



Cairngorms National Park Partnership Plan 2017 – 2022

ISSUES REPORT



ISSUE 6
LEARNING AND INCLUSION

June 2016

LEARNING AND INCLUSION ISSUES REPORT

I. POLICY CONTEXT

1.1 Equality Act 2010

As a public authority, the Cairngorms National Park Authority (CNPA) is required to meet the requirements of the Equality Act (2010) and specifically the Public Sector Equality Duties which came into force on 5 April 2011. The general equality duty requires CNPA – as a service provider, policy maker and employer - to seek to:

- Eliminate discrimination, harassment, victimisation or any other prohibited conduct
- Advance equality of opportunity between people who share a relevant protected characteristic and those who do not
- Foster good relations between people who share a relevant protected characteristic and those who do not

The CNPA has specific public duties, which include developing equality outcomes which will help to further the general duty (above). CNPA has developed a set of equality outcomes (2013-17) which are monitored and delivered through the Equality Action Plan (published 30 April 2015).

The equalities duties provide a legislative driver for taking forward CNPA's learning and inclusion work as we are typically working with groups who are protected under the Equality Act i.e. regarding age (young/old), disability, gender, sexual orientation, race, religion and belief, gender reassignment, pregnancy and maternity, marriage and civil partnership.

1.2 National Outcomes

The Scottish Government has identified 16 national outcomes which describe what they want to achieve over the next 10 years to 'make Scotland a better place to live and a more prosperous and successful country'.

CNPA's learning and inclusion work aims to support the delivery of the following National outcomes:

- Our young people are successful learners, confident individuals, effective contributors and responsible citizens.
- We have tackled the significant inequalities in Scottish society.
- We value and enjoy our built and natural environment and protect it and enhance it for future generations.

1.3 Creating a Fairer Scotland (2015)

Equality underpins the current Scottish Government programme to '**Create a Fairer Scotland**' where 'people are healthier, happier and treated with respect, and where opportunities, wealth and power are spread more equally'. It sets out the successes and challenges in trying to achieve a strong competitive economy with a fairer more equal society.

Learning and inclusion plays an important role in the achievement of its aims. The Cairngorms National Park Authority specifically can contribute towards these national priorities by removing barriers and providing opportunities for people of all backgrounds and abilities across Scotland to enjoy the National Park, and for it to support their learning and personal development.

The **Curriculum for Excellence through Outdoor Learning** is 'designed to help teachers, educators, Community Learning and Development (CLD) and their partners, including the voluntary sector, plan such experiences to ensure that progressive and sustainable outdoor learning opportunities are embedded in the new curriculum' (2010).

Produced by Learning and Teaching Scotland (now Education Scotland), this document puts the policy context for taking learning outdoors into practice. Recognising that National Parks are a resource to deliver the Curriculum for Excellence, CNPA engaged fully with this through the 'Outdoor Learning with the National Parks Project' 2010-13, a partnership project to promote and support the development of outdoor learning in Scotland's two National Parks – Cairngorms and Loch Lomond & the Trossachs (see Drivers of Change section for outcomes).

Health & Wellbeing is a theme that runs through all areas of the curriculum and outdoor learning in particular has obvious benefits in increasing physical activity and consequently benefitting health and wellbeing; so our education work has the potential to deliver health experiences and outcomes as well as learning about the special qualities of the Park.

1.4 2020 Challenge for Scotland's Biodiversity and Route Map to 2020

The 2020 Challenge for Scotland's Biodiversity Strategy has 3 key aims, of which one is to:

- 'connect people with the natural world, for their health and wellbeing and to involve them more in decisions about their environment'.

The Route Map to 2020 was published in 2015 to help support the delivery of the Biodiversity strategy by setting out six 'Big Steps for Nature' and associated priority projects which 'focus on collaborative work which the Scottish Government and a wide range of partners are taking forward to help deliver the 2020 Challenge and to improve the state of nature in Scotland'.

Big Step 3: Quality greenspace for health and education benefits – supports the Biodiversity Strategy's aim/outcome to improve the 'health and quality of life for the people of Scotland, through investment in the care of greenspace, nature and landscapes'.

Big Step 3 contains Priority Project 6: Taking Learning Outdoors which aims to 'Increase secondary and primary schools' access to greenspace and nature for outdoor learning as part of the wider 'Learning for Sustainability' agenda'. In order to achieve this, a target of providing 100 schools in the 20% most disadvantaged areas across Scotland with access to quality greenspace for outdoor learning has been set.

This will involve:

- Providing outdoor learning information and opportunities in National, Regional and Local Parks, Nature Reserves, and the National Forest Estate.
- Supporting teachers through the network of *Outdoor and Woodland Learning (OWL)* groups and use *Teaching in Nature* and other similar programmes to ensure that they are able to deliver outdoor learning in practice.
- Develop and improve greenspace provision and opportunities for outdoor learning close to schools.

SBS Big Step 3 – alongside Curriculum for Excellence – sets the national context for delivering CNPA’s outdoor learning work (see Drivers of Change). Specific work areas that help to deliver SBS Big Step 3 include:

- CNPA providing information and resources for schools on the EnFor Outdoor Learning Directory website.
- CNPA providing staff support to the Moray OWL Group
- Nationally, OWL is overseen by the ENFOR Outdoor Learning group, of which CNPA is a member.
- CNPA securing funding to run a Teaching in Nature programme in the 2015-16 academic year.
- CNPA supporting the five Local Authority Outdoor Learning groups and delivering training to teachers as part of this support which includes John Muir Award training.
- CNPA has little involvement in developing greenspace other than to encourage schools to make the best use of their school grounds and local green spaces. The SBS 2020 work in this area is specifically aimed at schools that are in urban areas; CNPA has little or no involvement with the 100 schools targeted, other than as potential beneficiaries of the travel grant scheme.

1.5 National Park Partnership Plan (2012)

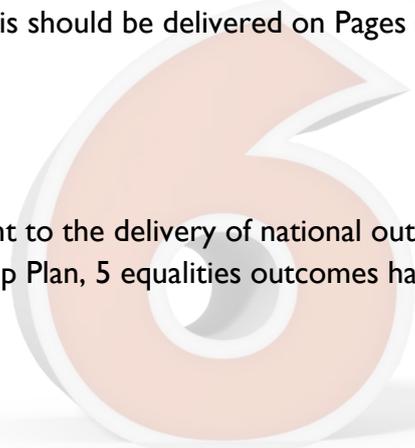
Social inclusion and equality is one of the Scottish National Park Principles which is set out in the CNPA’s NPPP 2012. Under ‘Parks for All’ it emphasises that ‘National Parks are for all of Scotland’s people... They should offer opportunities for all, regardless of physical ability, age, income or background’.

The National Park Partnership Plan (NPPP) provides the strategic direction for what happens in the National Park. It has 3 long-term outcomes, one of which is ‘People enjoying the Park through outstanding visitor and learning experiences’ and outdoor learning is a fundamental part of this. The NPPP sets out how this should be delivered on Pages 64/65.

2. DRIVERS OF CHANGE

2.1 CNPA Equality Outcomes

As part of CNPA’s equalities duties and commitment to the delivery of national outcomes and policies as well as the National Parks Partnership Plan, 5 equalities outcomes have been developed. They comprise:



- Outcome 1** (main outcome) By removing barriers, more equality groups, including young people, will enjoy, learn about and help to conserve and enhance the Park.
- Outcome 2** People of all abilities will be able to access more barrier-free paths in the Park.
- Outcome 3** People from equality groups will be aware of and able to access information about the Park, including its recreation opportunities.
- Outcome 4** Communities, including young people and people with disabilities, will be able to easily engage with the planning process
- Outcome 5** The CNPA will have a more diverse, inclusive and positive working environment for staff.

These outcomes will be reviewed by 30 April 2017.

The Equality Action Plan (updated in 2015) sets out how the above outcomes will be achieved and the actions/projects that are supporting their delivery.

2.2 Target Groups

Whilst recognising that there are 9 characteristics which are protected under the Equalities Act, along with wider social-economic characteristics, CNPA has prioritised groups to help with targeting our work. These range from high to low level of support – dependent on factors such as government / local priorities, and previous legislation.

| Equality / Inclusion group | Priority | Reason |
|--|----------|---|
| Disability | High | Legislation (Disability Equality Scheme), 20% of population |
| Age – Young people (16-24) Age – older people | High | Govt priority, Park Plan priority |
| Race – inc Black and Minority Ethnic groups | Medium | Legislation (Race Equality Scheme) |
| Gender | Medium | Legislation (Gender Equality Scheme), Leader priority (women) |
| Religion / belief | Low | |
| Sexual orientation | Low | |
| Gender re-assignment | Low | |
| Pregnancy | Low | |
| Maternity | Low | |
| Socially excluded groups: Low income | High | Govt priority (social inclusion) |

In addition, specific targeting of urban areas around the CNP, eg Inverness, Elgin, Aberdeen, Dundee, Perth has helped to focus our outreach activity on more 'local' urban areas of the population that experience disadvantage.

2.3 Scotland's National Parks and National Nature Reserves – overcoming barriers to engagement (2009)

This joint research project between CNPA, Loch Lomond and the Trossachs National Park and SNH researched the barriers for under-represented groups engaging with National Parks and National Nature Reserves. Target groups included young people, people with disabilities, low income groups and schools.

The Barriers included:

- Limited awareness of the Parks, their relevance and role
- Lack of accessible and attractive information about the Park
- Health and safety and risk management issues
- Target groups belief that they don't 'fit' with those that use the Parks
- Lack of confidence and skills of target groups on aspects of Park activity
- Lack of confidence, skills, competence of Park providers who support engagement with target groups
- Mixed and unplanned connections and relationships between Parks and agencies supporting target groups
- Practical barriers in relation to transport, cost and access to necessary clothing and equipment

Four key actions areas were identified to overcome these barriers:

- Building relationships and developing networks
- Building commitment, confidence and competence
- Raising awareness and providing information
- Providing practical support

It is these 4 action areas that have guided the CNPA's learning and inclusion work to date.

2.4 Outdoor Learning with the National Parks Project (2010 -13)

This partnership project was developed in response to the new Curriculum for Excellence and the support for outdoor learning, whilst also building on the Barriers to engagement research above. It provided an opportunity to raise the profile of National Parks within the curriculum at both a national and a local level.

Supported by the two National Park Authorities, Education Scotland, SNH, FCS and seven local authorities, the project aimed to:

- support the development and embedding of outdoor learning in practice, promoting the National Parks as an ideal place for outdoor learning.
- build confidence and capacity amongst teaching staff in delivery of outdoor learning, by generating opportunities for networking and sharing of practice and resources

An evaluation of the project highlighted the following outcomes:

- Increase in real partnership working
- The opportunity for dialogue with adjacent authorities
- A much greater awareness of what is available in Scotland's National Parks
- Increased access to useful resources
- Improved outdoor learning profile within many of the local authorities

Feedback showed that many consider National Parks to be a valuable and inspiring resource for everyone and that exemplary practice within and around National Parks can support and shape outdoor learning across the whole of Scotland.

The legacy work from this project has guided our support for outdoor learning since 2013 at a strategic and local level through:

- Networks and partnerships - continued support for schools and education authorities at a local Park level, but also at a national level through the EnFor education group and National Implementation Group for Outdoor Learning.
- Local Authority outdoor learning strategy groups - facilitating the development of these groups to be self-supporting.
- CPD (now CLPL) training for teachers- continued support for developing skills, confidence and good practice in outdoor learning, across all curricular areas, reaching non-participative staff.
- Resources – continue to develop and promote curricular resources to support field trips and classroom learning, using different media.
- Research – contributing to joint research projects to take forward the outdoor learning agenda at a national level.

3. TRENDS AND PROGRESS

In light of the two projects referred to above, our work developing learning and inclusion has focused on:-

- a) Building strong partnerships that can deliver specific programmes of activity that directly relate to the special qualities of the National Park.
- b) Reducing the barriers to people enjoying and learning about the National Park by; providing information and raising awareness, building confidence and commitment, and providing practical support.

3.1 Building relationships and developing networks

Our key partners are:

- Education Scotland
- Five Local Authorities including 9 secondary and 22 primary schools in / with catchments in the Park
- EnFor Group – CNPA, Scottish Natural Heritage, Forestry Commission Scotland, Loch Lomond and Trossachs NPA, Historic Scotland, SEPA, Royal Botanic Gardens.

- Ranger Services and Scottish Countryside Rangers Association (SCRA)
- Europarc Federation
- John Muir Trust
- Backbone CIC (Celebrating Diversity through Adventure)
- Inclusive Cairngorms - an advisory forum which promotes best practice in equality and inclusion to create a Park for All. This group plays an important role in ensuring CNPA's work is inclusive, and helps CNPA to meet its public equality duties.

Other partners include the many outdoor activity providers and Outdoor Centres that operate in the Park, who provide an intermediary role in raising awareness about the Park to their customers (including school and other organised groups).

These partnerships have been fundamental in achieving the following projects:

3.2 Building commitment, confidence and competence

- 25,000 John Muir Awards have been completed through the CNP since 2003, of which 25% of participants come from disadvantaged backgrounds. Awards have increased year on year, but have now plateaued at level which suits our capacity to manage and resource it – 2500 per year.
- Over four years (2010-14), the Community Leadership Programme has trained 48 leaders from Black and Minority Ethnic and marginalised communities, benefiting a further 869 people to engage with their environment. CNPA is jointly funding Backbone to deliver the next three year community leadership programme (2015-18), providing opportunities for trainees to get involved in outdoor / conservation activities in the Park.
- An Outdoor Festival for All was held in Blair Atholl in Oct 2014. Over 350 people from multi-cultural communities and disability groups took part in various environmental, recreational and learning activities. This helped participants to make connections with rangers in the Park, and gave them information and confidence to visit the Park again. Future festivals are planned in other areas of the Park in partnership with ranger services.
- The Junior Ranger project involves approximately 90 pupils per year from 6 secondary schools in the five local authority areas of the National Park, working alongside ranger services and other partners in the Park. It is based on a European model of engaging young people in fun, practical activities in Protected Areas that provides them with new skills and the opportunity to act as ambassadors for the National Park.
- Training courses/Continuous Lifelong Professional Learning for staff – bespoke training sessions held with teachers on the special qualities of the Park. These will continue in 2016 using the Teaching in Nature model.

3.3 Raising awareness and providing information

CNPA has worked with Planning Aid for Scotland to deliver IMBY (In My Back Yard) to 4 primary schools per year in 2012 and 2013. This programme introduces pupils to the concept of land use planning and helps them engage with the environment by learning about how their local area is shaped. CNPA is planning to deliver a similar programme by staff in 2016.

Education packs and curriculum resources have also been produced to support schools' and groups' learning in and about the National Park:

- Education packs for Abernethy and Muir of Dinnet NNRs (2012) – resource for schools, Levels 0-4
- Getting Into National Parks and National Nature Reserves (2010) – resource pack to support visits to Park for schools and under-represented groups.
- Land Use in the Cairngorms National Park (2015) – resource for National 4/5 and Higher Geography students
- Cairngorms Learning Zone website www.cairngormslearningzone.co.uk – web resource aimed at Higher students.

CNPA will develop new resources to support other areas of the curriculum, in discussion with Education Scotland, and explore opportunities for providing further information that will support under-represented groups to engage with the Park.

The National Parks Schools media project has been a key tool in engaging schools across the Park, raising awareness of the Park and learning skills in film production. The project took place every two years between 2005 and 2013, involving most schools in the National Park.



3.4 Providing practical support

CNPA runs a travel grant scheme to support schools and under-represented groups to overcome the barrier of transport costs and enabling them to make educational trips to the National Park. The key target groups are schools and groups that have not visited the Park before, and those who experience disadvantage on account of their health, disability, socio-economic status, age, gender, race, etc. The Grant has enabled schools and groups from across Scotland to visit the Cairngorms National Park (Figure 1).

Table 1 Travel grants awarded 2013/14 and 2014/15.

| Travel Grant Scheme | 2013/14 Budget £3,750 Max grant £250 | 2014/15 Budget £4,500 Max grant £200 |
|---|---|---|
| Primary schools | 18 | 13 |
| Secondary schools | 3 | 11 |
| Voluntary/under-represented groups | 1 | 9 |
| Total schools / groups awarded grants | 22 | 33 |
| Average grant | £172 | £136 |
| Number of pupils, members, teachers, helpers benefiting | 632 | 1,139 |
| First time visits to Park | 54% | 48% |
| Grant making a difference to groups ability to visit the Park | 48% | 60% |



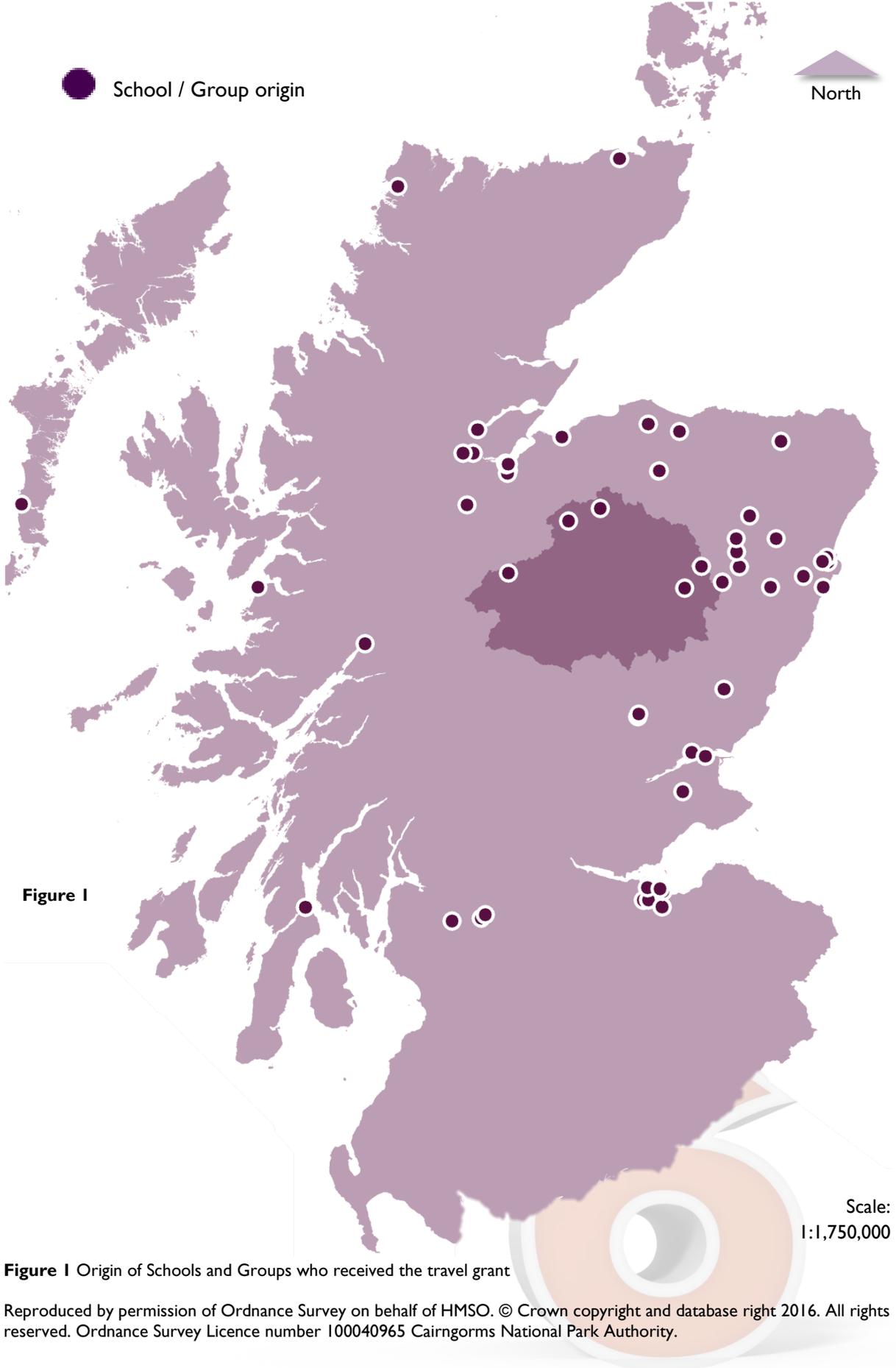


Figure 1

Figure 1 Origin of Schools and Groups who received the travel grant

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Sites visited

From the Table 2 and Figure 2 it can be seen that Badenoch & Strathspey continues to be the most favourable destination for visits, in particular Cairngorm Mountain. In 2015-16, FCS provided funding and it is hoped that the scheme will continue into 2016/17 with other EnFor support.

Table 2 Location of schools and groups who received the travel grant visited

| | 2013/14 No of groups | 2014/15 No of groups |
|-------------------------|---|---|
| Badenoch and Strathspey | 12 (57%) incl 3 (14%) to Cairngorm Mountain | 23 (70%) includes 6 (18%) to Cairngorm Mountain |
| Aberdeenshire | 3 (14%) | 9 (27%) |
| Moray | 0 | 1 (3%) |
| Perth & Kinross | 4 (19%) | 0 |
| Angus | 2 (10%) | 0 |
| NNRs | 24% | 42% |

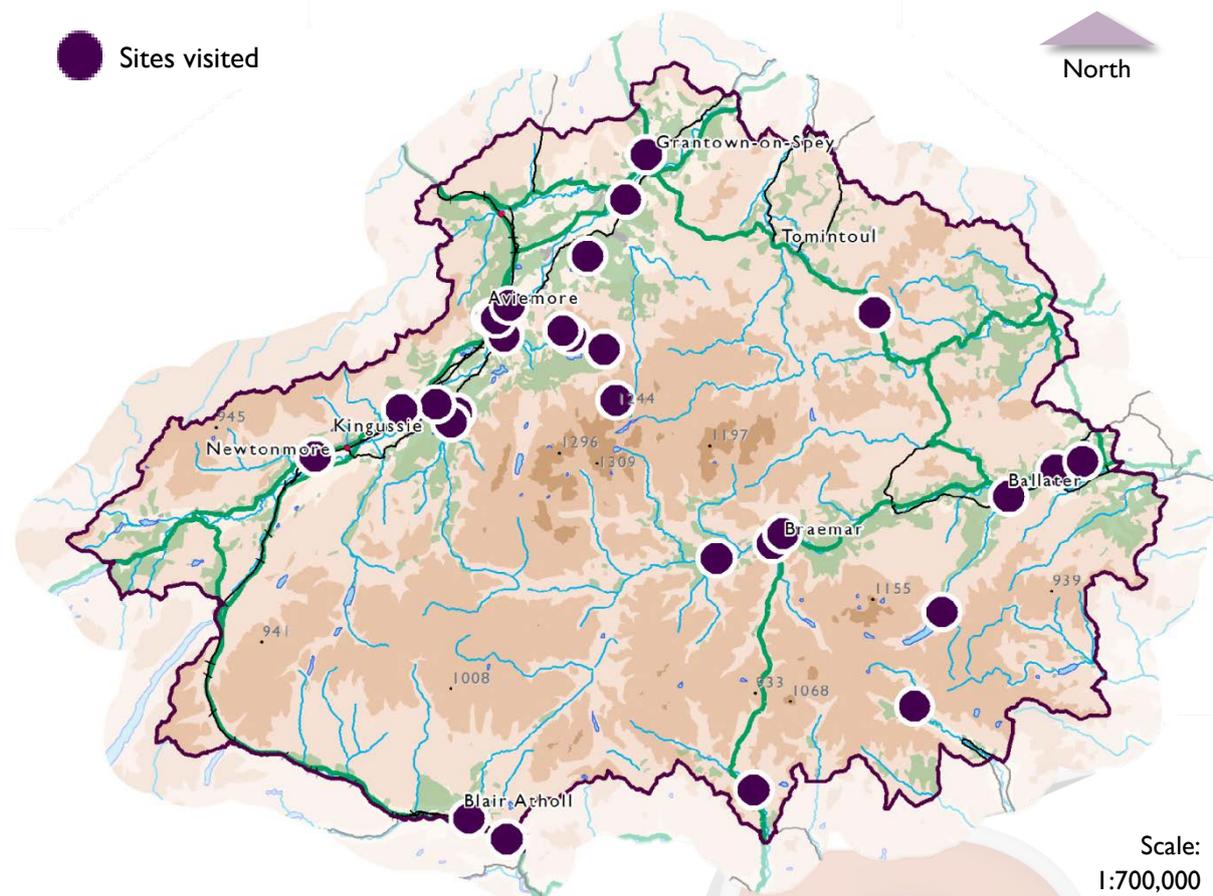


Figure 2 Sites visited

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3.5 Summary

1. It is important to note that the vast majority of the 'face to face' delivery of activity is undertaken by partners. Our role is in supporting and influencing the work of partners and demonstrating the value of linking their work to the National Park.
2. We are confident in the last three years that the CNP is recognised by Education Scotland and teaching professionals in and around the Park as being a valuable resource capable of enhancing their work.
3. The delivery of nationally and internationally recognised learning awards (John Muir Award and Junior Ranger) is a continuing success.
4. Much of the work is targeted towards young people and this is helping to develop confident and informed ambassadors for the area.
5. Good progress has been made on reducing barriers to people enjoying and learning about the National Park but further work is required going forward.

4. RELEVANT DATA, RESEARCH, REPORTS

4.1 SNH Report 'Young people's interaction with natural heritage through outdoor learning and play' 2014

The study set out to see what interaction young people had with the natural environment through outdoor learning and play and was a repeat of a study done in 2007. Key findings show that:

- Outdoor provision increases learner engagement and enhances educational experience
- the amount of time spent outdoors for learning is still woefully inadequate and has gone down in the case of secondary schools.
- The main increase in outdoor learning provision is through residential.
- Schools in deprived areas face greater challenges in providing for learning outdoors.
- Outdoor provisions are helping schools and pre-schools address many aspects of Curriculum for Excellence including Health and Wellbeing and Sustainable Development.

4.2 SNH Report 'Teaching in Nature' 2011

Teacher Continuous Lifelong Professional Learning is seen as a key mechanism for embedding outdoor learning in the Curriculum of Excellence. The Teaching in Nature approach has developed over a period of years trying all sorts of approaches. It has influenced the approach to teacher training by recognising that training is best done collaboratively with other teachers and involving teachers who can influence school improvement plans. CNPA is adopting this approach in its future programme of teacher training in the Park.

4.3 Scotland People and Nature Survey (SPANS) 2013/14

This survey measures how people in Scotland use, value and enjoy the natural environment. There are specific questions on National Parks which are of interest, particularly those that are relevant to equality and inclusion.

- Those in AB and C1 and C2 social groups* are more aware of Scotland's National Parks than those in DE group
- Older adults (aged 35 and over) are more likely than younger adults (under 35) to be aware of National Parks
- Those in AB and C1 and C2 social groups are more likely to have visited a National Parks than those in DE group
- Those in employment are more likely than those who aren't working to have visited a National Park.

* Definition of social groups are given in table overleaf

In summary, it is the higher socio-economic groups and older people who are more aware of and likely to visit National Parks than those in lower socio-economic groups and younger people. Therefore this is an opportunity for more targeting of lower socio-economic groups / younger people to engage with the Park.

4.4 SPANS 2013/14 Special Interest report No 2

This report focuses on participation in outdoor recreation among people from under-represented groups (including people with a disability/poor health, young people (16-24), older people (over 65), people in socially deprived areas, and BME groups). Findings of particular interest include:

- A quarter of adults in Scotland (1.1 million) state their ability to participate in outdoor recreation is limited by long-term illness, health or disability
- Adults living in the 15% most deprived areas are significantly less likely to participate in outdoor recreation – 74% in the last 12 months compared to 82% of all adults.
- 13% of 16-24 year olds never visit the outdoors
- BME groups are less likely to visit outdoors on a regular basis – 42% instead of 50% of white ethnicity.

This data backs up which parts of the population are less likely to participate in the outdoors, and therefore suggests it is these groups who require more support in making this happen.

4.5 Cairngorms Visitor Survey and national census data

The National Park visitor survey provides an indication of the demographic of people visiting the Park (Table 3). When compared with previous year's data and the census, this can show any trends over time, but also where there are notable differences between visitors to the Park and the national population.

Table 3 Cairngorms Visitor Survey results.

| | 2014/15 NP visitor survey (% visitors) | 2009/10 NP visitor survey (% visitors) | 2014 mid-year estimates national average (% population) | |
|---|---|---|---|-------|
| Gender | | | | |
| Male | 56% | 55% | 48.5% | |
| Female | 44% | 45% | 51.5% | |
| Age | | | | |
| Under 15 | - | - | 16.9% | |
| 16-24 | 6% | 9% | 11.6% | |
| 25-34 | 16% | 13% | 13.1% | |
| 35-44 | 22% | 19% | 12.7% | |
| 45-54 | 20% | 20% | 15% | |
| 55-64 | 19% | 18% | 12.6% | |
| 65+ | 17% | 18% | 18.1% | |
| Socio-economic group | | | From 2011 Census (national average) % population aged 16-74 | |
| AB Higher and intermediate managerial, admin or professional | 31% | 24% | Higher managerial, admin and professional; Intermediate occupations; small employers and account workers* | 29% |
| C1 Supervisory or clerical, junior managerial, admin or professional | 45% | 41% | Lower managerial and prof occupations;* | 20.2% |
| C2 Skilled manual workers | 15% | 25% | Lower supervisory and technical occupations* | 8.2% |
| DE Semi and unskilled workers; those at lowest level of subsistence | 3% | 10% | Semi-routine and routine occupations; never worked, unemployed; students* | 42.5% |
| Ethnic group | | | | |
| White | 97% | - | 96% | |
| Black and minority ethnic group | 1% | - | 4% | |
| Long term health problem or Disability | | | | |
| Yes | 7% | - | 20% | |
| No | 92% | - | 80% | |

*suggested equivalent Social economic Class categories in Census

Again, the visitor survey data (when compared to the national average) confirms the groups who are under-represented in making visits to the Park. And therefore can help us to target our future support and resources. As shown in the table above, 16-24 year olds make up 11.6% of the national population; however they represented only 6% of visitors to the National Park in the most recent Visitors survey. In addition, Black and minority ethnic groups make up 4% of the national population, yet they only represented 1% of visitors in the 2014/15 survey. Finally, people with long term health problems or disabilities form 20% of the national population, yet they made up only 7% of visitors. Therefore there is clear indication that these form under-represented groups within the National Park.

4.6 Cairngorms Local Development Strategy 2014-20

In terms of the local demographic of Park residents, the LDS (2014-20) (page 42) has identified the following groups (in the CNP) who are particularly vulnerable to exclusion: young people, carers (often women), elderly and disabled, people on low wages, ethnic minorities.

5. WHAT WE WANT TO ACHIEVE

- Provide an opportunity for every child in Scotland to visit the Cairngorms National Park during their school life to learn about and connect with the Park;
- Raise awareness and understanding of the Park and the issues and choices involved in management of the Park; and
- Create a Park for All that inspires a diversity of people to engage with and care for their National Park through lifelong learning.

6. MECHANISMS

Overcoming the barriers for schools and under-represented groups engaging with the Cairngorms National Park by:

- Building relationships and developing networks through partnership working locally and strategically
- Building commitment, confidence and competence through training leaders and staff, providing structured education programmes
- Raising awareness and providing information through developing and promoting learning resources
- Providing practical support through the travel grant scheme and officer support
- John Muir Award

7. KEY QUESTIONS

- How can children across Scotland have the opportunity to visit and learn from being in the Cairngorms National Park?
- What else could be done to help under-represented groups visit and experience the National Park?



8. REFERENCES AND FURTHER INFORMATION

- **2020 Challenge for Scotland's Biodiversity (2013) Scottish Government**
(<http://www.gov.scot/Resource/0042/00425276.pdf>)
- **Cairngorms Local Development Strategy 2014-20** (www.cairngorms-leader.org)
- **Cairngorms National Park Authority Equality Action Plan 2013-15**
(<http://cairngorms.co.uk/wp-content/uploads/2015/07/Equality-Action-Plan-2013-15-Update.pdf>)
- **Creating a Fairer Scotland (2015) Scottish Government**
(<http://www.gov.scot/Resource/0047/00479666.pdf>)
- **Curriculum for Excellence through Outdoor Learning (2010)**
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