



Explore the world of bat conservation through the national curriculum

Teachers' notes

9. NATURE CONSERVATION STRATEGIES

Relevant areas of learning and experience:

Environmental Science, Language, Literacy and Communication

Read the factsheet *Nature Conservation Strategies* carefully to help you answer these questions.

- Why should we conserve bats?
- Why are bats protected?

Think about these questions and discuss in a group before looking at People Need Bats for further ideas.

- What drives conservation?
 - a) International obligations?
 - b) European requirements?
 - c) What is the aim of the World Conservation Strategy? How did the Welsh Government implement this in 2016?
- What is meant by the 'carrot and stick' approach?

Find out more about the Conventions affecting bats:

Bern Convention 1979 - The Convention on the Conservation of European Wildlife and Natural Habitats.
<http://jncc.defra.gov.uk/page-1364>

The Wildlife and Countryside Act 1981 (WCA) came as a result of this.

Bonn Convention or CMS 1979 - The Convention on the Conservation of Migratory Species of Wild Animals.
<http://jncc.defra.gov.uk/page-1366>

- Why is this particularly difficult to implement?

United Nations Convention on Biological Diversity 1992 – <https://www.cbd.int/intro/default.shtml>

Habitats Directive - Council Directive 92/43/EEC on the Conservation of natural habitats and of wild fauna and flora. <http://jncc.defra.gov.uk/page-1374>

- Has the devolution process affected the implementation of these international obligations?

Regulations using the Law

BCT's leaflet ***Bats and the Law*** expands the information on the fact sheet. You can download it in from the BCT website, then answer these questions:

- List the criminal offences relating to bats under UK Law.
- Who is this legislation relevant to? Suggest one possible activity by each group that could be harmful to bats and why.
- What defences against prosecution are available?

Discuss

1. Work out how the WCA and regulation 42 HR differ. Does this cause a problem? If yes what might you do about it, and if not why not?
2. Think about what are the differences between Directives and Agreements\Conventions. Are they enforceable?
3. Think about why wildlife has to be protected in the way it is and why we cannot leave things to people to decide for themselves.

Planning laws. Whilst these do not protect wildlife - they do require consideration of the impact of a development proposal to be made so that harmful results can be mitigated for.

In Wales, we also have the Well-being of Future Generations Act 2015 (WFG) and the Environment (Wales) Act 2016 (EWA).

(a) The WFG enshrines the principles of Sustainable Development, What does this mean? Name two of its seven goals. (https://en.wikipedia.org/wiki/Sustainable_development) .

(b) The Natural Resources Body for Wales (NRW) is the statutory advisory body to the Welsh Government.

- What is meant by its duty 'to pursue the sustainable management of natural resources'?

Google Planning Policy Wales to find out more about the Welsh Governments document setting out the main policies for land use planning'

Funding

(a) European Union sources

About 80% of Wales is under agricultural management (www.jncc.defra.gov.uk/page-4242). Since the end of the Second World War, farming systems have had a significant impact on our environment and landscape as the industry responds to government policy and interventions. Along with climate change, the changes in agricultural practices have been identified as the two major drivers of wildlife decline in the UK.

There have been a number of environmental land management or agri-environment schemes over the years designed to tackle specific issues. Much of the funding for these have come from the European Union through the Common Agricultural Policy which provide financial incentives to manage farmland for particular issues. This money is distributed by the Welsh Government.

For discussion:

- What are the rules, rights and responsibilities of people and society when it comes to protecting wildlife?
- Does wildlife have a right to be looked after and should the needs of people over-ride this?
- What do you think sustainable development means? Is it about weighing up the environment against what society needs or is it about finding ways to make sure society gets what it wants without damaging the environment?
- Find out which charity organisations have an interest in wildlife conservation – what they do, how they work and so on. There are at least eight of these. Pupils should research at least one of these each and present their findings to the class.
- What agri-environment schemes have been operating in Wales over the last 10 years? How do these work in practice? Has there been any assessment to see if they are delivering what they set out to do?