
CAIRNGORMS NATIONAL PARK AUTHORITY

FOR DISCUSSION

Title: **The CNPA's Role in Education and Inclusion**

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Purpose

The purpose of this paper is to prompt an initial Board discussion upon the CNPA's role in relation to Education and Social Inclusion, with a view to inform the development of specific action plans in these areas.

Recommendations

That the Board consider and discuss:

1. What the role of the CNPA should be in regards to Education and Inclusion.
2. It is also recommended at this stage that a working group be established to work along side the consultant in an advisory capacity and that this group should include one or two board members.

Executive Summary

Education and Inclusion are cross-cutting themes which underpin and support many of the objectives and priority areas laid out in the Draft Park Plan as well as the over-arching aims of the CNP. It is also important that these plans should reflect and feed into national strategies developed by the Scottish Executive.

The CNPA's Role in Education and Inclusion - For Discussion

Background

1. The CNPA are developing plans that cover the areas of Education and Inclusion. This will include engaging with a wide spectrum of stakeholders including the board of the CNPA. The main objectives of these plans are:
 - a) To bring together information relating to the delivery of Education and Inclusion including existing policy (on a local and national level) mapping out potential and existing partnership-working, that fulfils the Park's aims, the Draft Park Plan and in particular its seven priority areas
 - b) To develop action plan/s for Education and Inclusion based on the above, identifying priority areas where the CNPA should take a lead as well as recommendations on areas that do not fall clearly within the CNPA's aims.
 - c) To identify best delivery of priority actions both internally and with key external partners.
2. The CNPA are committed to promoting a socially inclusive approach. There has been significant policy development in this area: identifying target groups and approach, specifically through the "*Park for All*" board paper (August 2004). The inclusion aspect of the plans would focus on interventions that clearly show the CNPA's commitment to this vision.
3. It is felt that work with young people falls under the remit of inclusion. Young adults (16-24) are clearly identified as a priority group in the "*Park for All*" board paper. It is important that specific actions that target young people be given priority within the Inclusion plan that would also include other "hard to reach groups".
4. Education has a central role to play in relation to all the Park aims: raising awareness, learning and understanding and contributing to creating more vibrant, robust, engaged communities. However there has been less policy development by the CNPA in this area and this should be addressed through the Education and Inclusion plans as a precursor to developing a comprehensive action plan that takes into account input from all key stakeholders.

Policy Context

National

5. Education and Inclusion are central to the long-term vision of the Scottish Executive and the CNPA needs to work within this context and feed into key national policies in these areas. Specifically: "*Life through Learning; learning through Life*", the Scottish Executive's lifelong learning strategy that aims to provide education for a more inclusive society and "*Closing the Opportunity Gap*" (2004), the Scottish Executive's most recent refocus on social inclusion issues.

Park Plan

6. Education and Inclusion are both cross-cutting themes that underpin much of the work and approach laid out in the Draft Park Plan. The education and youth plans are referred to through-out the Draft Park Plan specifically in the following sections: **“Education and Training”** (section 6.3), **“Strengthening Communities”** (Section 6.9) and **“Learning and Understanding”** (Section 7.4)
7. Education and Inclusion also underpin the guiding principles (Section 3.3) outlined in the Draft Park Plan. In particular the principles of **“Social Justice”** and **“People Participating in the Park”**.

Existing work involving the CNPA in the areas of Education and Inclusion

Education

8. The CNPA already hosts a range of projects that have significant educational outputs these include: The John Muir Award (VS&R), The Moorlands Project (SPPM), The Land Based Business Training Project (LM)
These projects are diverse in their focus and have been very successful in delivering a range of educational outputs. Outcomes from the projects have included widening the audience of the Park and promoting good practise. However the projects are largely dependent on external funding, making their future continuation uncertain. Additional training projects are currently being developed internally: Youth Apprenticeship Scheme (ESDG), Youth Training Project, and Public Benefit for All training Project (LM)

Inclusion

9. There have also been several projects that have been developed to underline the CNPA’s commitment to creating a more accessible Park these have included: The Schools Youth Group involving 7 secondary schools in and on the edge of NP. The School Media Project involving groups from each school producing their own film of life in the NP. All Abilities Communication Network comprising representatives from disability organisations

Issues for Discussion

10. It is vital that the education and inclusion plans have wider board input at this early stage and throughout the process with board representation on the working group. As a starting point several questions are posed below to prompt discussion and hopefully contribute in shaping the direction and development of the plans.
 - a) An approach to inclusion is being threaded through work at the authority. However are there opportunities for a more visible commitment to a “Park for All”. e.g. targeting particularly disadvantaged groups ?
 - b) There is a broad range of expectations in relation to CNPA’s role in Education. Are there any particular aspects in Education that board members would prioritise?

- c) As an enabling organisation we will seek to deliver actions through key partners as far as possible. Are there any specific education related activities where the board members feel it is appropriate for the authority to take on a delivery role?

Next Steps

11. A decision paper will be presented at the June Board meeting setting out clear recommendations about the CNPA's role in Education and Inclusion and those actions where it would be appropriate for the Authority to take a lead.

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