



**Current and Future Fisheries and Freshwater  
Environmental Education Programmes:  
Options Appraisal and Project Development**

**INVITATION TO TENDER**

**1. Background**

**1.1 Rivers and Fisheries Trusts of Scotland**

River and Fisheries Trusts Scotland (RAFTS) is a membership based organisation representing Scotland's 22 individual fishery and rivers trusts (see [www.rafts.org.uk](http://www.rafts.org.uk) for information on RAFTS members and projects).

RAFTS roles include:

- The provision of support to project and other activities undertaken by members;
- Representation of members at a range of levels (particularly national);
- Bringing trusts together to undertake collaborative project and activities; and
- Seeking and securing funds to support member project or other activities.

The work of RAFTS and it's members seeks to protect and conserve the native freshwater fish and fauna of Scotland's freshwaters through programmes of management an research, data and information gathering and provision and education.

**1.2 Educational objectives and aspirations of RAFTS and members**

The provision of educational programmes and activities is a key aim and objective of RAFTS and its members.

We recognise that the successful promotion of sustainable management, use and protection of freshwater fish, fisheries and their environments and habitats relies upon an understanding of these topics and of their requirements by the public. To date RAFTS and fishery trust educational programmes have, in the main, been directed and targeted to the primary education sector through the provision of schemes largely based around, or derived from, the "Salmon in the Classroom" initiated by the Galloway Fisheries Trust in 1990. This programme has a central information point supported by Scottish Natural Heritage (SNH) and Galloway Fisheries Trust (<http://www.snh.org.uk/salmonintheclassroom/index.shtml>). SNH are frequent co-funders of the delivery of this and related programmes across Scotland.

**2. Summary project outcomes**

Not all RAFTS members have been able to undertake and deliver educational programmes due, largely, to resource and capacity limitations. Nevertheless, information gathered by RAFTS from its members in 2007 confirmed the desire of many to further develop their educational activities and programmes; or to start such programmes for the first time.

To support this desire to expand the provision and delivery of educational based projects this contract will:

- Undertake a brief review and summarise current educational activities of RAFTS members;
- Identify, from selected RAFTS members, opportunities and constraints to expanding or starting educational programmes in their area;
- Consider opportunities and mechanisms to expand educational programmes by identifying specific curricular opportunities in secondary, higher, tertiary or other learning situations (such as youth groups) and make recommendations as to how such opportunities could be taken up. This will include / involve consultation with an agreed list of potential project funders e.g. SNH, educational establishments;
- Briefly review a sample of other successful environmental education programmes delivered in Scotland or elsewhere and from this review identify shared objectives, opportunities for shared or synergistic delivery or where practice from elsewhere could assist the expansion of the educational activities of RAFTS members; and
- Identify means to remove barriers to the delivery of educational programmes by RAFTS members. This to specifically include, but not be limited to, the identification and recommendation of specific funding provision and infrastructure and staffing options for RAFTS and its members.

### **3. Existing provision and opportunity for expansion:**

#### **3.1 Existing provision and resources:**

Over half of RAFTS members carry out some form of educational activity largely based upon delivery of the 'Salmon in the Classroom' programme, or variations of this, in primary schools. Frequently this work is supported by Scottish Natural Heritage (SNH).

One member, the Clyde River Foundation (<http://www.clyderiverfoundation.org/index.htm>) is particularly active, and since 2001 has worked in some 322 schools and with 8636 children. In 2007/08 its programme was run for 1764 children in 80 schools across 11 local authorities. Other members deliver similar programmes on an annual basis but on smaller operational scales.

Although the "Salmon in the Classroom" programme is undoubtedly successful it has not been delivered by all of RAFTS members and it has required revision to ensure its local application in others. There is now an opportunity to review the range of resources and practice used by fishery trusts and to consider and make recommendations as to the need and opportunities for the further development of a national package of resources and methodologies for future use. This review should consider the existing SNH "Salmon in the Classroom" website, the materials available there and how these might be enhanced.

Improved support materials would help to enable Trusts to deliver this programme locally and flexibly while using best practice and methods developed by those who have been doing so for many years.

#### **3.2 Opportunities for expansion**

RAFTS feel that there is both a need and an opportunity to devise educational tools, modules or programmes which target and reach children beyond primary school age, e.g. secondary school, higher and tertiary education, youth or disadvantaged groups.

Were such audiences reached this could allow the introduction of more complex management issues such as water abstraction or impoundments, habitat protection and damage, surface water acidification and/or allow key messages to reach a wider cross section of the public in general. Such schemes may address or support key parts of the national curriculum, further or tertiary education courses, assist in training for future environmental careers or fulfil a more general societal role in involving disadvantaged communities with environmental issues.

### **3.3 Other programmes:**

There are other potentially relevant initiatives which deliver educational activities focused upon the environment e.g. such as Tweed Start (<http://www.tweedstart.org.uk/>) or the Scottish National Angling Plan (SNAP) ([http://www.scaet.org.uk/SCAET\\_Projects/SCAET\\_main\\_projects/Scottish\\_National\\_Angling\\_Plan/](http://www.scaet.org.uk/SCAET_Projects/SCAET_main_projects/Scottish_National_Angling_Plan/)) and Get Hooked on Fishing (<http://www.ghof.org.uk/>).

These programmes seek to link the activity of angling with generating a wider understanding of the importance of the water environment, good habitat management and the range of considerations and decisions involved to sustain healthy river systems as well as increasing participation in the sport and increasing social inclusion.

The aims and scope of these, and/or selected other schemes, should be reviewed in order to inform how best to learn from them, identify synergies, shared objectives and opportunities for mutually supportive implementation and support the delivery of educational programmes by RAFTS members.

## **4. Project scope and outputs:**

This contract is envisaged to have two distinct parts:

### **A. Review and options appraisal**

A consolidated report will be required which will include, but not be limited to:

- Brief review and summary of current educational activities of RAFTS members;
- Identification of gaps, opportunities and constraints to expanding this current provision;
- Following targeted and agreed consultation with relevant others (may include specific RAFTS members), identify specific and realistic opportunities and mechanisms to expand the provision of educational activities in terms of extent of coverage and / or target audiences or communities;
- Review of previously identified other environmental education or outreach initiatives and consideration of how these could support, or be supported by, RAFTS member activities, represent best practice that could be followed by our members or help in the expansion of existing programmes;
- Identify mechanisms to remove barriers to implementation by RAFTS members (financial, capacity, infrastructure);
- Present prioritised recommendations and options as to how and which communities RAFTS member education programmes could be expanded/developed, the steps required to do so, an estimate of costs involved, supporting resources required within RAFTS or its members to implement these recommendations and the additional benefits in doing so.

This report will be submitted to the Steering Group (see below) who will review the options and make a decision on the project area(s) to be developed in further detail.

## **B. Preferred Project Development and Business Plan**

This will involve taking the chosen project area(s) and working up a focused and comprehensive project proposal and business plan.

This should include:

- Strategic background (what the project might aim to do and why; how it relates to local/national strategies/initiatives etc)
- A description of project outputs/impacts
- Work programme and timetable (detailed breakdown of tasks, who is doing them, when they will happen and how much they will cost)
- The market (outline the target users/beneficiaries, estimate of market size etc.)
- Financial appraisal (e.g. quarterly income-expenditure tables for the lifetime of the project, analysis of match funding viability etc.)
- Management and staff (delivery mechanism, roles and responsibilities etc.)
- Risk assessment (SWOT analysis)
- Monitoring and evaluation (details of how to measure the outputs/impact)

### **5. RAFTS Project management:**

The project will be managed for RAFTS by its Director (details below).

RAFTS will convene a Steering Group to help direct the work, review draft outputs and support and advise the contractor in their contacts with RAFTS members. Full meetings of the steering group should be minimised but tenders should set out meetings required or anticipated or document review periods.

### **6. Submission of tenders:**

Tenders should be submitted to the address below and include:

- A methodology and approach to the work;
- A timetable of key tasks to completion;
- Summary of qualifications, experience and suitability for the job; and
- A firm quotation for carrying out the work.

### **7. Further information:**

Further information on RAFTS, its members or in relation to this work is available from the RAFTS Director or Luke Comins (contact information below).

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Submissions should be received by close of business **Monday 21 December 2009.**