtain a higher grade in third year	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	
(Please rate the following questions 1-5, 1 not confident, and 5 extremely confident)										
1. How would you rate your confidence for third year?	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5
2. How would you rate your confidence about your dissertation?	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	
How would you rate your confidence in the following skills: (Please rate the following questions 1-5, 1 not confident, and 5 extremely confident)										
1. Project planning	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5
2. Fieldwork	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	
3. Data handling	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	
4. Statistical evaluation	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	
5. Teamwork	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	
6. Public speaking	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	
7. Knowledge of conservation issues	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	

I am happy for my comments to be used anonymously in project publications.

Yes ☐ No ☐

Annex 6 Student final questionnaire

To complete at end placement.									
Please answer all questions honestly, all questionnaires will remain anonymous. This questionnaire is for the purposes of our social-economic report.									
1. Which university do you attend?									
2. What course are you studying? (MSc/BSc)									
3. Which projects are you taking part in this year?									
4. What are your favourite aspects of working with the Waders for Real project?									
5. What are your least favourite aspects of working with the Waders for Real project?									
6. What do you plan to do once you finish your degree?									
7. What grade were you averaging before starting your placement?									
8. What grade did you achieve for your placement project?									
9. What grade do you intend to achieve in your final year?									
10. What grade do you predict yourself to achieve overall in your degree?									

Please complete the following questionnaire by placing a CROSS in the box which most closely matches your opinion of the following statements.											
1.	Taking part in a placement with the Waders for Real project has improved your confidence	<input type="checkbox"/>	Strongly disagree	<input type="checkbox"/>	Disagree	<input type="checkbox"/>	Neither agree or disagree	<input type="checkbox"/>	Agree	<input type="checkbox"/>	Strongly agree
2.	Taking part in a placement with the Waders for Real project improved your job prospects/ made you more employable	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	
3.	You felt more prepared for third year having done your placement	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	
4.	Taking part in a placement will enable you to get a higher grade in third year	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	
How would you rate your confidence now in the following skills: (Please rate the following questions 1-5, 1 not confident, and 5 extremely confident)											
1.	Project planning	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5
2.	Fieldwork	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	
3.	Data handling	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	
4.	Statistical evaluation	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	
5.	Teamwork	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	
6.	Public speaking	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	
7.	Knowledge of conservation issues	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	
(Please rate the following questions 1-5, 1 poor, and 5 excellently)											
1.	How would you rate your overall experience with the Waders for Real project	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5

Annex 7 Student employability questionnaire

Potential employer:

We are interested in gathering information about the employability of individuals who had completed a year in industry as part of an undergraduate course in Ecology/Conservation or similar. We would like to compare the potential employability of a new graduate without a placement year compared to those with a placement year.

Your organisation name:

		Strongly agree	Agree	Neither agree or disagree	Disagree	Strongly disagree
<i>Please complete the following questionnaire by placing a CROSS in the box which most closely matches your opinion of the following statements.</i>						
1.	Individuals who have completed a placement year have a better understanding of conservation/research in practice.					
2.	Individuals who have completed a placement year are more likely to have the practical skills required for a job in conservation/research.					
3.	Individuals who have completed a placement year are more likely to have higher academic scores.					
4.	Individuals who have completed a placement year Are more likely to have specialist fieldwork skills required for a job in conservation/research.					
5.	Individuals who have completed a placement year show ability to plan and manage their time well.					
6.	Individuals who have completed a placement year are more able to take on more responsibilities act in a professional manner.					
7.	Individuals who have completed a placement year are likely to have more real-world experience.					
8.	Individuals who have completed a placement year are more likely to show an understanding of how ecology can be applied in a practical context					
9.	Individuals who have completed a placement year have a more realistic outlook on what to expect from a job in conservation/research.					
10.	Individuals who have completed a placement year are more likely to have experience of working with the types of stakeholders typically involved in jobs in conservation/research.					

Key skills you see in recent graduates with a placement year:

I am happy for my comments to be used
anonymously in project publications;

☐

Annex 8 Wider community Theory of Change detailed

Priority outcomes	Indicators	How	When	Who
Stakeholder: Wider Community				
Increasing education and awareness = people away from sensitive areas	<ul style="list-style-type: none"> Number of signs deployed Number of people accessing areas Local understanding on importance of the area 	<ul style="list-style-type: none"> Our frequency of encounters with members of the public on sensitive areas at beginning and end of project Keepers records from begging to end of project. Survey of local residents asking about access and areas used. Information gathered at local events using planning for real location boards. 	Rolling Final year of project Events from 1 st and 2 nd year of project	All staff members Project Officer Project Officer
Raising awareness of good work being done by farmers/ changing perceptions	<ul style="list-style-type: none"> Increased followers on twitter over the course of the project Type of followers, location, interests Blog statistics and comments Local attitudes 	<ul style="list-style-type: none"> Using Analytics on twitter Survey of local residents on opinions 	Rolling (Annex 1) Final year of project	Project Officer






Annex 9 GWCT Theory of Change detailed

Priority outcomes	Indicators	How	When	Who
Stakeholder: GWCT (organisation)				
Raised profile of the trust through practical application	<ul style="list-style-type: none"> Greater numbers engaged via twitter Difference between GWCT and Waders for Real twitter page - who is following what Increased numbers accessing information Increase in membership numbers Increase in numbers through just giving (Annex 14) Understanding a starting point Greater number of enquiries over the course of the project Scientific publications produced through the project 	<ul style="list-style-type: none"> Look at the shift towards more practitioners following Look at the position/ range of followers now and compare to different times in the future Survey/ question a sample of people accessing twitter Stats from blogs – covering different areas e.g. scientific blog Membership annual survey- ask questions as part of this Analyse increase in donations- why? Through webpage- leave comment/ review for donation Understand what is over and above Trustees- why do they see projects like this important to trust Number of publications Impact factors, journal status Number of collaboration Attention received through social media regarding publications 	<p>Rolling</p> <p>Annual survey</p> <p>Trustee meetings</p> <p>One paper started. The majority will be produced after the final field season in 2018.</p>	Senior Officer Project Officer
Links with other projects including Life+ projects	<ul style="list-style-type: none"> Greater number of approaches Looking at number of different active projects GWCT involved with Increased number of invitations to speak about project / learning from GWCT experience 	<ul style="list-style-type: none"> Capture of evidence of contacts/ events/ conference/ projects. Written evaluation of all communications, meetings etc. Number of publications Impact factors, journal status 	<p>Rolling</p> <p>One paper started. The majority will be produced after the final field season in 2018.</p>	Senior Officer, Project Officer, Plus, all project members and students

	<ul style="list-style-type: none"> • Increased invitations to events (Approached by or approach) • Project “opens door” to conferences wouldn’t normally attend • GWCT learning from other projects- staff development. • Collaborations with other similar projects • Scientific publications produced through the project 	<ul style="list-style-type: none"> • Number of collaboration • Attention received through social media regarding publications 		Senior Officer Project Officer
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Annex 10 End of project conference feedback

Thank you

 dbutler@perdixwildlife.co.uk
To:  Andrew Hoodless
Cc:  Lizzie Grayshon;  Jodie Case;  Ryan Burrell

Mon 11/11/2019 14:28

Hi Andy

Just a quick note to say thank you for the invitation to attend the LIFE conference last week. I have to say that it was one of the best conferences I have attended, with format, content and organisation all being of the highest standard. You and your team did the GWCT proud.



With thanks and very best wishes

Dave


Dr. Dave Butler
Managing Director
PERDIX
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Hatton Rock
Stratford-Upon-Avon
Warwickshire
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United Kingdom
Telephone: +44 (0) 1789 336 123
Website: www.perdixwildlifesupplies.com

PERDIX[®]

RE: LIFE Waders for Real End of Project Conference Update 6th - 7th November

 Knight, Lee <Lee.Knight@forestryengland.uk>
To:  Lizzie Grayshon

Mon 11/11/2019 14:19

 You replied to this message on 11/11/2019 14:23.

Hi Lizzie,

Just wanted to say a big thanks for the conference last week. It was a great chance to meet new contacts. I thought the 2 days were great success, and very much indicative of the scale and reasons of our ground nesting populations declines.

Please pass my thanks on to your GWCT colleagues too.

Regards,

Lee

Lee Knight
New Forest Keeper
Forestry England
South England Forest District
The Queens House
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Hampshire SO43 7NH

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+44(0)7778 111055 (mobile)
+44(0)300 0674600 (switchboard)
www.forestryengland.uk

RE: LIFE end of project conference



Nick Sotherton <nsotherton@gwct.org.uk>
To: Andrew Hoodless; Lizzie Grayshon; Jodie Case
Cc: Teresa Dent

Reply Reply All Forward
Fri 08/11/2019 13:25

Agreed! The parts I was able to attend were excellent

Very pleased, very proud

Well done

From: Andrew Hoodless <ahoodless@gwct.org.uk>
Sent: 07 November 2019 21:44
To: Lizzie Grayshon <lgrayshon@gwct.org.uk>; Jodie Case <jcase@gwct.org.uk>
Cc: Teresa Dent <tdent@gwct.org.uk>; Nick Sotherton <nsotherton@gwct.org.uk>
Subject: LIFE end of project conference

Lizzie, Jodie,

Just to say many thanks for all your hard work in putting together the LIFE conference and ensuring that it ran smoothly. I thought the discussion sessions went well and everyone was very positive about the opportunity to network and share ideas. Andrew Fielder was extremely complimentary and has asked whether we could organise a training event for NE staff next spring. My only frustration is that Karen Lunan (our LIFE monitor) wasn't able to make it, but I will email her tomorrow and send a summary of the highlights.

Well done!

Andy

Dr Andrew Hoodless
Head of Wetland Research
Game & Wildlife Conservation Trust

Burgate Manor, Fordingbridge, SP6 1EF
Tel: 01425 651031
Mobile: 07867 330434
Web: gwct.org.uk

Read about our LIFE Waders for Real project at www.wadersforreal.eu
Read about our woodcock migration research here www.woodcockwatch.com

RE: LIFE end of project conference



Teresa Dent <tdent@gwct.org.uk>
To: Andrew Hoodless; Lizzie Grayshon; Jodie Case
Cc: Nick Sotherton

Reply Reply All Forward
Fri 08/11/2019 08:35

I was so pleased I managed to get there for the final three sessions. I thought it was excellent and had had very good feedback about Day 1 from Tim Palmer who I saw on the train on Thursday morning. Had very good feedback from the delegates I talked to as well.

Well done!

From: Andrew Hoodless <ahoodless@gwct.org.uk>
Sent: 07 November 2019 21:44
To: Lizzie Grayshon <lgrayshon@gwct.org.uk>; Jodie Case <jcase@gwct.org.uk>
Cc: Teresa Dent <tdent@gwct.org.uk>; Nick Sotherton <nsotherton@gwct.org.uk>
Subject: LIFE end of project conference

Lizzie, Jodie,

Just to say many thanks for all your hard work in putting together the LIFE conference and ensuring that it ran smoothly. I thought the discussion sessions went well and everyone was very positive about the opportunity to network and share ideas. Andrew Fielder was extremely complimentary and has asked whether we could organise a training event for NE staff next spring. My only frustration is that Karen Lunan (our LIFE monitor) wasn't able to make it, but I will email her tomorrow and send a summary of the highlights.

Well done!


Andy

Dr Andrew Hoodless
Head of Wetland Research
Game & Wildlife Conservation Trust

Burgate Manor, Fordingbridge, SP6 1EF
Tel: 01425 651031
Mobile: 07867 330434
Web: gwct.org.uk

Read about our LIFE Waders for Real project at www.wadersforreal.eu
Read about our woodcock migration research here www.woodcockwatch.com

FW: Lapwing document

 Lizzie Grayshon <lgrayshon@gwct.org.uk>
To: Thomas Weston
Cc: Ryan Burrell; Jodie Case

Mon 11/11/2019 15:28

[Reply](#) [Reply All](#) [Forward](#) [More](#)

From: Joe Dimbleby <jdimbleby@gwct.org.uk>
Sent: 11 November 2019 15:21
To: Lizzie Grayshon <lgrayshon@gwct.org.uk>; Jen Brewin <jbrewin@gwct.org.uk>; Andrew Hoodless <ahoodless@gwct.org.uk>; Ryan Burrell <rburrell@gwct.org.uk>
Cc: Chloe Stevens <cstevens@gwct.org.uk>
Subject: Re: Lapwing document

Hi Lizzie

I found the conference fascinating and really constructive, congratulations to all your team on organising a brilliant event! Thank you for including us it was really helpful to consolidate some of what I have learned about Waders for Real over the past few months and learn a whole lot more.


Good news on the lapwing doc. We are able to push it to a Feb publication date to coincide with the other publications. However, I am (and I know Chloe is) keen to get a draft finished this month. We can of course add the final 2019 data and make other changes next year before publication.

It would be great if you could email me a copy of your presentations from the conference and the draft ELMs recommendations when those are ready to circulate. Also, do we have any more pics of ecologists in the field putting up fences, clearing hedges etc to help illustrate GWCT's uniquely proactive approach? Lastly, we could really do with a couple of pics of other community events, farmers meetings etc so illustrate farmer engagement (I should have taken some at the conference). I don't think it matters if we use the same images in the various publications.


Once we have these and have updated the document, it would be great if you were able to read through it.

Happy to chat through at any point I'll be in the office all day tomo.
Thanks again
Joe

Joe Dimbleby
Communications Team
Game & Wildlife Conservation Trust
Burgate Manor, Fordingbridge, SP6 1EF
Mobile: 07708 200856



FW: LIFE Wader for Real End of Project Conference Talks

 Gareth Fulton <Gareth@elmleynaturereserve.co.uk>
To: Lizzie Grayshon

Hi Lizzie,

Thanks again for last week's conference. I thoroughly enjoyed it and learnt a lot from a really good variety of speakers.

Good luck with future funding and keep in touch come what may. Hope you had a well-deserved Friday in the pub too.

Many thanks,
Gareth


Gareth Fulton

Estate Manager
ECT (Conservation) Ltd
Elmley National Nature Reserve
Kingshill Farm | Kent | ME12 3RW
T: 01795 664 896 | M: 07786 333 331
www.elmleynaturereserve.co.uk

Inbox - jcase@gwct.org.uk - Outlook

Move Rules Assign Policy Unread/Read Categorize Follow Up New Group Browse Groups Search People Address Book Filter Email Find Read Aloud Speech Get Add-ins Send to OneNote OneNote Insights

FW: GWCT Waders For Real Conf and the Hoodless team!

 Teresa Dent <tdent@gwct.org.uk>
 To: Andrew Hoodless; Jodie Case; Lizzie Grayshon; Ryan Burrell; Niamh McHugh; Chris Heward; Thomas Weston; Jessica Brooks
 Cc: Nick Sotherton; Paul Stephens

Reply Reply All Forward ...

Fri 24/01/2020 08:15

-----Original Message-----
 From: Peter Potts <petermpotts@gmail.com>
 Sent: 23 January 2020 22:14
 To: Teresa Dent <tdent@gwct.org.uk>
 Subject: GWCT Waders For Real Conf and the Hoodless team!

Good evening Teresa

I trust all's well.

I have been meaning to write to you for some time but like everyone I am just busy.

I was delighted to be invited to, and be able to attend the Waders For Real EU Life end of project workshop at Fordingbridge last November.

It was an over whelmingly positive and informative event, very well planned and executed, I learnt a lot and felt uplifted by the whole conference. So thank you for having me along.

I am most impressed with the project, and Lizzie who runs it day to day, what a star that young lady is! She of course was admirably supported by Jodie and Ryan et al. I must say that Jodie is a real asset to your team, is another excellent communicator and so warm with it, you must hang on to her if you can.

What I particularly liked was the contribution from each of the bird, mammal and predator management branches of GWCT, the very well planned out workshops and discussion sessions and the excellent talk by the lady working on the farm clusaters at Martin. I had no idea that the GWCT was involved with such a broad range of work and is clearly doing an excellent job. The more I spend time with the Fordingbridge team the more impressed I am.

Andrew Hoodless has a great and very capable team, and has some excellent student placements like Thoams Weston at the moment who will go far. Niamh McHugh & Chris Heward are also fantastic scientists and staff as I am sure you know and treasure.

I was pleased to have been able to get Andrew involved with the New Forest Curlew project and I am now look forward to working with Ellie your new PhD student in due course.

Getting GWCT to work with ABPmer and myself to help undertake the shorebird tagging work in Southampton Water over the last two winters has been an excellent, and a challenging experience. We are learning so much e.g. about our wintering Curlews, their rapid migrations to Finland and learning that some New Forest breeders actually winter close to home, all new and exciting information for science and the conservation world.

With all best wishes and looking forward to continued collaboration.

Peter

All folders are up to date. Connected to: Microsoft Exchange 100%