



**Building the Scottish Outdoor Access Code and responsible behaviour  
into formal education and other learning contexts**

**Final Report**

Prepared by

Peter Higgins  
Hamish Ross  
Jonathan Lynch  
Mary Newman

Outdoor and Environmental Education  
University of Edinburgh

24 June 2004

## **FOREWORD**

This report explores the prospects of 'building the Scottish Outdoor Access Code (SOAC) and responsible behaviour into formal education and other learning contexts'.

We have undertaken a desk study of the literature of relevant fields of education for citizenship, outdoor education and education for sustainability. We have interviewed a 24 individuals involved in different aspects of education relevant to the SOAC. These were from the formal and informal education sectors and included local and national personnel. We have discussed education approaches to the SOAC with sixty young people: at a school, an outdoor centre and a youth work project.

The desk study and pilot interviews were reported on 19 March 2004. The interview instruments and the list of interviewees were then revised.

Our findings have been used to make a number of recommendations on educational programmes and products, and a strategy for subsequent evaluation.

The authors would like to thank all those who took part in this research.

Peter Higgins  
Hamish Ross  
Jonathan Lynch  
Mary Newman

Outdoor and Environmental Education  
School of Education  
University of Edinburgh

24 June 2004

# CONTENTS

<b>FOREWORD</b>	<b><i>i</i></b>
<b>CONTENTS</b>	<b><i>ii</i></b>
<b>TABLES</b>	<b><i>v</i></b>
<b><i>Building the scottish outdoor access code and responsible behaviour into formal education and other learning contexts</i></b>	<b><i>vi</i></b>
<b><i>background</i></b>	<b><i>vi</i></b>
<b><i>Main Findings</i></b>	<b><i>vi</i></b>
<b>1 INTRODUCTION</b>	<b>1</b>
1.1 Key principles of the SOAC	1
1.2 The rationale of this report	2
<b>2 THE LANDSCAPE OF SCOTLAND: A WORKING COUNTRYSIDE AND A RECREATIONAL AND EDUCATIONAL SPACE</b>	<b>3</b>
<b>3 Desk study REVIEW OF SELECTED LITERATURE</b>	<b>4</b>
3.1 Introduction	4
3.2 Principles of Effective Integration	4
3.2.1 Decision-making and priority in education	4
3.2.2 The SOAC Programme should be real and relevant	5
3.2.3 The full potential of the SOAC should be used	6
3.3 Integration with the formal curriculum	8
3.4 Integration through Education for Citizenship	10
3.4.1 Origins and Philosophy of Education for Citizenship (EfC)	10
3.4.2 Current Situation of Education for Citizenship	11
3.4.3 Opportunities for Integrating the SOAC through Education for Citizenship	11
3.4.3.1 Decision making and priority	11
3.4.3.2 Real and relevant	12
3.4.3.3 Full potential of the SOAC	13
3.5 Integration through outdoor education (OE)	15
3.5.1 Origins and Philosophy of Outdoor Education	15
3.5.2 Outdoor education provision in Scotland – the current situation	18
3.5.3 Opportunities to integrate the SOAC through outdoor education	20
3.5.3.1 Decision making and priority	20
3.5.3.2 Real and relevant	20
3.5.3.3 Full potential of the SOAC	21
3.5.4 Is outdoor education provision able to engage with educational issues raised by the SOAC?	21
3.6 Integration through education for sustainability (EfS)	21
3.6.1 Origins and Philosophy of Education for Sustainability	21
3.6.2 The current situation	22
3.6.3 Opportunities for Integrating the SOAC through Education for Sustainability	23
3.6.3.1 Decision making and priority	23
3.6.3.2 Real and relevant	23
3.6.3.3 Full potential of the SOAC	24
3.7 Initial findings from the Desk Study	24
3.7.1 Summary of opportunities for SOAC integration through Education for Citizenship	25
3.7.2 Summary of opportunities for SOAC integration through Outdoor Education	25
3.7.3 Summary of opportunities for SOAC integration through Education for Sustainability	26
3.7.4 Observations on integrating into the formal and informal curriculum	26
<b>4 methods</b>	<b>28</b>
4.1 Pilot Study	28
4.2 Methodology	28
4.2.1 Interviewees	28
4.2.2 Interview Instruments	29
4.2.3 Interview data collection process	29
4.2.4 Interview data analysis process	30
4.3 Methods for discussions with young people	30
4.3.1 Context	30
4.3.2 Approach	30
4.3.3 Process and instruments	31

<b>5</b>	<b>Analysis of Data</b>	<b>32</b>
5.1	Structure of analysis	32
5.2	Data about 'products' to impact young people	32
5.2.1	Target age of young people	32
5.2.2	Direct experience 'products'	33
5.2.3	Localised 'products'	33
5.2.4	Simulation 'products'	33
5.2.5	Printed 'products'	34
5.2.6	ICT 'Products'	34
5.2.7	Summary	35
5.3	Data from young people	35
5.4	Data about engaging with education organizations	35
5.4.1	Organization's purpose and responsibilities	36
5.4.2	Curriculum	36
5.4.3	Organization time and resources	37
5.4.4	Organization's external and internal hierarchies	38
5.4.5	Organization and training	38
5.5	Data about SNH strategy	39
5.5.1	Agendas	39
5.5.2	Partners	40
<b>6</b>	<b>Recommendations</b>	<b>41</b>
6.1	General Recommendations	41
6.2	Exemplar product/programme plan	42
<b>7</b>	<b>PILOTING products and programmes (METHOD 5)</b>	<b>48</b>
<b>8</b>	<b>EVALUATION TOOLS</b>	<b>49</b>
8.1	Dimensions and timescales of evaluation	49
8.2	Purposes and locus of evaluation	49
8.3	Evaluating uptake and use dimensions	50
8.4	Evaluating impact dimensions	50
8.5	The nature of SOAC evaluation tools	50
8.5.1	Aims	51
8.5.2	Assumptions	52
8.5.3	Content	52
8.5.4	Methods	52
8.5.5	Evaluation	52
8.5.6	Claims	54
<b>9</b>	<b>REFERENCES</b>	<b>55</b>
	<b>APPENDICES</b>	<b>59</b>

## ABBREVIATIONS

5-14 ES	5-14 Environmental Studies National Guidelines
CPD	Continuing Professional Development
EfC	Education for Citizenship
EfS	Education for Sustainability
HMIe	Her Majesty's Inspectorate of education
LEA	Local Education Authority
LTS	Learning and Teaching Scotland
NCC	Nature Conservancy Council
NGO	Non-Governmental Organisation
OE	Outdoor Education
REEF	Regional Environmental Education Forum
SED	Scottish Education Department
SEEC	Scottish Environmental Education Council
SEED	Scottish Education and Employment Department
SESEF	Scottish Earth Sciences Education Forum
SNH	Scottish Natural Heritage
SOAC	Scottish Outdoor Access Code
SOED	Scottish Office Education Department
TQ	Teaching Qualification
ATQ	Additional Teaching Qualification

## TABLES

<i>Table 1 Most directly relevant curriculum areas for the SOAC</i>	9
<i>Table 2 Examples of where the SOAC might provide contexts for learning</i>	9
<i>Table 3 Contrasts between the formal and informal curriculum</i>	26
<i>Table 4 Programme-product plan: curriculum links (social subjects)</i>	43
<i>Table 5 Programme-product plan: training</i>	44
<i>Table 6 Programme-product plan: direct experiences</i>	45
<i>Table 7 Programme-product plan: simulation activities</i>	46
<i>Table 8 Programme-product plan: printed material</i>	47
<i>Table 9 Dimensions and timescales of SOAC evaluation</i>	49
<i>Table 10 Personal and social development in outdoor education centres (Nicol, 2001)</i>	51
<i>Table 11 Evaluation planning framework for the SOAC</i>	51

## **BUILDING THE SCOTTISH OUTDOOR ACCESS CODE AND RESPONSIBLE BEHAVIOUR INTO FORMAL EDUCATION AND OTHER LEARNING CONTEXTS**

Report No:

Contractor: Outdoor and Environmental Education Section, University of Edinburgh

### **BACKGROUND**

The Scottish Outdoor Access Code (SOAC) is provided for by the Land Reform (Scotland) Act 2003. It sets out the rights and responsibilities of land users, owners and managers in the context of access to land and inland waters for recreational or educational use. Scottish Natural Heritage is charged with developing an education strategy to promote the Scottish Outdoor Access Code and the rights and responsibilities it contains. The education strategy is to take account of formal education (schools) and informal education (for example, Scout groups and outdoor centres).

The Outdoor and Environmental Education Department of Edinburgh University was contracted to produce this report. The report concerns:

- o Formal and informal curriculum (school) opportunities to integrate the SOAC education strategy;
- o Informal sector (other education and youth work providers) opportunities to integrate the SOAC education strategy;
- o Processes and products that would capitalise on these opportunities.

The report contains a desk study of the literature of relevant fields of education for citizenship, outdoor education and education for sustainability. It also contains the results of semi-structured interviews with 24 individuals involved in different aspects of education, and specifically designed exercises with 60 young people.

### **MAIN FINDINGS**

A series of recommendations are offered that should be considered in all approaches to engaging with formal and informal education providers in the context of the SOAC. However, several can be highlighted that offer strategic direction:

- o Direct experience of the outdoors is the most effective and relevant learning context, regardless of the curriculum area or sector involved.
- o The local outdoor environment is a particularly important resource, providing a real and relevant context for SOAC education.
- o The current National Priority in Education for Citizenship in Scotland represents a timely opportunity to integrate the SOAC education programme.
- o The most appropriate part of the formal 5-14 curriculum guidelines is 'People in Society', which includes emphases on rights and responsibilities.
- o In approaching education, the engagement of the system at a variety of levels, and through a range of strategic partners will improve effectiveness.
- o The proposed programmes and products must be flexible so that they can be adapted to suit local education priorities.
- o Continuing Professional Development and training courses for education practitioners is an effective means of raising awareness about, and encouraging the use of, products and programmes, whatever form they take.
- o Local SNH staff and Rangers services could provide localised, face to face support for the programme.

## 1 INTRODUCTION

The Scottish Parliament has asked Scottish Natural Heritage (SNH) to publicise the existence of the Land Reform (Scotland) Act 2003, and the Scottish Outdoor Access Code (SOAC). They have also been charged with developing an education strategy to raise awareness of the rights and responsibilities of those engaged in recreational or educational access to land or inland waters, and also those who own or manage these natural resources.

To this end SNH has defined the present study as having the following objectives:

To establish the most appropriate areas of the pre-school, primary and secondary levels (ages 3-14) curriculum with which to make linkages both in the classroom and beyond the school buildings (school grounds and organised trips beyond school grounds), and to establish the methods and media by which this will be possible.

To establish methods of integrating the new statutory rights and responsibilities into the work carried out by other education or youth work providers who provide outdoor education or experience as part or all of their work.

To make recommendations of the most appropriate educational methods and products to engage those teaching and learning, and the processes that will ensure their use. This will include advice on how products proposed in the SNH access education programme (school poster and leaflet, curriculum pack, guidance for uniformed groups) may be used usefully and effectively.

### 1.1 Key principles of the SOAC

Whilst the proposed Outdoor Access Code provides detailed guidance on the rights and responsibilities of those exercising access rights or managing land and water it is not an authoritative statement of the law. Rather it is based on three key principles that apply equally to the public and land managers, and leaves it up to the courts to comment on legal issues which may arise. These principles are:

**Respect the interests of other people.** Acting with courtesy, consideration and awareness is very important. If you are exercising access rights, make sure you respect the privacy, safety and livelihoods of those living and working in the outdoors, and the needs of other people enjoying the outdoors. If you are a land manager, respect people's use of the outdoors and their need for a safe and enjoyable visit.

**Care for the environment.** If you are exercising access rights, look after the places you visit and enjoy, and leave the land as you find it. If you are a land manager, help to maintain the natural and cultural features which make the outdoors attractive to visit and enjoy.

**Take responsibility for your own actions.** If you are exercising access rights, remember that the outdoors cannot be risk free and act with care at all times for your own safety and that of others. If you are a land manager, act with care at all times for people's safety.

Access is not solely an issue for the mountains and rivers of Scotland. Many people access the countryside from their homes in towns and cities and so the law applies equally to agricultural areas and 'the urban fringe'. So for example someone on a walk through a field with a dog or along a canal footpath with a child in a push-chair are covered in the spirit of the Act and detail of the SOAC in just the same way as a mountaineer or canoeist in the Highlands.

## **1.2 The rationale of this report**

"The education programme must therefore progress at three complementary levels: awareness of the Access Code; understanding responsibilities; and, where appropriate, influencing and modifying behaviour of both users and land managers." (SNH, 2004b: 12).

While the first level above (awareness) is clearly part of an educational strategy, its basic process challenge is one of marketing. MRS (1999) report findings concerning the most appropriate style of such products and means of dissemination (e.g. magazines, television) for teenagers, for example.

This report concerns the second two levels (understanding and behaviours). The basic process challenge here is one of education. We have asked people in education and youth work their opinions of the best ways to raise awareness and understanding of the Act and the SOAC. Their responses have focused as much on 'processes' of engagement with education as on specific 'products'.

We have studied education for citizenship (EfC), outdoor education (OE) and education for sustainability (EfS). These contexts are potential vehicles for SOAC programme integration:

- o Direct experience of environments (OE) is a key SNH education concern.
- o EfS is what many of SNH's existing education partnerships are involved in; these partnerships represent a significant resource that could be leveraged in SOAC integration.
- o EfC is crucial because the SOAC is essentially a matter of citizenship. In addition, EfC is only an evaluative framework and it is likely that existing EfS activity in school will be invigorated by it.

Also, these contexts' own integration histories provide lessons from which the SOAC programme can benefit. Although we believe these contexts to be important, our analysis is based on fully open questioning of those involved in the education system.

## **2 THE LANDSCAPE OF SCOTLAND: A WORKING COUNTRYSIDE AND A RECREATIONAL AND EDUCATIONAL SPACE**

At over 30,000 square miles Scotland covers around a third of the UK and has a coastline of 2,500 miles (around half that of the UK). It contains most of the high mountains and wildest coastline areas. Much of the 'wild land' is held in the form of 'sporting estates' and maintained and managed primarily for the purpose of hunting deer or grouse and/or for fishing. This form of outdoor recreation is usually tied to ownership of the land whereas walking, mountaineering and canoe-sports, for example, require access to the landscape without such management regimes.

While most of those who live in centres of population (primarily in the Central Belt) are only a few hours travel away from the hills and the coasts, 'lowland' agricultural and forest areas are more accessible and are widely used for walking and other forms of outdoor recreation and education. Recreational interest in some such areas may be acknowledged through designations (eg Regional Parks etc) but the lowlands of Scotland are an intensively managed 'working countryside'.

The combination of variable climate, geological history and the resulting topography has had a major influence on the development of outdoor activities in Scotland. The Scottish countryside, wild areas and the surrounding seas have long been attractive to outdoor people from all over Britain and other parts of the world. Scotland provided an early venue for the development of formalised OE.

Whilst a countryside (lowlands and highlands) which is managed primarily for agricultural and hunting interests is the established status quo and is acknowledged for its socio-economic importance, the relevance of recreational interest in this landscape has recently become more prominent and the focus of political attention and legislation. This is epitomised in the recent Land Reform (Scotland) Act 2003, which among other provisions enshrines customary traditions of access to the countryside in law, and the National Parks (Scotland) Act 2001.

Recreational (and educational) access to the countryside has generally been unproblematic. However, there is a history of tension between 'the public' and the 'land or water manager'. In part this stems from a range of factors such as the concentrated pattern of land ownership in Scotland, intensive use of agricultural land, recreational pressure on certain areas and little comparative evidence of the socio-economic impact of a range of recreational activities (such as hunting, fishing, hillwalking and watersports). Several recent comparative socio-economic studies have led to the recognition that these and other forms of recreational activity are all significant to the Scottish economy (Higgins, 2000; Anderson, Higgins, Radford and Riddington, in press) and should aid mutual understanding of motivations and economic contribution. Tensions over access have not been helped by the lack of clarity over the legal position (see Blackshaw, 1999; and Nicol, 1996). The passing of the Land Reform (Scotland) Act 2003 is unlikely bring much change to this situation unless its provisions are made clear and publicised. 'Access' as an educational issue, therefore, warrants careful attention.

### 3 DESK STUDY REVIEW OF SELECTED LITERATURE

#### 3.1 Introduction

This section investigates education for citizenship (EfC), outdoor education (OE) and education for sustainability (EfS), as appropriate vehicles for integrating the SOAC into Scottish education. Together, these areas have the merit of mapping both to the formal curriculum and aspects of wider school management, which are to be investigated as part of this project. As requested, we have included existing SNH research in this study.

This study first asks what approaches are likely to lead to effective integration, and then looks at EfC, OE and EfS in the light of these.

#### 3.2 Principles of Effective Integration

Any effective programme to integrate the SOAC into formal and informal education situations should take account of the following principles:

- 1 Educators and students control decision-making and prioritise learning;
- 2 The SOAC should be real and relevant to them;
- 3 The full potential of the SOAC should be exploited.

##### 3.2.1 *Decision-making and priority in education*

At a national scale, education in Scotland has always combined a centralist institutional structure with a strong sense of devolved decision making. While there are National Guidelines for the curriculum for 5-14 year olds, these are open to interpretation at various sub-national levels. While there is only one examination board, there is choice about what subjects post-14 year olds can study.

Many responses to the National Debate on Education (Scottish Executive, 2002) wanted more pupil choice and flexibility in the curriculum, and a relaxation of age restrictions on when students could take exams. These issues are now under review (Scottish Executive, 2003: 6).

Therefore, SNH's important role engaging with "the education system" *centrally* does not guarantee impact upon student experience across the country.

Whatever the outcomes of the current curriculum review and central policy-making, at an institutional scale schools and other education providers, and particularly Local Authorities, have control over the education experiences they provide. This level of engagement does not guarantee success either. Even within Local Authorities, according to DIA (2002: 4), both Local Biodiversity Action plans and Local Agenda 21 could be engaging more effectively with schools.

MRS (1999) noted the need to make a case with Local Education Authorities and teachers to have any chance of reaching students through schools. Moreover there is an increasing move towards devolved school management, with Head Teachers becoming more responsible for their budgets (Scottish Executive, 2003: 18).

Working within these institutions, educators and students build individual relationships and experiences concerned with exploring the subject matter at hand, in this case the SOAC.

Educators and students are highly autonomous in this context. Although there is a widespread sense that prescriptive curricula, accountability and 'best practice' increasingly constrain what educators do, in fact none of these sit between the educator and the student - the point at which education takes place.

Therefore, it is the educator and student who negotiate and manage what learning is worthwhile (Pring, 2000; Webster, 1996), not the programme. SNH (2004a: 10) summarise these issues: "Think 'how can the organisation help schools in their teaching and learning', not 'how can schools get across the organisation's message'".

What is to be learned must also be prioritised by educators. The curriculum is thought to be overloaded and educator time too greatly employed in non-educational functions and in responding to 'too many initiatives' (Scottish Executive, 2003: 9, 6, 4).

Education is resource intensive, in terms of money and time. Although SNH is funded to provide an education programme, extra investment in "educating" cannot increase the time that students are available to "be educated". It is important to realise, therefore, that at any level in the formal education system, the SOAC Programme will not simply be "added" to current activity. Were SNH to offer it as an "addition", it would either be publicly or discreetly rejected or implemented ineffectively.

The SOAC is directly competing for the attention of the education system resource with many other agendas and initiatives. Sexual health, anti-obesity and health education, science, bullying, creativity and enterprise, discipline and child protection, thinking skills and formative assessment approaches, are all current. SNH's report on the development of curriculum-linked education work with schools notes this competition for both development activity and teaching time (DIA, 2002: 4, 6).

For these reasons, the SOAC Programme is about "integration" (as opposed to "addition") within the existing system. However integration is not resource-neutral either. To increase the likelihood of effective integration, the SOAC Programme should take account of the five National Priorities in Education that, at many levels in the system, are used to prioritise such competing interests and are being integrated into existing practice. The most relevant of these concerns *Values and Citizenship*.

### 3.2.2 *The SOAC Programme should be real and relevant*

Educating about abstract or hypothetical matters, while quite valid, is more difficult than educating about real and relevant matters. More effective SOAC integration can be achieved, then, if the subject matter is real and relevant. The National Debate on Education (Scottish Executive, 2002) revealed some suggestions that students should be dealing with real and perhaps local issues so that school could be more connected to real life.

In these respects, the SOAC Programme has significant advantages. Firstly, the rights and responsibilities entailed are not hypothetical for young people (in the way that rights and responsibilities of voting or work are, for example); the SOAC is 'real'. Secondly, some aspect of the SOAC affects everyone; the SOAC is relevant.

The first advantage ('real'-ness) loses its edge if the SOAC chooses to identify "children" as a separate group: "Remember that children do not always have the experience to make good judgements on what to do in certain situations. If you are responsible for children, either as a parent, teacher or guide, take special care to ensure that they enjoy the outdoors responsibly and safely." (SNH, 2004d: 15). This inadvertently implies that children, themselves, are not considered part the SOAC's readership (regardless of what form the

MRS (1999: 9, 15) reported that teenagers self-justified lack of interest in environmental issues because they felt that they were powerless to influence things, were not listened to and were perhaps not treated sufficiently like adults (MRS, 1999:20).

“Responsibility” of/for young people is complex, of course, and is educationally difficult terrain: how are school-age people to gain the “experience to make good judgements” if someone else is making the judgements? However the effective SOAC education Programme will at least treat the SOAC as being as ‘real’ for its students as it is for everyone else.

SNH’s intention is that the existence of the SOAC becomes part of all school-age people’s awareness. In this respect, what makes it relevant is that it represents part of an on-going process of understanding of our social, historical, cultural, economic and political relationship with the land.

However, in terms of the SOAC’s content, relevance is a more complex issue. Urban young people who never venture into wild places will not learn effectively what SOAC has to say about such places. Educational effort directed at this might be perceived to have been wasted. Urban young people, however, would learn effectively about what SOAC has to say concerning canals, playing fields and railways.

DIA (2002) supports the relevance criterion by reporting that teachers seek “Scottish” resources (DIA, 2002: 5) and that schools associate the “environment” with something “that is distant and of little direct relevance” (DIA, 2002:4). Teenagers themselves (MRS, 1999: 13) advise SNH that information on local issues may be more motivating and the study found that environmental issues most likely to be spontaneously raised by teenagers were those most likely to directly affect them (such as “litter” or “pollution”) (MRS, 1999:8).

Scottish Natural Heritage’s request that this study consider informal sector groups dealing with young people (outdoor centres, youth work and uniformed groups) substantially recognises the relevance criterion. The SOAC consultation, too, resulted in many suggestions for sub-codes that each provided “a tailored interpretation of the Access Code for specific circumstances” (SNH, 2004b: 10). SNH has therefore accepted (SNH, 2004b: 12, 13) that the education Programme must be well targeted at the right audiences.

### *3.2.3 The full potential of the SOAC should be used*

“The education programme must therefore progress at three complementary levels: awareness of the Access Code; understanding responsibilities; and, where appropriate, influencing and modifying behaviour of both users and land managers.” (SNH, 2004b: 12)

These three levels present a considerable educational opportunity for educators and students but they will not treat them simplistically.

‘There is an Access Code’ is just an additional, non-integrated, learning outcome that doesn’t add value to the rest of the curriculum.

Presenting the SOAC behaviours as “a set of rules”, particularly with a view to manipulating behaviour, will also not lead to effective integration - the education system is, at least superficially, wary of indoctrinating its students (SNH, 2004a: 10).

Educators see their role as engendering capacity within their students. They will not normally be seeking to broadcast simple messages about the SOAC, but rather more

- o Knowledge, understanding and awareness (for example of the complexity of any given outdoors environment, or of the historical processes that shaped the SOAC)
- o Skills (for example of judgement and action appropriate to a given outdoors environment, in terms of access or management, or of the articulacy needed to discuss the SOAC's political context)
- o Attitudes / Dispositions (for example towards the outdoors environment or the historical, social and political underpinnings of the SOAC)

Although this three-fold scheme of knowledge and understanding, skills and attitudes is helpful, it is artificial. They are connected and all are necessary for the enjoyment of responsible access and management in the outdoors, or engagement with the SOAC's historic and political meaning.

DIA (2002) note that examination syllabi drive learning activity and should therefore be targeted by the SNH education programme (DIA, 2002: 3). The same could be said of the 5-14 National Guidelines' attainment targets. However attainment targets are expressed entirely in terms of knowledge, understanding and skills. 'Developing informed attitudes' – a key to SOAC education – are separately, and rather spectrally, defined.

Examination assessment regimes, too, only assess knowledge, understanding and skills. Values and attitudes are not addressed because values and attitudes are not universally shared or agreed – there is no 'right' answer that fairly discriminates between students – whereas knowledge, understanding and skills can be made to be generic.

For the same reason, generic knowledge and understanding can not easily be integrated into national exams through the local contexts of candidates, so students tend to become much more aware of national and global issues than the local ones (MRS, 1999: 9) to which SOAC might most relevantly apply. MRS also report teenagers' spontaneous suggestion that, to be interesting, material needs to be less 'generic', more 'issues based' (MRS, 1999: 8), especially 'local issues' (MRS, 1999: 13) – a reflection both of the 'real and relevant' criteria, and of the fact that 'issues' are understood to include values and attitudes and so are more challenging and interesting.

The SOAC programme, and its evaluation strategy, should think beyond 'what teaching is done' (which may indeed be driven by attainment targets and examinations) to 'what learning is achieved' (particularly in the longer term).

The brief for this project refers to both the 'the curriculum' and 'wider school management'. We take 'the curriculum' to be formal, national guidelines. 'Wider school management', here called the informal curriculum, is taken to include other school-based initiatives (such as the conduct of Duke of Edinburgh Award schemes, or Eco-Schools initiatives) and planned means of creating the school's ethos (approaches to decision-making or community involvement, for example).

The formal curriculum is currently under review and may change within the medium-term timescale envisaged for the SOAC education Programme (Scottish Executive, 2003: 6).

Since knowledge, understanding, skills, values and attitudes are all determinants of behaviour, and all represent matters of education potential within the SOAC, both the formal and informal curricula should be addressed. DIA (2002: 5), for example, report that EfS is an informal curriculum, "whole-school ethos" issue and is "particularly important in the development of values and attitudes."

While the formal curriculum is often credited with being able to instil knowledge, understanding and perhaps awareness, the informal curriculum is often supposed to connect more directly to the attitudes and dispositions of students.

Many responses to the National Debate (Scottish Executive, 2002) suggested that academic subjects, in particular, did not adequately prepare people for life and that areas such as personal and social relationships should be given greater emphasis.

MRS (1999) reported teenagers' beliefs that, while school was an obvious route to deliver environmental awareness education, the subject should be distanced from their formal education to generate most interest.

Attainment and assessment regimes drive the greater part of the formal curriculum. Assessment and attainment are about individual, not community performance. While the SOAC also emphasises individual rights and responsibilities the basic understanding, awareness and attitudes upon which its preferred behaviours are based require a sense of shared, communal recognition (not just knowledge) of other users of land.

MRS (1999: 12, 13) reported that substantial motivators for teenagers, regardless of the subject at hand, are participation and involvement, especially with other teenagers. There is almost a suggestion here that, in normal curriculum study, teenagers are not 'involved with each other' even in the same classroom.

Many responses to the National Debate for Education (Scottish Executive, 2002) referred to the importance of schooling as a social experience, not just academic learning. Holding on to litter is about not only 'knowing' that other people in the community exist but of feeling for them in some way. School is an opportunity for people to learn to live together. The informal curriculum is more able to exploit this opportunity than the formal one that focuses primarily on individualised learning.

The formal and informal curricula overlap. Both the formal and informal curricula are therefore addressed in this study.

For all of these reasons, and because of the autonomy of educators in Scotland, the SOAC will most effectively be integrated into one school in one way and most effectively into a different school in another way.

For widely effective integration, educators need to find that the SOAC programme is readily adaptable to circumstance. However the effort of adaptation also acts against effective integration. DIA (2002: 5) agree that there is demand for materials and activities that "do not require significant amounts of additional preparation time for the individual teachers."

Moreover, exploring the full potential of the SOAC allows the programme to develop over time. Consultation responses indicated that the education programme had to be a long-term commitment and that there had, therefore, to be scope for its evolution (SNH, 2004b: 11) alongside major curriculum changes for example.

### **3.3 Integration with the formal curriculum**

In this section we highlight areas where the SOAC seems to readily connect with the formal curriculum. However subsequent sections relate to the formal curriculum as well.

There are formal curriculum areas where the SOAC is most likely to be directly relevant in the curriculum. These areas are listed here.

Table 1 Most directly relevant curriculum areas for the SOAC

<b>5-14 Curriculum Area</b>	<b>5-14 Attainment Targets / Relevant Detail</b>
Social Subjects component of Environmental Studies: <ul style="list-style-type: none"> <li>o people in society</li> <li>o people and place</li> <li>o people in the past</li> </ul> Skills in social subjects – enquiry	<ul style="list-style-type: none"> <li>o People, events and societies of significance in the past</li> <li>o Change and continuity, cause and effect</li> <li>o Human-physical interactions</li> <li>o Rules, rights and responsibilities in society</li> <li>o Conflict and decision-making in society</li> <li>o Preparing for tasks</li> </ul>
Personal and Social Development and Health Education	<ul style="list-style-type: none"> <li>o Personal and community safety</li> <li>o Environmental effects on health</li> <li>o Personal relationships and conflict resolution</li> <li>o Inter-dependence</li> </ul>
Religious and Moral Education	<ul style="list-style-type: none"> <li>o Personal search / the natural world</li> </ul>

Areas of the formal curriculum where the SOAC can provide a **context for learning activity** are listed here.

Table 2 Examples of where the SOAC might provide contexts for learning

<b>5-14 Curriculum Area</b>	<b>5-14 Attainment Targets / Relevant Detail</b>
Religious and Moral Education	<ul style="list-style-type: none"> <li>o Discussion of relationships</li> <li>o Discussion of moral values</li> </ul>
Expressive Arts	<ul style="list-style-type: none"> <li>o Expressing feelings and thoughts   communicating</li> <li>o Evaluating and appreciating   observing, reflecting, describing and responding</li> </ul>
Mathematics	<ul style="list-style-type: none"> <li>o Information handling</li> <li>o Problem solving</li> </ul>
Languages – listening, talking, reading, writing	<ul style="list-style-type: none"> <li>o To obtain information and respond accordingly</li> <li>o To establish relationships and interact with others</li> <li>o To appreciate the feelings of others</li> <li>o To present, share, clarify, record and reflect on ideas, experiences and opinions</li> </ul>

### 3.4 Integration through Education for Citizenship

#### 3.4.1 *Origins and Philosophy of Education for Citizenship (EfC)*

School-based “citizenship” education is being promoted in both England and Scotland. The current demand for citizenship education may be relatively new but the driving forces behind it are not (Frazer, 1999) and these forces have changed over time (Slater, 2001: 48).

At present there is concern about ‘apathy’ and ‘anti-social behaviour’, for example, and EfC hopes to help address these. The suggestion that the SOAC programme be integrated with wider policies, such as those concerning anti-social behaviour (SNH 2004b: 9), helps us recognise that access rights and the SOAC are essentially about citizenship.

The Scottish proposals (ACLTS, 2002) revolve around the word ‘for’ in ‘Education for Citizenship’: the education is to affect culture in the long term, just as some hope the SOAC education programme will (SNH, 2004b: 9). The then Education Minister agreed “...that the overall goal of Education for Citizenship should be to develop children and young people’s capability for thoughtful and responsible participation...” (ACLTS, 2002: 2). Active engagement in ‘being a citizen’ in society is thought to increase the likelihood of any individual subscribing to the society’s policies and procedures (ACLTS, 2002: 9).

To highlight the significance of this approach to citizenship education, it is worth noting that the English proposals (Crick, 1998) are what might, by contrast, be described as education about citizenship - learning how democracy works, or what the advantages of participation might be, for example. The Scottish proposals go much further than this.

The proposals, in the abstract, (ACLTS, 2002) appear vague. This is deliberate and in practice is an important advantage. There are four dimensions envisaged, here exemplified in the possible context of the SOAC:

- The knowledge and understanding that is needed to base opinions and actions on relevant facts and critical evaluation of evidence; for example, understanding why the SOAC exists, why certain behaviours are important and when they apply.
- The skills and competencies that are needed to act within society with confidence - to be empowered; for example, possessing the capability to exercise new access rights, to apply underlying responsibilities in new situations, to articulate them in places where access is contested and to help to resolve conflicts concerning access.
- Values and dispositions that are “... rooted in values of respect and care for self, for others and for the environment.” (ACLTS, 2002: 13); these mirror, almost identically, the three principles of the SOAC (SNH 2004d: 4).
- The creativity and enterprise needed to participate effectively in society; for example, to actively seek information about those aspects of the SOAC that might apply in a given environment, as an access user, or to imagine and implement novel means of improving access to the outdoors, as a land manager.

The contexts in which EfC is expected to flourish include (LTS, 2003a,b):

- Participation by young people in decision making
- Studies within specific subject and curriculum areas
- Cross-curricular studies and activities
- Working with the community

The proposals do not envisage a discrete school subject about citizenship (ACLTS, 2002: 16). Instead, EfC is to be set within and across existing academic subjects, and in the daily life of the school.

The greatest emphasis, however, is placed on 'active' citizenship - participating directly in school and wider communities, using "... opportunities to take on responsibilities and exercise choice" (ACLTS, 2002: 3; HMIE, 2003: 2): being a citizen is the best means of learning how to be a citizen.

### *3.4.2 Current Situation of Education for Citizenship*

One of the reasons why the citizenship proposals seem abstract is because they are not intended to form a programme of activity. Instead, they recognise that much of schooling already promotes citizenship and its purpose is to elaborate "... a framework of learning outcomes that offers a basis for reviewing and developing existing provision." (ACLTS, 2002: 11; LTS, 2003a,b: 3).

Education for Citizenship is one of the five National Priorities and its basic principles are enshrined in the Standards in Scotland's Schools, etc Act (2000) (ACLTS, 2002: 6). The Executive stated that one of their next steps after the National Debate on Education was to ensure that plans and targets were set locally against the National Priorities (Scottish Executive, 2003: 6).

Education for Citizenship is therefore moving from the national forum to local authorities and schools for implementation. Local authorities are appointing Citizenship development officers. Subject associations, non-governmental organisations and Learning and Teaching Scotland are engaging with the implementation of citizenship. Auditing materials (LTS, 2003a,b) and Quality Indicators (HMIE, 2003) for schools have been published and schools are beginning to audit their activity against the EfC framework.

Exemplars of 'good practice' have been published where some schools' (ACLTS, 2002) existing activities clearly show elements of the EfC framework described above. These exemplary projects were not set up as the first 'citizenship initiatives' but they are the first projects to be examined from a citizenship perspective (many relate to Education for Sustainability (Section 3.5). Through the dissemination of these 'applications of the framework' more schools will come to understand their activity in terms of EfC.

### *3.4.3 Opportunities for Integrating the SOAC through Education for Citizenship*

It is clear that the SOAC represents a major development of Scottish people's citizenship. To this end, the drive for EfC represents a broad opportunity to integrate the SOAC into educational activity.

In discussing opportunities for the integration of the SOAC, we consider the criterion identified above (section 3.2) for effective integration: that learners and educators negotiate priorities for learning; that the SOAC needs to be relevant and real; and that its full potential needs to be considered.

#### *3.4.3.1 Decision making and priority*

We noted that educational decisions are taken at the sub-national scale, in local authorities, schools, classrooms and between students and educators. We also suggested that prioritisation takes place and that, at present, 'added' activity was not likely to lead to effective integration.

In the case of EfC, the priority is already established. In the many schools where citizenship is currently on the development agenda, the SOAC education programme could assist in a variety of ways discussed below. Offering to fulfil the demands of one of the National Priorities in education is an obvious way of getting educators to consider a programme. Moreover, EfC is an integrating programme, not an additional one. Through it, the SOAC programme might avoid being perceived as 'another' initiative.

HMIE (2003: 2) suggest that EfC offers an opportunity for all involved in education to clarify the specific roles in preparing young people for society. From a SOAC point of view, this is an open invitation. One of the Quality Indicators HMIE discuss is "the quality of your school's links with other groups and organisations, and the extent to which these links support and develop aspects of citizenship;" (HMIE, 2003: 3).

The nature of EfC means that an effective SOAC integration programme will be complex. Education for citizenship is a framework for building on existing practice and there is great local diversity in this practice.

The Education for Sustainability proposals are designed to be integrated. Schools are not expected to re-organise their practice to take account of EfC in a wholesale way. Rather EfC is designed to be flexible enough that it can adapt to the host institution. For effective integration through EfC, therefore, the SOAC programme may need to be similarly flexible.

At the lowest level of the education system, it is clearly intended in EfC that there is enhanced decision-making dialogue between educators and teachers and students (ACLTS, 2002: 19). It is at this level, therefore, that decisions about what to learn may be increasingly taken.

#### 3.4.3.2 Real and relevant

Education for Citizenship is designed to be real, with real decision-making in real contexts. Access provides opportunities for young people to make real decisions in real contexts. It is absolutely clear that "[y]oung people should be regarded as citizens of today, not citizens in waiting" (ACLTS, 2002: 8).

For example, in some of the EfC school auditing materials (LTS 2003a: 29) pupils look at rights and responsibilities in their local community in terms of 'the right to play' and other people's 'right to privacy'. As with the SOAC, citizenship is not something hypothetical for those who study it – it is a 'lived' education.

The SOAC has a clear overall relevance to citizenship as arising from our democratic system and representing another set of rights and responsibilities that apply to us. But this may not be sufficient to prioritise the SOAC against all other rights and responsibilities that are studied under the banner of citizenship. Our relationship to the 'outdoors in general' does not stand out as a critical educational issue compared to our relationship with 'ethnicity in general' for example.

However, our relationship to the 'the local land around us' has a great resonance with EfC. Education for Citizenship is perhaps likely to focus on local areas in many schools. The framework is designed "... for use in ways appropriate to local needs and circumstances." (ACLTS, 2002: 2, 10).

Following the framework, a school might be seeking to be a more participatory institution for its students – and both the institution and the students are geographically localised. Citizenship is also to be 'active' – some of the more obvious community contexts for active citizenship are local.

School grounds access is particularly mentioned in the SOAC and schools are responsible for decision-making regarding them. In this context alone, the SOAC is therefore directly relevant to young people who are participating in a greater proportion of school decision-making.

To meet the need to integrate EfC, schools may opt to involve students more in the planning of school trips and outdoors investigations. Again, the SOAC will become directly relevant to the student, not just the teacher as might be the case in contexts where EfC is not driving activity.

#### 3.4.3.3 Full potential of the SOAC

The EfC framework identifies the following contexts for learning activity (LTS, 2003a,b) (divided, here, into formal and informal curriculum areas):

##### Informal Curriculum:

- o Participation by young people in decision making
- o Working with the community

##### Formal Curriculum

- o Studies within specific subject and curriculum areas
- o Cross-curricular studies and activities

The SOAC presents opportunities in all of these areas. However, in different schools different aspects of EfC will be covered by existing activity. To improve integration, therefore, the SOAC must be capable of integration into one or more of these areas in a variety of flexible ways.

The relationships between young people, their decision making in the context of the local community, and the SOAC, have been discussed above. The important points to reiterate about the informal curriculum are that:

- o Where young people are more involved in decision-making, they are more likely to consult decision-making context material, including some form of the SOAC where relevant.
- o This decision-making is most interesting to young people if it relates to their direct environment and community: in the case of the school they may be taking land manager decisions; elsewhere they are land users.
- o Decision-making requires empowerment and EfC aims to develop such empowerment.
- o Supporting schools in these local decision-making contexts is difficult to achieve with a generic programme.

“Good education for citizenship entails breaking down barriers between school and community, in order to give young people opportunities to develop knowledge, understanding and care for the wider world.” (LTS, 2003b: 5).

Previous sections (3.2.3) highlighted the importance of being involved with others as an attraction of informal education to young people. It is worth recording that active citizenship often involves active engagement with others (ACLTS, 2002: 10).

Education for Citizenship also integrates with much of the formal curriculum. There may be less potential for the SOAC to integrate through it on EfC grounds. though. because many

institutions will conclude that they are already dealing with EfC in terms of the formal curriculum.

For example, in a recent mapping exercise (SSCLG, 2004), comparing the knowledge, understanding and skills outcomes of EfC with the post-14 social subject curricula (geography, history, modern studies and contemporary social studies), focus groups deemed nearly all of the outcomes to be covered in the existing practice of the subject disciplines. For the 5-14 curriculum, also, ideas like 'rights and responsibilities' are what EfC demands and schools are already using them in the formal curriculum.

This is a neat trick. It tells educators that education has always been about citizenship and that there isn't a vast amount of new work for them to do (LTS, 2003a,b: 5) – a key message for effective SOAC integration. The SOAC is, however, less able to emulate this because the SOAC represents a specific additional set of learning outcomes for the formal curriculum. Worse, the implication is that to comply with the formal curricular aspects of EfC, schools don't need the SOAC.

However the SOAC has a novel place in Scottish culture that might prove appealing to schools. What makes it different is that it is a set of rights and responsibilities, based on long tradition but which are now written down. It is the codification of "common sense" (SNH, 2004d: 14), the codification of the idea that "you only have ... rights if you exercise them responsibly" (SNH, 2004d: 6). Schools often attempt to codify rights and responsibilities in their rules.

The SOAC's 'respect self, others and environment' structure is very similar, and in some cases identical, to many school codes of conduct. Its use in a national code, ratified by the Scottish Parliament, and applicable to everyone, could be seen as an endorsement of the school's code of conduct. It could be seen as evidence that its students are treated like adults. To these ends, schools may think the SOAC well worth highlighting in the formal curriculum.

### 3.5 Integration through outdoor education (OE)

The brief (Appendix 1) suggests that the project should study the work of outdoor educators in outdoor centres, uniformed groups and in school contexts.

#### 3.5.1 *Origins and Philosophy of Outdoor Education*

Direct engagement with the landscape provides the clearest opportunity to discuss issues of access to land or water in an educational context. Much OE takes place in areas where others also use the land for commercial (e.g. agriculture) or recreational (e.g. hunting) purposes. This provides opportunities for both educational debate about multiple land uses (contemporary or over time) and serendipitous meetings with other interested parties.

Whilst there has never been a strategic plan for the development of OE in Scotland its contemporary establishment in this landscape seems almost inevitable. Indeed if one considers OE as formalised outdoor recreation the landscape is an ideal location for the development of both.

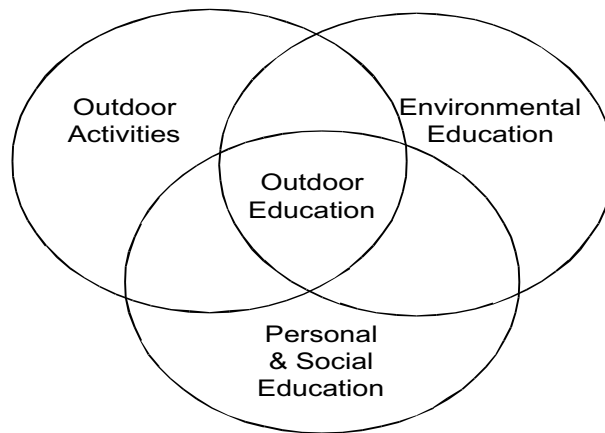
A number of factors led to favourable conditions for the development of OE. By the 1960s several Acts of Parliament had led to the protection of natural heritage, and increased holiday opportunities for workers at all levels led to subsequent growth in interest in outdoor activities. The 1944 Education Act, the 1945 Education (Scotland) Act and other reports had encouraged the use of the outdoors for environmental and nature studies (Cook, 1999). Finally, the rise of the 'progressive' education movement through the 20th Century until around the 1970s encouraged the use of experiential educational techniques. For detailed summaries see Parker and Meldrum (1973) and Higgins (2002a).

The 1944 Education Act explicitly stated the value of direct experience of the outdoors and encouraged Local Education Authorities to establish 'camps' for the purpose. During the 1960s and 1970s most Local Educational Authorities offered progressive OE opportunities for the school pupil, and many bought and converted old mansions as residential bases from which outdoor adventurous activities and field studies could take place. At this time Scotland, and in particular Lothian Region (Edinburgh and the area around) had what was probably the most comprehensive formalised provision of OE in the world (Cheesmond, 1979). Consequently, OE courses designed to meet the demand throughout the UK for trained teachers and instructors were established in a number of colleges and universities (Higgins and Morgan, 1999).

Many of the arguments put forward for the educational use of the outdoors are of course the same in Scotland as they are in the UK and other parts of the world. Theoretical perspectives on OE in Scotland are notable because of its early development in the context of the natural and cultural heritage. For critiques see Hopkins and Putnam (1993); Higgins et al. (1997); Nicol and Higgins (1998 a,b) and Rickinson, et al (2004).

Figure 1 offers a model for OE that is widely adopted in the UK and abroad. The expectation is that an outdoor educator will work within the whole domain of the three interlocking circles, shifting emphasis from one area to another as opportunities arise within the programme. Whilst in recent decades the emphasis has been on personal and social development, or the outdoor activities themselves, there is evidence that, in response to global environmental imperatives, environmental education is now becoming more fully integrated into outdoor educational practice (Cooper, 1991; Nicol and Higgins, 1998a; Crowther et al. 1998).

Figure 1 The Range and Scope of Outdoor Education (Higgins and Loynes, 1997:6)



These ways of thinking about OE reflect considerable diversity. Some of the differences are explained when looking at the setting in which OE takes place. For example, teachers in an inner city school may want to make use of their school grounds, or nearby park or woodland, to pursue learning outcomes. Equally, teachers may have access to rural areas and pursue learning outcomes in wilder nature. If a teacher is trained in adventurous activities then s/he may want to pursue learning outcomes through these means in either urban or rural settings.

Behind the diversity of approaches lie different theoretical understandings and practical applications of OE. They will include ideas about the cultural and natural heritage, ideas about 'a sense of place', and how to use the opportunities available to each teacher's particular situation.

What is common to these ideas is that the teacher and pupils pursue learning outcomes beyond the classroom. This is not to suggest that OE is a better form of learning than class-based learning. It is to suggest that some learning is better suited out-of-doors and that there are good educational reasons for identifying and capitalising on these opportunities. In this way class-based learning can be integrated with outdoor learning.

This holistic approach to education has historical roots in the work of prominent educational philosophers such as Comenius, Pestalozzi, Dewey, Freire and the Scots polymath Patrick Geddes. From these philosophical underpinnings OE seeks to explore integrated and holistic education in relation to people (personal and social education), place (environmental education) and activity (outdoor activities) in keeping with the model above.

The concept of OE acknowledges the importance of selecting an appropriate place for education as well as a technique or means of learning. In this setting students learn directly about the relationship of knowledge to the physical reality of that place. This is achieved through environmental, social, and cultural dimensions whereby that which is known has a past, present and future. Through these means students learn about the key importance of relationships and respect for the learning and teaching process.

The relationship between the teacher and learner is characterised by an open-minded exchange of views between the two. This is a constructivist pedagogy whereby the learners construct their own view of the world based on personal experience (Seyfried, 2002). A second dimension, reconstruction, recognises that the learner may wish to modify their personal experiences with reference to existing theoretical constructs. Lastly, throughout

the process of reflection, it is sometimes necessary to deconstruct personal and social constructs in order to gain new understandings. This process begins with personal experience and leads to deep questioning.

Experiential learning is generally concerned with learning that depends on first-hand experiences connecting the learner with real people and real issues. It is often associated with informal education although this is not exclusively so. Furthermore, it is generally considered to be a lifelong process integrating education, work and leisure.

Whilst other authors have pointed to the potential of OE to aid in developing relationships with the land, two (independently and jointly) have made this a particular focus of their work in Scotland. Nicol and Higgins (1998a) have commented that outdoor educators have traditionally viewed the landscape in a utilitarian fashion, and argued that there is value in considering the landscape in ways more suited to environmental education goals. In particular, and some years before a Scottish Parliament or access legislation they suggested that access rights and responsibilities should be developed into subject matter in the delivery of programmes. Furthermore they argue that 'the way in which people relate to the land has some bearing on culture and national identity' and 'outdoor educators should use the landscape interpretation opportunities available to them to discuss rights and responsibilities in relation to that landscape; and to explore national identity in relation to the local landscape. In this manner connections may be made to encourage an active understanding of global cultural and environmental issues and responsibilities.'

Nicol and Higgins (1998a) suggest that such an approach offers a historical and cultural perspective that allows investigation of the concept of citizens' rights together with the equality and distribution of such rights (eg associated with ownership of and access to the land) and also 'the way in which historical developments have influenced contemporary relations with that land'. They argue that by adopting a comparative stance, outdoor educators in Scotland may learn from landuse and access rights in other countries, for example Sweden, Norway and Germany which enjoy statutory access to open land, together with a presumption in favour of access encapsulated in the concepts of *Allemansratt*, *Allemansretten* and *Betretungsrecht* respectively.

Nicol and Higgins (1998a) broaden the case to argue that such an approach could aid in understanding national identity, pointing out that Scott (1991: i) observes these countries 'continue to enjoy extensive access rights and freedoms, which are ingrained in the national cultures'. Further, Mackay (1998: 83) believes that the right of access is 'the very stuff of the Finns' fundamental awareness of nationhood - it is a binding force that creates both equality and democracy but also respect and shared responsibility'.

Nicol and Higgins (1998a) point out that in such countries, 'rights are defined in a positive sense protecting what one is allowed to do' and contrast this with the historic situation in Scotland where at least the commonly held impression is a presumption against access. They argue that this impression is at least in part the result of the influence the concentrated pattern of largely private landownership in Scotland brings to bear upon the distribution of rights to the land.

In 1995, 57% of Scotland was in the hands of around 1400 owners (Wightman, 1996: 158), a situation unique in the western world. For Nicol and Higgins (1998a) this is a compelling educational opportunity which outdoor educators should explore. Relationships of human beings with the land, 'a sense of place' is also the focus of arguments relating to OE by amongst others Higgins (1996, 1997) and White (1998). Whilst Higgins seeks to build such relationships on the back of ecological understanding, White focuses on Gaelic culture as a starting point. Nonetheless both argue that direct involvement with the landscape and

Nicol and Higgins (1998b) where they place the concept of 'a sense of place' alongside the aesthetic, field studies and 'sensitisation' traditions of environmental OE. White (1998) develops a similar argument, criticising outdoor educators for neglect of the cultural history of as rich a landscape as that of Scotland. White draws upon the work of commentators such as Hunter (1995) to make specific mention of the Highland Clearances, their cultural significance and their deep impact on contemporary Scottish psyche.

A 'sense of place' is equally an issue for school grounds. Following research and review of the value of school grounds, Titman (1994: 8) states that the 'relationship between place-identity and self-identity ... holds considerable significance in terms of children's environmental experience'. She points to the 'development of a sense of ownership and belonging', noting that the concept of ownership is 'not necessary literal', but rather that such places are 'for me' or 'people like me'.

The concept of 'a sense of place' is about identity and it would seem that outdoor educators are ideally placed to explore this. However the authors cited above are critical of the sector for making little effort to develop this identity in relation to the places they use, and Nicol and Higgins (1998b) point out that any treatment of this relationship is conspicuous by its absence in the UK outdoor literature.

In summary, OE appears to offer educational relationships and locations ideally suited to adopting concepts such as a 'sense of place' and 'access' as central to their work. Perhaps for reasons noted in the following section this potential appears not yet to have been realised.

### *3.5.2 Outdoor education provision in Scotland – the current situation*

In Scotland OE opportunities are provided by both the 'public sector' (Local Authority Education, Community Education and Social Work Departments) and the Charitable and Private Sectors. These often have two forms of delivery, being residential and non-residential. For reasons outlined below the bulk of current provision is located in residential OE centres.

In 1983 the Countryside Commission for Scotland published the results of a survey (conducted in 1982) reporting the existence of some 163 residential centres providing for outdoor activities of a recreational or educational kind'. It was the view of the authors that the centres represented 'a resource of considerable value to both the education and leisure markets'. They presage the financial pressures that have led to a decline in provision in recent years, noting that 'in the public sector, OE may be looked upon as one of the first extras to be cut, partly due to the high costs of transport and building maintenance'. They emphasise the importance of this form of educational provision and suggest ways to meet this challenge (Countryside Commission for Scotland, 1983). Little published evidence exists concerning changing patterns of provision other than Lothian Region, and to a lesser extent Strathclyde Region.

The development of OE provision in Strathclyde Region has recently been charted by Halls (1997a,b). He notes the growth and increasing 'organisation' of the subject area to a peak in the 1970s and early '80s and identifies reasons (such as its non-statutory status) for the subsequent decline of robust, diverse and Region-wide provision.

Lothian Region was very successful in developing OE during this period. An extensive review of OE in Lothian Region (Cheesmond, 1979) has recently been compared (Higgins, 2002a) with the current situation, approximately 22 years later. The key point is that there

has been substantial decline in opportunities for school based OE, but that residential provision in OE centres has more or less been sustained, though now the focus is on Primary rather than Secondary pupils.

The decline can be exemplified by comparing Lothian Region Secondary Schools which in the late 1970s all had some programme of OE, either formal or informal and almost all (45) employed promoted staff responsible for OE. There were a high number of other staff (estimated 500 to 600) mostly volunteers, who assisted in OE provision. This compares with the contemporary position where few Secondary Schools have a formal or informal programme of OE, and only six employ any staff responsible for OE. Relatively few other staff now assist in OE provision.

A number of factors have led to decline in formal OE provision in the UK. For example recent legislation (Activity Centres (Young Persons Safety) Act, 1995) has posed organisational problems which have been translated into financial and staffing pressures. Similarly reductions in the Rate Support Grant from Central Government have led to substantial cuts (in real terms) in Local Authority provision for most services and other non-core subjects such as music, art, drama and curriculum support have also suffered. In Scotland the recent (1996) changes to the structure of Local Authorities were the 'final straw' for many centres. This process, designed to reduce bureaucracy through the generation of 'Single Tier Authorities' left these Authorities searching for ways to balance their budgets.

While there has been no recent survey of residential provision following these changes, there does appear to be a substantial reduction. As part of a survey conducted in 1998, Nicol (1999) established that there were now nine remaining local authority residential OE centres compared to 15 identified by the Scottish Advisory Panel for Outdoor Education in 1996. The Adventure Activities Licensing Authority (AALA) who inspect providers to ensure safe practice under the Young Persons Safety (Activity Centres) Act 1995, estimate that there are still nine Local Authority centres and 59 residential centres working within its scope (AALA Inspectors, Newtonmore, pers comm, 2003).

Provision seems to be more heterogeneous as the AALA inspectors report that there are a further 82 'licensed providers'. These include non-residential centres, Local Authorities, farmers seeking to diversify and small businesses of one or more individuals. Nonetheless, if the situation in the rest of Scotland mirrors the former Lothian Region where so few schools now have a member of staff with a responsibility for OE, the long-term prospects of continued school commitment cannot be taken for granted.

This situation has been compounded by the recent outbreak of foot and mouth disease in the UK. As many providers are now more commercially oriented the resulting closures led to financial difficulties. Whilst in a number of cases compensation claims have been successful it is clear that the sector is precariously balanced and its contribution to the rural economy difficult to predict.

The situation is clearly complex and it is often difficult to find out who has responsibility for provision let alone what is actually happening within a council or a sector. Many Council Outdoor Education Advisors report that there is probably more going on than they know about. Because some provision is licensed through the Adventure Activity Licensing Authority and some is not, the AALA Inspectors do not know the situation either. However, it is clear that whilst much activity continues in this sector Council Advisors report that a great deal has been lost (primarily as the result of financial pressures and 'Local Government Reorganisation') over the past 10 years or so.

There is a longstanding debate in the UK which centres around whether OE is a 'subject in

provision as noted above is probably a manifestation of this lack of clarity, with each part of the sector selecting arguments for its own purpose.

Perhaps because OE has never been included fully in the curriculum as a subject it has been vulnerable to the political and financial pressures noted above. (See Cook (1999) and Humberstone (1992) for an overview of the situation in England, and Loynes et al. (1997) for that in Scotland).

This lack of clarity, along with funding concerns, may have been a cause of the failure of the Scottish Education Department to establish a Teaching Qualification (TQ) in OE. For many years a full TQ in Outdoor Education has existed in England and Wales and the General Teaching Council for Scotland (GTC) accepts these awards in Scotland. In 1999/2000 and at the request of Scottish Executive Education Department (SEED) the GTC established a working group to consider and develop teaching qualifications in OE. That group decided at this stage to recommend a Joint and Additional Teaching Qualification (ATQ). The GTC Council fully endorsed this recommendation and the suggested entry requirements. This was duly submitted to SEED with the recommendation that the Memorandum on Entry Requirements should in due course be amended to incorporate those for OE. There seems to have been some obstacle to this and no progress since 2000. There is something of an irony in qualified OE teachers working in England and Wales bringing their students to Scotland to visit a landscape that Scottish teachers are not trained to fully utilise.

The above goes some way towards explaining the contemporary situation for OE. A mixture of political, funding and safety issues, together with the exposed position generated by a lack of statutory status has led to a lack of commitment (in Local Authorities and Government) to the field. Decreasing support has left many students with limited or no opportunities and few teachers left in-post to argue the educational benefits. A recent review by Rickinson et al (2004: 75) also found 'serious gaps in provision' and that 'opportunities for all students to learn outdoors are under serious threat'. Nonetheless there are still many who make the effort to take students outdoors and to residential outdoor centres. For some young people this may be limited to just three or four days in their whole school career but for others this can be significantly greater. Taken as a whole the number of OE student days per year is substantial and significant. A recent estimate for Scotland puts this at around 200-300,000 days per year (Higgins, 2002a).

### *3.5.3 Opportunities to integrate the SOAC through outdoor education*

#### *3.5.3.1 Decision making and priority*

The notion of some form of negotiated learning is central to at least the rhetoric of OE, and in our experience this is to some extent reflected in the reality. Whilst this often has to do with residential situations or perceived safety issues, relationships, rights and responsibilities are central to the process. This seems to be a strong argument in favour of OE becoming a means of addressing issues raised by the SOAC

#### *3.5.3.2 Real and relevant*

By placing students in situations where they have to take responsibility for their actions and to become aware of the consequences, OE can orchestrate opportunities for students to become aware of their own views and values and those of others. Furthermore, such situations are often real rather than artificial.

Outdoor educators have had long practical experience of encounters with those who challenge the customary traditions of access to the countryside and there are many examples of groups of students becoming caught up in the debate. Despite the new law and

code, such encounters will continue. Rather than see this as unfortunate, careful handling of such situations can lead to worthwhile learning about access, land ownership, land or water management, rights, responsibilities and values.

### 3.5.3.3 Full potential of the SOAC

Beyond the learning outcomes considered above, issues such as 'sense of place' and nationalism, and hence racial prejudice are natural extensions for discussion and debate and have been advocated by several commentators. One advantage of the lack of a formal curriculum for OE is that it can be flexible in responding to circumstances as they arise. Access as a topic could be integrated into almost any OE programme and this in turn can be valuable for preparatory and follow-up work both outside and in the school or classroom.

### 3.5.4 *Is outdoor education provision able to engage with educational issues raised by the SOAC?*

It is clear that in principle OE is well placed to discuss the SOAC in a lively and relevant educational environment. However, for the reasons discussed above this potential may not be. The sector has been battered by political, financial and safety imperatives and somewhat weakened in the process. The lack of a coherent organisational structure (such as a national body) or consistent training (e.g. a teaching qualification) make it difficult to reach all or even the majority of those in post or in training. Hence, encouraging them to adopt 'access' as an educational issue will not be easy. The lack of a curricular location for OE also means that there is no educational imperative to do so.

Nonetheless, some of these issues can also be seen as advantages. For example the lack of a curriculum and organising body means that there is nothing to stop outdoor educators addressing access through their work. It may be that the biggest obstacle to engaging the sector is actually getting to outdoor educators to convince them of the worth of this approach. Certainly the powerful nature of direct learning outdoors must make this sector a priority for SNH to consider in discharging its duty to promote educational engagement with the SOAC.

## 3.6 Integration through education for sustainability (EfS)

### 3.6.1 *Origins and Philosophy of Education for Sustainability*

Education for sustainability and environmental education are areas of educational activity that overlap with EfC and OE. In terms of the criteria for effective integration, they offer the SOAC many advantages.

Education for sustainability is a broadening of environmental education to include social justice (Stevenson, 1997: 186). The social justice dimension is important because the SOAC is the political manifestation of concepts of social justice in the context of the environment.

The purpose and methods of EfS are contested (Palmer, 1998). The social justice dimension can represent complex ethical terrain for schools. Huckle (1991) mentions education outcomes such as: student awareness of the impact of social change on the environment; awareness of class conflict; political literacy; awareness of alternative social and environmental futures and political strategies for their realisation. Some of these more radical ideas are disconcerting for educators of young people, however their relation to the history of the Land Reform in Scotland are profound and the SOAC might offer a safe entry-point.

An entrenched tri-partite understanding of environmental education emerged in the 1970s: “education about the environment”, “education from/in/through the environment”, and “education for the environment”. Palmer (1998) maps ‘about’, ‘in’ and ‘for’ to ‘knowledge and understanding’, ‘skills’ and ‘attitudes’ (see sections above). It is often suggested that students should experience all these approaches and be encouraged to act on them.

The underpinnings of environmental education in Scotland broadly reflect this (SEEC, 1993: 69), suggesting the need to:

- o Promote awareness of the environmental impacts of everyday life
- o Provide knowledge and skills in order to live sustainably
- o Motivate people to act responsibly towards their environment in all activities

The SOAC education programme could contribute to this. Many of the responsibilities in the SOAC are concerned with environmental impact. Living sustainably involves understanding the complex, not always obvious, interactions between our behaviour and the environment or other people. Motivation is associated with the underlying cultural change that concerns the SOAC’s sponsors.

The Scottish strategy for EfS also recognises (SEEC, 1993: 72) that “[f]irst hand experience, through field study, provides a deeper understanding of both rural and urban environments...”. Moreover this ‘understanding’ refers in part to the interconnectedness of our lives with land use (McCarthy, 1998). The SOAC in such contexts provides a guide to responsible access, a source of curiosity about our relationship with land, and the political representation of that relationship.

There is much similarity between the objectives of EfS and the EfC framework (see for example Smyth (1998: 1)). Schools may respond to EfC by re-invigorating EfS programmes.

### 3.6.2 *The current situation*

Although EfS in Scotland has been rooted in UK-wide and international policy, and is thought by some to have been rather pioneering, the current situation is underpinned by Learning for Life: a national strategy for environmental education in Scotland (SEEC, 1993) and various subsequent endorsements of it.

This work coincided with the re-development of the curriculum for 5-18 year olds in Scotland, which provided both a structure that was more conducive to EfS and a stimulus for many organisations to become involved in supporting EfS initiatives in schools (e.g. LTS, 2001; WWF-UK, 2001a,b). The longer lasting of these included Eco-Schools, Grounds for Learning, the Bright Sparks Award scheme (Barr and McAndrew, 1998), and the Sustainable Secondary Schools Partnership.

Government recommendations have been forthright and have been adopted variously across the nation. These include, for example:

- o that every school should formulate an environmental education policy and should include environmental education principles within its wider values statements;
- o that local authorities should consider appointing environmental education officers; and that first hand experience of the environment – of direct concern for the SOAC programme – should be encouraged.

### 3.6.3 *Opportunities for Integrating the SOAC through Education for Sustainability*

EfS shares many of the characteristics of EfC and can perhaps be seen as a sub-theme within citizenship. However, there are specific links to the SOAC so it is treated separately here.

#### 3.6.3.1 Decision making and priority

According to the Secretary of State for Scotland's Advisory Group on Sustainable Development (1997: 10) "Education in the broadest sense underpins all aspirations towards sustainable development". Learning for Life (1993: 76) recommended that every school student in Scotland should find environmental education integral to his/her learning experience. This political level support for EfS remains undiminished today.

EfS support for schools is probably more significant than it appears because the many organisations involved perhaps present a fragmented picture. Kandemiri (2004: 3) notes that in terms of funding flows it is increasingly difficult to distinguish between government, private and NGO bodies in a complex web of partnerships.

Government money has generally been routed indirectly to environmental education schemes through a variety of intermediary organisations that support initiatives aimed at young people (Kandemiri, 2004: 4) and SNH is certainly one conduit. (It may be appropriate for SNH to leverage its existing partnerships to improve the integration of the SOAC programme. Many of these partnerships exist in the context of EfS).

So although it is not easily calculated, the amount of money and expertise being applied to EfS programmes is probably significant relative to other programmes. Many local authorities, too, have invested in EfS through ranger services and even dedicated development officers.

Education for Sustainability is not a National Priority in education. However it is clearly important. Eco-Schools status, for example, has been recognised as a Quality Indicator by HM Inspectorate of Education.

In addition, existing EfS programmes that are already running in schools are likely to be used as part of their evaluation of practice against the EfC framework, which is a National Priority. Citizenship is not a discrete subject for which separate curriculum resources are likely to be developed, whereas the curriculum resources available for EfS are considerable. Education for Sustainability is not likely to be in competition with EfC for priority. If anything EfS might benefit from it.

For all these reasons, students and educators can be expected, with increasing autonomy, to continue to choose to engage with EfS. Its potential as a vehicle for the integration of the SOAC is therefore high.

#### 3.6.3.2 Real and relevant

Learning for Life (SEEC, 1993: 72) understood the importance of education being real and supported the development of "real life solutions" to environmental problems. Practical examples of steps that can realistically be taken are important not just because they make education 'real' (Barr, 1998: 26) but because they avoid the sense of 'learned helplessness' that can otherwise arise in curricular discussion of environmental problems (Cross, 1998: 50).

In addition, the thrust of EfS is about recognising personal responsibility for the environment. Aspects of the SOAC are clearly born of environmental responsibility.

Smyth (1998: 14) argues that any education designed to help people live more effectively in their world must relate to their own environment. At a national scale, the SOAC is about to become part of relating to our environment. Seen as an educational resource for EfS, therefore, it might present opportunities to explore the idea of relation to our environment, and each other.

However, many EfS programmes are more grounded in immediate concerns. This is because “think global, act local” is one part impossible, one part real. One approach to fulfilling the sentiment behind the phrase, often adopted by EfS, is to treat the local as a kind of microcosm of the global (Shallcross, 1998: 42). This has the additional advantage that “[f]or most people local action is the most significant action” (Shallcross, 1998: 42).

The Scottish Eco-schools programme “... aims to develop different responses to meet circumstances in different parts of the country, and so offers maximum flexibility” (Barr and McAndrew, 1998: 40) and Learning for Life (SEEC, 1993: 70) asserts that responsibility for environment is fostered in daily routines in immediate surroundings.

Education for Sustainability, then, recognises the importance of the real and relevant for students just as does EfC. Education for Sustainability programmes have the added advantage, for SOAC, of often referring to land (within or beyond the school grounds) and first hand experience of environments is considered critical (SEEC, 1993: 72). The SOAC is therefore relevant to student EfS activity and might find application within it.

#### 3.6.3.3 Full potential of the SOAC

In the section on EfC we suggested that inclusion of the SOAC in the formal curriculum might be considered by schools: either because the citizenship could be directly discussed in terms of the SOAC; or in order to support informal curriculum activity.

In theory, curriculum opportunities for EfS are considerable (Barr and McAndrew, 1998: 37/38). However EfS initiatives are often part of the informal curriculum, especially in secondary schools, and there is an argument that they therefore fail to provide the kind of cross-curricular integration that is desired (Cracknell, 1998: 38/39).

However EfS also benefits from the fact that the informal curriculum is at least as good, if not better, at developing values and attitudes (SEEC, 1993: 72). According to Barr and McAndrew (1998: 35) “The presence of a commitment to the environment in mission statements and in school development plans with planning for action in the environment and not just in the context of curriculum requirements, is a significant change”. We have already noted the correspondence between the SOAC and many such school mission statements.

We have suggested that the SOAC has scope to address knowledge and understanding, skills and attitudes and disposition in both the formal and informal curriculum. Education for Sustainability operates in all these domains, and covers ideas that allow the full educational potential of the SOAC to be explored.

### 3.7 Initial findings from the Desk Study

The following summarises the potential value in the SOAC being linked with formal and informal curriculum. While each of the three aspects of education we have reviewed (EfC, OE, EfS) generates worthwhile opportunities in its own right, the three are closely inter-related. From the perspective of seeking to integrate the SOAC this may represent an important opportunity.

### 3.7.1 *Summary of opportunities for SOAC integration through Education for Citizenship*

The following bullet points summarise the reasons for considering engagement with Education for Citizenship (EfC) as a means for integrating the SOAC:

- The SOAC is about our citizenship
- EfC aims to affect behaviours and culture, like the SOAC programme
- EfC is a National Priority in education
- The education system is currently engaged with EfC
- EfC is about real responsibility and decision-making, like the SOAC, not hypothetical role-playing or abstract knowledge and understanding; it is therefore more interesting and motivating for students
- EfC is rooted in local communities, so the SOAC would have relevance
- Schools must work with partners to deliver EfC so are open to what such partners (e.g. SNH) can bring into the school
- EfC will highlight student involvement in school rights, responsibilities and rule-making, and the SOAC is a useful model of such ideas in the real world
- EfC supports the full potential of the SOAC in terms of knowledge and understanding, skills, and values, attitudes and dispositions

### 3.7.2 *Summary of opportunities for SOAC integration through Outdoor Education*

The following bullet points summarise the reasons for considering engagement with OE as a means for integrating the SOAC:

- Outdoor education is clearly affected by access issues and the SOAC
- Students are presented with real access issues while engaged with OE; therefore they are more motivated to take an interest in the SOAC
- Outdoor education supports knowledge and understanding, skills and attitudes and values – all of which the SOAC has the potential to engage with
- Outdoor education covers all outdoor contexts (including school grounds and local parks); it therefore ensures interest in the SOAC by using it in contexts that are relevant to students
- The most common educational philosophy espoused by OE concerns ‘developing respect and awareness of self, others and environment’. This is a very close match with the three key principles of the SOAC
- Outdoor education can be readily connected to the formal curriculum, providing a rationale for the SOAC’s integration there
- Outdoor education encourages reflective learning by students and reflection is the basis of modifying behaviour in the outdoors – a key SOAC aim
- First-hand experience is the basis of SNH’s education policy
- Those experiencing OE are key targets for the SOAC
- Having no central curriculum or institutional basis, the OE community is relatively able to take on the SOAC as an educational proposition

### 3.7.3 Summary of opportunities for SOAC integration through Education for Sustainability

The following bullet points summarise the reasons for considering engagement with Education for Sustainability (EfS) as a means for integrating the SOAC:

- o Education for Sustainability is citizenship with an emphasis on environment – the SOAC can be described this way as well
- o The SOAC may offer an entry-point to controversial issues of social justice raised by EfS
- o Education for Sustainability considers knowledge, understanding, skills, values and attitudes, so the SOAC's full potential offers a range of opportunities for integration
- o Like the SOAC, EfS is concerned with underlying behaviour and cultural change
- o There is long term political support for EfS and significant resources are applied to its support in formal education
- o SNH's major education partnerships – which might usefully help integrate the SOAC – are often in the context of EfS
- o The National Priority for Citizenship and Values is likely to invigorate EfS activity in formal education
- o EfS is often rooted in local, real, activity, so SOAC integration would benefit from the increased interest and motivation of students

### 3.7.4 Observations on integrating into the formal and informal curriculum

This report recommends engagement with the both the formal and informal curriculum. Both the formal and informal curricula present opportunities for and barriers against engagement. Schools often use one to unlock the other.

Table 3 Contrasts between the formal and informal curriculum

<b>Integration context</b>	<b>Advantages</b>	<b>Disadvantages</b>
Formal curriculum	<ul style="list-style-type: none"> <li>o May be more likely to be seen as core work</li> <li>o More suitable for nationally produced products and pack</li> </ul>	<ul style="list-style-type: none"> <li>o Less likely to affect attitudes and behaviour</li> <li>o More likely to be seen as an increase to teacher workload</li> </ul>
Informal curriculum	<ul style="list-style-type: none"> <li>o More likely to affect attitudes and behaviour</li> <li>o More likely to relate SOAC to real contexts</li> <li>o Less likely to be seen as “another initiative”</li> <li>o Possible use of existing partnerships</li> <li>o More opportunity for real and relevant outdoor experiences</li> </ul>	<ul style="list-style-type: none"> <li>o May be less likely to be seen as core work</li> <li>o Less suitable for nationally produced products and packs and greater need for local and localised integration strategies</li> </ul>

The distinction suggested here between the formal and informal curricula in terms of what schools see as ‘core’ work needs two caveats. The first is that the 5-14 curriculum takes the form of guidelines rather than a prescribed curriculum. Although HMIE do use these guidelines to assess schools, HMIE also examine informal provision (for example, Eco-School status is now a Quality Indicator). Schools recognise that both are important. Secondly, slavish adherence to the formal curriculum guidelines is increasingly seen as an

inadequate or inappropriate response to their general thrust. To the extent that its outcomes can be predicted, the current curriculum process review is likely to propose a 'loosening' of the hold of the formal curriculum on school practice.

## **4 METHODS**

### **4.1 Pilot Study**

The methods and instruments described in this section were piloted and the results of this work were reported on the 19<sup>th</sup> March 2004 to SNH. Alterations to the methods and instruments were then made.

The central issues that emerged at that stage related to the methods of integration of the SOAC and attitudes present within educational and land management communities. Also emerging was a belief among some outdoor educators that a direct, outdoor educational experience could pass on both the facts of the SOAC and support the teaching of EfC and OE.

The report on the pilot study was forwarded to SNH and this was circulated internally for comment. Review and discussion were followed by a further meeting with SNH staff to deal with any outstanding issues and to agree a revised approach.

The main issues concerned changes to the structure and execution of the semi-structured interviews, and the focus of this report.

With regard to the interviews the mix of formal and informal education interviewees was agreed at around 50/50%, and the list of 'other interests' (Method 4 – Appendix 1) was clarified.

With regard to the questions asked of interviewees it was agreed that these should extend the interviews to include information on the broader marketing campaign and questions on wider awareness raising in young people. The revised interview schedules are provided as Appendix 3. These were amended to be specific for the various educational contexts included in the study. Hence schedules were designed for formal and informal education practitioners, formal education Local Authority personnel, formal education national personnel.

The pilot was necessarily broad in its approach whereas it was agreed that the final report should seek to identify learning outcomes and processes for a SOAC education programme. Where possible these educational outcomes should be prioritised and advice provided as to the most effective way to approach them.

### **4.2 Methodology**

A qualitative research design was employed for this study to accommodate the collection of data from a broad spectrum of sources as set out in the project brief.

#### *4.2.1 Interviewees*

Interviewees were selected as people who were experienced and knowledgeable in the field and willing to talk to us. The research team has a broad base and many contacts with people in the sector who are in positions of interest to this study. Other interviewees were prescribed or suggested by SNH.

This approach is congruous with the social world which tends to have a recognised structure, one that we understand and have to interpret to navigate (Miles and Hubermann, 1994). Whilst every attempt has been made to eliminate bias through this data collection it

is impossible to control every aspect of this process, and this is deemed reasonable in the context of a study of this type (Cohen and Manion, 1994).

In light of the experience gained during the pilot study it became clear that the interview schedule should be tailored to the particular sectors involved. One member of the research team undertook this exercise and the revised schedules were circulated for comment, amended and then agreed by the research team. Schedules were devised for:

- o Formal education sector practitioners (nursery, primary and secondary school teachers and managers)
- o Informal education sector practitioners (outdoor education centres, youth work agencies)
- o Formal education Local Authority personnel (Local Authority advisors)
- o Formal education national personnel (HMIe, LTS staff, national agencies and trusts)

These were then forwarded to the SNH project officer for approval. Copies of the schedules are provided in Appendix 3. We interviewed 7 formal education sector practitioners, 6 formal education national personnel, 1 formal education LEA personnel and 10 informal education sector practitioners (see Appendix 5).

#### *4.2.2 Interview Instruments*

The instrument used to collect the data was a semi-structured interview, conducted over the telephone or where possible in person. Interviewing was chosen as it is a time efficient method of collecting data (Silverman, 2000). Interviewing can give direct access to people's experiences – a rich source of data to build an understanding of the situation under study (Silverman, 2000; Bryman, 2001). It is also the most common method used in qualitative research (Bryman, 2001).

Whilst adopting a semi-structured overall approach, the interview schedule was structured in places for several reasons. Firstly, Frey and Fontana, (2000) note that a more structured interview schedule and procedure can accommodate a mix of researchers well and appears to have low negative effects on the quality of responses. This way, using interviewers of different ages and genders, such as in this study, has little negative effect on responses (Frey, and Fontana, 2000). Secondly, as some of the interviews were conducted over the telephone some structure was considered necessary. According to Frey and Fontana, (2000) a telephone interview is best conducted using a structured format. The interview schedule and procedure provided to the interviewees in advance but did contain some flexibility and also allocated time to explore some of the responses more deeply.

#### *4.2.3 Interview data collection process*

The research team numbered four people, two of whom produced the semi-structured interview schedule. This schedule was examined and reviewed by all the researchers and modified until a common version was reached.

Dependant on preference and convenience the interviews were then conducted in person or by telephone and the answers noted on a prepared interview schedule. In order to glean as much information as possible from interviewees, researchers also used prompt lists and recorded whether points were raised spontaneously or were prompted.

#### *4.2.4 Interview data analysis process*

Once conducted the interview transcripts were summarised. All interviews schedules and summaries were subsequently analysed by another member of the research team who had not been involved in interviewing interviewees.

The techniques used to analyse the transcripts and summaries are variants of open and axial coding as described by Strauss and Corbin (1998). In overview, this process involves the repeated reading and consideration of all responses to record a wide range of categories of meaning associated with responses to the questions. The process results in emergent themes and the transcript data is then re-tested against these.

The resulting analysis was then passed back to the staff involved in the interviewing for checking. This analysis chapter of this report (Section 5) is now being sent to the original interviewees for interviewee validation.

### **4.3 Methods for discussions with young people**

#### *4.3.1 Context*

The original brief requested that the consultants 'consult with three focus groups of young people on elements of the process, including design, delivery and evaluation of the programmes and products' (Method 5).

In our tender we pointed out that any such evaluation could not take place until such programmes were being run and any 'products' were available, and that this would be some time after the agreed completion date of the project. To use such products would be to pre-judge the outcome of the project.

However we devised an approach to discussing the SOAC with young people during our visits to schools, outdoor centres and youth work agencies. In light of this experience and previous experience in working with young people we suggest that the method detailed below may prove fruitful in further work on the SOAC with young people (such as in piloting or evaluating products).

All the groups of young people we worked with appeared to understand the complexities of the issues involved in educating about and for the SOAC well. The lists of teaching methods they suggested were no more, or less, wide-ranging than those discussed by interviewees across the project. The researchers were careful to try to avoid 'cue-seeking' (Miller and Parlett, 1976) – where young people give the answers they perceive adults want to hear in response 'cues' in the language the adults use. However, it is likely that the majority of young people will constrain their ideas about what constitutes 'teaching' to their own experience. Inevitably, this range of strategies is similar to that discussed by people working in the education system.

#### *4.3.2 Approach*

The purposes of the exercises detailed below were (a) to rapidly stimulate young people to think about the issues of access to the countryside, and (b) to then ask them how best such issues should be taught / learned.

The exercise was conducted with a total of 62 young people in three groups: a secondary school, an outdoor centre and an urban youth work project. In each case the full support of

those responsible for the young people was obtained and all relevant materials were sent to them for information in advance of the visit (Appendix 2, Appendix 4).

#### 4.3.3 *Process and instruments*

The sessions with the young people started with an introduction, what we were trying to do and what the SOAC was about. This was tailored to each age group so that initial understanding was achieved. Writing frames (Appendix 4C) were handed out and depending on the age group these were completed in small groups or on their own, with or without adult assistance.

The purpose of these writing frames is to encourage the young people to think about outdoor places where they go, what they do there, who owns the place and what the rules are. This activates the context of our enquiry in terms of their experience.

Once these had been completed and followed up with a whole group discussion on their answers we introduced the SOAC (simplified version, Appendix 4D) and left them to read and digest it for a few minutes. To help with this we had a second short plenary discussion with some examples to illustrate the essence of the Code.

The young people then worked in groups of four or five. They were to imagine that they would have to teach pupils younger than themselves about this 'access code'.

Two questions were posed:

- What might be the best way of getting the information in this access code across to these pupils?
- What sort of things could you use, and do you think they would really work?

The young people worked on these questions without adult assistance.

The answers from each group were discussed in the whole group. After all the answers were collected on a whiteboard we asked the whole group to vote for the method they felt would be the most successful:

“Being really honest, with one vote only, choose the method that you think would really teach the SOAC most successfully”

The record of each stage of the process (writing frames / flip chart sheets) were summarised by the members of the research team involved in the sessions.

## 5 ANALYSIS OF DATA

### 5.1 Structure of analysis

Although interviewees were asked questions pertinent to their contexts, each was broadly asked to comment on the following areas:

- o The SOAC's relationship the EfC, EfS and OE
- o The SOAC's relationship with the 3-14 curriculum National Guidelines
- o The integration of the SOAC into their organization's work
- o The kinds of 'products' that would best support such integration
- o How SNH should promote awareness both within and beyond school

The data from these interviews is therefore broadly categorized as follows:

- o Data about 'products' to impact young people
- o Data about engaging with education organizations
- o Data about SNH's strategy

These categories are related. The discussion of 'products' to impact young people is incomplete without the discussion of the organizations that are responsible for their use.

### 5.2 Data about 'products' to impact young people

All interviewees were asked what kinds of products would best support any effort they made to integrate the SOAC into their work with young people. Responses greatly expanded the limited notion of 'product' implied in the project brief and we report accordingly. The views of young people themselves are provided separately below.

One particular 'product' – training for teachers, was widely mentioned and is discussed under the data about SNH's engagement with education organizations (Section 5.4). This training is mentioned here because it is widely considered almost essential to the successful integration of any of the 'products' discussed below.

#### 5.2.1 *Target age of young people*

The project's scope was a concern for some national staff and secondary school teachers. They suggested that young people over the age of 14 should also be considered. One referred to a Scottish Executive pledge to increase vocational options for post-14 year olds in the voluntary and environmental sectors that might make the SOAC particularly pertinent.

Within the project's age range, most interviewees thought that the ages 8-14 offered the best target. Many of the informal sector organizations do not deal with younger people than this. Primary school teachers could see the relevance of 'the outdoors' and of 'right and wrong' to young people of nursery age upwards but they envisaged work on more substantive ideas such as the SOAC applying more to P4 upwards. Some national staff suggested that primary schools were more flexible and therefore an 'easier' place to integrate an initiative, though one interviewee recommended an emphasis on P6-S2.

One nursery teacher said that, while Citizenship in general is an important area of work, the idea of access rights and responsibilities was probably too abstract for the 3-5 year age group. They do, however, do work on a 'country code' and on being responsible for pets.

### 5.2.2 *Direct experience 'products'*

First hand experience of outdoor access was not part of the prompt list in the interview, so those who emphasized its educational importance were responding against the grain of the interview. Almost all interviewees did this.

National staff, local authority staff and schoolteachers all suggested that real situations were needed for the kind of experiential learning to which the SOAC lends itself. One thought that 'learning a code' was inadequate and that young people should be directly involved in debating access issues. Another suggested that it was artificial to try and influence attitudes or behaviour as 'an outcome' in classroom lessons, and another that this was because access issues were about social interaction, which was very limited in the classroom situation.

Some national staff and also primary school teachers discussed the value of going out with the ranger service and or with local land owners/managers. Informal sector staff also highlighted the difference between first-hand experiences and other kinds of 'product'.

One primary school teacher noted that taking young people out of doors was logistically difficult. Some national staff suggested that rangers, farmers, SNH staff, or others coming into school would be the next best option. One nursery teacher said that they tried to make good use of community woodlands and ranger services: the children enjoy visitors, especially those that take them outdoors.

### 5.2.3 *Localised 'products'*

Direct experience is related to the value of the local environment as an education resource. Interviewees argued for a local context for addressing access issues, regardless of whether direct experience is involved.

Several interviewees at national and local authority levels and informal sector staff and schoolteachers mentioned the relevance of the local context. For example, primary school teachers discussed their school's locale as being an important source of project work and therefore a point of obvious SOAC integration, or projects that involved going out with the rangers.

One informal sector staff mentioned the specificity of context. That is, the study of specific, real, access issues.

One national staff interviewee noted the importance of the SOAC at both local and national level and one primary school teacher said that the SOAC had the advantage of being 'Scottish'.

### 5.2.4 *Simulation 'products'*

Most teachers and informal sector staff mentioned ideas of simulation, games and role-play. In all cases, the sense was to put young people in situations to which they needed to respond. Secondary school teachers of social subjects (geography and modern studies) mentioned ideas of conflict and resolution in the context of simulation (although one noted that some kind of written outcome was also important).

Informal sector staff suggested that such activities need not be restricted to the SOAC. Some mentioned the use of 'situation cards' (which ask students to say what they would do in a given situation) in outdoor practice. Such situations can be as varied as outdoor situations are and could certainly include access situations.

Some teachers and informal sector staff, again in the context of simulating access issues, also mentioned videos and computer games.

#### 5.2.5 *Printed 'products'*

The national staff and teachers were largely dismissive of integration approaches that relied on printed material alone. This is an important point because SNH, as an institution, is well-suited to the creation of printed material.

Some national staff wanted to draw a distinction between 'product' and 'process'. Leaflets, posters and teachers' notes could not be relied upon by themselves. One primary school teacher suggested that 95% of files that are sent to schools are never used, one that leaflets were useless to them, and others that posters have an impact for a few days and are then forgotten. One nursery teacher said that even parents receive too many letters.

The informal sector seemed more open to printed material and 'packs' in general, but again with a view to their flexible use in wider contexts.

The above cautions aside, the data also supports the following remarks about printed 'products'.

In keeping with comments on the value of direct experience, one local authority staff suggested that young people remembered what they 'do' rather than what, if anything, they read. Simplicity of message was advocated by some teachers and informal sector staff, based perhaps on arrestingly powerful images and a small amount of text – simple, colourful and clear.

Some national staff, informal sector staff and teachers thought that printed materials had to be 'very good' or of 'good quality' but did not elaborate any consensus on what this means. One school teacher argued against worksheets, one informal sector staff in favour of them. One primary school teacher said that materials needed to convince teachers that they could teach this material and that it was worth teaching. The same teacher, along with many other interviewees, was a strong advocate of accompanying the material with training sessions for teachers (Section 5.4.5).

'Relevance' was an important criterion for quality and this is discussed in sections below. 'Flexibility' was also raised by a variety of interviewees, who noted that some schools used a topic/project approach where others had subject-lessons and even these lessons may be of different lengths.

One message that can be taken from interviewees' thoughts on printed material, at least, is that many have a clear sense that 'low quality' or unused printed materials abound. Since this judgement is difficult to make until they are tried, and since posters can be put on the classroom wall for purely decorative effect, 'uptake' is not necessarily a good measure of impact. The SOAC education programme evaluation strategy should take account of this.

#### 5.2.6 *ICT 'Products'*

Some national staff and secondary school teachers mentioned the potential value of web-based material. Some primary and secondary school teachers would use Downloadable PowerPoint™ presentations. The considerations concerning 'quality' of printed material (above) also apply to these presentations.

Note that interviewees were being asked about ICT products for students. Web-based material might also be valuable in supporting teachers and practitioners and engaging with education organisations, though we have not collected data concerning this.

### *5.2.7 Summary*

Most interviewees were more interested in the process of integration (see sections 5.4 and 5.5) than the detailed nature of products, despite the interviewer asking about a variety of product types. The piloting of specific products, therefore, remains as an important part of the development process.

Many interviewees were thinking beyond the notion of 'curriculum materials', in favour of direct, experiential learning. Ideas of printed/ICT materials were related to supporting, at least, simulation and role play, and preferably direct experience of both access issues and the outdoors.

In terms of simple awareness of the existence of the SOAC, the idea of simple, clear, printed material may have some limited impact in some contexts (the Countryside Code materials were appreciated by one informal sector staff, for example). But the more complex business of fostering deeper awareness, understanding and responsibility needed more than this.

## **5.3 Data from young people**

We worked with three groups of young people, using a methodology (section 4.3) designed to (a) rapidly engage them with the ideas of the SOAC, then (b) ask them how best to educate young people concerning the SOAC. Their thoughts on the latter were recorded and are presented here.

The primary (P5) group produced a list of methods for teaching the SOAC that was almost as complete as the list that interviewees across the project have raised. In addition they chose (as the favoured method) to 'show, take people outside' over all other methods, including computer games, videos, books/leaflets and role playing.

The secondary (S2) group produced around 11 different methods to teach the SOAC, which (independently) included methods similar to the P5 group (such as videos, computer games, role playing) but also included some more diverse ideas such as puppet shows, orienteering and adverts. Of these 11 choices the most popular was the 'walking, out there and doing it' method.

A group of 9-11 year-olds at an urban youth project similarly suggested computer games, puzzles, TV/videos, as well as doing activities and speaking to rangers. Again the most popular method discussed was about going outside and doing something.

It is possible that the ranges of teaching strategies proposed by young people are conditioned by their own experience as students. However, regardless of how these young people developed their list of teaching methods, they were also asked to cast a vote concerning which method, in their opinion, would be the most successful for the SOAC education programme. Direct educational experience outdoors received the overwhelming mandate.

## **5.4 Data about engaging with education organizations**

Questions concerning the integration of the SOAC into organizations' work (including schools, outdoor centres, youth work or national organizations) generated a lot of response.

Two important themes emerged. One was that SNH needs to 'engage' with the organizations that make up the education system more fully than sending something through the post. The second was that the organizations involved are diverse, presenting a range of opportunities and barriers to the integration of the SOAC, so engagement needs to be flexible.

#### *5.4.1 Organization's purpose and responsibilities*

Before any 'product' concerning the SOAC will be integrated into an organization's education activities, the organization must conclude that it is relevant to their purpose and responsibilities.

Informal sector staff were especially clear that their primary objectives (for example, youth work) must come first. In one case, these could be as diverse as training for work, behavioural support, motivation and self-confidence or life skills. Another said that the focus would vary according to the client group. The SOAC material might conceivably be used as a tool or context in which to achieve some of these objectives but was not an objective in itself. Moreover, if they were happy with their existing provision, the SOAC integration would have to be particularly useful to force change.

This point refers not only to the SOAC's relevance, but also to how it is presented. For example, one informal sector staff said that they had groups of young people for very short periods of time and that the expectation was for outdoor activity, not instructor-talk. Any SOAC integration 'product' would need to take account of this.

There was even one suggestion that access rights and responsibilities might conflict with an organization's primary role, for example if this involved conservation.

Teachers tended to discuss relevance and responsibility in terms of the curriculum.

#### *5.4.2 Curriculum*

The age range of young people at which SOAC integration might be targeted is discussed in section 5.2.1.

The curriculum defines relevance for many school teachers. One national staff interviewee described a link to the curriculum as a 'licence' to use material. Several of the informal sector's activities are closely connected to the formal education system, so curriculum relevance can also be important for them. However, one informal sector staff said that their programmes were more flexible and that, verbally at least, the integration of the SOAC would be in some ways straightforward, subject to the points made above.

National staff and teachers focused on the Environmental Studies guidelines and on Personal and Social Development as key areas for potential SOAC integration at 5-14.

Secondary school teachers suggested strong links with the social subjects and science aspects of Environmental Studies. These were subjects that had field trips and also contained units on farming, for example, and on rights and responsibilities in society. Some of the attitudes of responsibility and care that are part of the SOAC were clearly thought to overlap with Personal and Social Education at secondary level as well.

However the same practitioners were variously concerned that the S1/S2 Environmental Studies curriculum was already over-loaded and that Personal and Social Education was being 'jam-packed' with responsibility-based emphases handed down by the Executive.

These comments confirm observations by national staff that the SOAC must exploit existing material rather than add something extra to the curriculum.

While at the policy level the curriculum was under review, and might become more flexible to allow integration of ideas such as the SOAC, one secondary school teacher suggested that the 5-14 guidelines were now well established and it would be a mistake to wait for the outcome of such a review.

Individual schools such as the one we studied, however, are often re-developing parts of their curriculum, in particular in response to initiatives such as EfC. It was thought sensible that SOAC integration take advantage of these agendas (section 5.5.1).

Also in terms of taking advantage of opportunities, one national staff interviewee suggested that their organization's programme could help integrate the SOAC but it would not be re-developed for a few years. Timing of integration opportunities should also be a consideration, therefore.

One secondary school teacher also said that broad initiatives such as EfS provided an opportunity for the school to decide what they wanted the pupils to learn. Such extra- or cross-curricular agendas are often flexible. However, in this particular secondary, existing activities (such as Eco-Schools and Young Enterprise) already filled much of the cross-curricular niche.

For the primary school practitioners we interviewed, the curriculum guidelines tended to be divided up into projects or topics, with varying degrees of alignment to 'subject areas', perhaps increasingly aligned for older primary pupils.

Hypothetically, it was suggested that the SOAC might form a topic in its own right, confirming some national staff views that the primary sector could adjust more flexibly to SOAC integration than the more subject-based secondary sector.

However, the theoretical ability of the sector to adjust to new initiatives is not necessarily matched by either its motivation or practical ability to do so. The point that was emphasized was that 'you could teach anything' depending on the mix of topics that you choose to teach. One primary school teacher noted that the SOAC would have to relate to an existing topic/project before integration was considered.

#### *5.4.3 Organization time and resources*

Most interviewees indicated that integration of new initiatives had resource implications in terms of either time or money.

The idea of curriculum overload has implications for the time available for school teachers to integrate new initiatives such as the SOAC. Some national staff highlighted this, noting that teachers have too much to do and are therefore especially wary of taking on new material.

Some schoolteachers said that there were too many curriculum-related priorities as it was and there was already pressure to 'get through the curriculum'. One thought that the SOAC had a lot of potential and could justify a good amount of student time but that the staff time needed to deliver it was not available. One secondary Modern Studies teacher anticipated that a single one-hour lesson could be devoted to the SOAC (as a case study of Rights and Responsibilities) but questioned whether there was sufficient time to prepare such a lesson.

National staff interviewees from education charities were more likely to equate resources

One informal sector staff suggested that no time had been set aside for SOAC development in their organization. However, informal sector staff did not generally highlight time the way schoolteachers did. One informal sector staff did suggest that funding might be a barrier to integration in their centre.

#### *5.4.4 Organization's external and internal hierarchies*

Organizations are influenced by other organizations within the education system and by internal management hierarchies. The general implication of this in the data is that the SOAC education programme needs to target the system at a variety of levels.

Formal national and local authority staff suggested that both local education authorities and teachers need to be targeted in order to ensure that integration with schools is successful. One interviewee also raised the idea of having to go through 'channels'. However, distribution through council mail bags was considered 'hit and miss' and attention had also to be directed at individual teachers.

Other points noted were that subject associations such as the Scottish Association of Geography Teachers and a variety of national charities had wide influence and might therefore prove valuable. If the need to connect with specific teachers implies some kind of network, then such organizations have these networks. The idea that SNH might work with such organizations is discussed in section 5.5.2.

At the top of the hierarchy, Learning and Teaching Scotland has lead responsibility for many curriculum areas and one secondary school teacher suggested that Her Majesty's Inspectorate of Education could be influential.

Informal sector staff noted that they often worked with and for a wide range of schools and other centres and that local authority encouragement was also often important to them.

Some informal sector staff said that the integration of new outcomes, such as the SOAC, might be hindered by their organisations' bureaucratic procedures or middle managers who were less enthusiastic about it.

Both formal and informal sector staff and some national staff suggested that simple lack of awareness about the SOAC within their organizations constituted a barrier to its effective integration through their organizations.

Many interviewees, however, expressed the fact that it is important to get teachers and informal sector staff 'on side' and that targeting a higher level in any hierarchy by itself would prove insufficient, especially in the school system. Both primary and secondary school teachers said that it didn't matter how good any given 'product' was – if teachers were not keen, it would have no impact.

#### *5.4.5 Organization and training*

Both national and local authority staff suggested that some approach to initial teacher education should be considered. However there was widespread support through our interviewees for face-to-face training of both teachers and informal sector staff, in-service. Training was seen to have many benefits.

Training (or continuing professional development (CPD)) was thought to be a good way of overcoming issues of awareness within organizations and helping them get to grips with the SOAC, as well as a means of motivating practitioners to integrate it into their work.

Continuing professional development for teachers and informal sector staff was thought to help build confidence in the use of SOAC-integrating ideas (especially in the primary schools and still more especially with respect to taking young people out of doors).

Training was also thought to provide a means of focusing on 'process' as well as product and was thought throughout the school system to be a much more effective means of ensuring that 'products' had an impact than simply sending them to schools.

Both teachers and informal sector staff suggested that training needed to be hands-on – including work with the 'products' that are being offered – relevant, enthusiastic and essentially empowering. In addition, training facilitators needed to recognise the needs of the sector they were dealing with.

Nearly all teachers and informal sector staff said that they would engage with relevant training, although a secondary school teacher pointed out that it was difficult to get less keen secondary teachers to go on training courses.

Various interviewees thought training or continuing professional development was seen as a means of local SNH staff / rangers / land managers building a networked relationship with schools and education centres. The SOAC education programme may provide a common project upon which to base this.

## **5.5 Data about SNH strategy**

All interviewees were asked whether they had any advice for SNH in their efforts to integrate the SOAC.

Many of the national staff and school teachers have experience of initiatives such as the SOAC education programme. They brought up a range of thoughts about SNH's best strategy for dealing with the school system.

There were mixed feelings about the likelihood of SNH succeeding in integrating the SOAC into school education in a widespread way.

All were positive in wanting to contribute to a successful outcome. The comments they made to this end, however, point to a longer-term, more involved and perhaps more expensive strategy than that implied by the original brief to this project. According to one national staff interviewee, 'another teaching package' is not the solution.

In addition to many of the points made in above sections, it was clear that SNH should consider working with a range of partners and attempt to tie the SOAC into key agendas.

### *5.5.1 Agendas*

An agenda suggests a currency, pervasiveness and sense of widespread consensus about something to which educators should respond. Teachers feel a need to fulfil an obligation to the agenda, they look for resources to do so, and a range of providers aim to supply these. The SOAC does not constitute an educational agenda, however EfC, among others, does.

Nearly all the interviewees indicated that they had some involvement in the EfC or EfS agendas. Several interviewees noted that part of the reason for this pervasiveness was that, together with OE, these areas were closely related. Others noted that agendas such as EfC were so broad that large areas of existing practice were already affected by them. It was also clear that different interviewees had a range of understandings of these agendas, further increasing the likelihood that all felt obliged to respond.

Other current initiatives were mentioned by individual interviewees, such as Youth at Risk, anti-obesity and health education, and 'Assessment is for Learning'.

Agendas bring resources and opportunities in a variety of different ways. One secondary school teacher said that there was time set aside to work on the citizenship programme at their school and that the S1/S2 programme was being audited and redeveloped in connection with this. One national staff interviewee noted that the result of this kind of activity was that schools were looking for citizenship materials to use – an opportunity that SOAC integration could exploit.

Moreover, the means of engaging the system and delivering such resources with these agendas, and evaluating their impact, have already been developed by organizations who are working on existing agendas and who have existing networks of direct contact with education establishments.

#### *5.5.2 Partners*

Engaging with these agendas effectively, therefore, implies engaging with a range of strategic partners. Several national staff highlighted the need for such an approach. Featuring the SOAC in existing events, such as the Scottish School Grounds Week or the Eco-Schools Newsletter or through Eco-Centres were examples that were raised, together with the recent potential of events surrounding the 'Year of the Mountain'. Several interviewees mentioned ranger services though one thought there needed to be more consistent provision of these. One national staff interviewee said that their organization had links with land managers who were going into schools every day.

Moreover, some national staff thought that SNH already had influence with these partners, with representatives sitting on the boards of many of them. One national staff interviewee suggested providing funding to these organizations to deliver the SOAC into their programmes. One suggested making SOAC education a deliverable in SNH's education funding tenders.

There was a sense that SNH should involve a range of strategic partners in the education programme from SOAC, not simply consult them. The programme needed to be based on a realistically long timescale and involve a range of partners, from SEED downwards, to create a sufficiently multifaceted approach. Some teachers also offered to be involved and referred to SNH 'using the education system' to produce a good programme.

## 6 RECOMMENDATIONS

The following recommendations are drawn from the desk study, semi-structured interviews and discussions with young people. These themes are followed by a series of tables that define an exemplar SOAC integration programme.

The recommendations take no account of any institutional imperatives and budgets that may dictate aspects of the approach SNH eventually takes.

### 6.1 General Recommendations

These general recommendations relate to each other closely. Although separately identified, the implementation of one will affect a number of others.

Target ages 8-14 (though consider post-14 groups):

- o Because access issues are more relevant to this age group than younger people
- o Because responsible behaviour in relation to land may be too abstract for younger people

Target 5-14 Environmental Studies (People and Place; People in Society):

- o Because these are the most directly relevant parts of the formal curriculum
- o Because Personal and Social Education is very full

Address both the formal and informal curricula simultaneously:

- o Because both offer opportunities and present barriers
- o Because schools use each to help unlock the other
- o Because they generate different types of outcomes (knowledge, skills, attitudes)

Address matters of personal and social development:

- o Because these affect the behaviours that the SOAC discusses
- o Because both the informal sector and schools deal with these

Engage through Education for Citizenship:

- o Because the SOAC is about citizenship
- o Because EfC is a National Priority
- o Because schools are responding to the EfC framework now
- o Because the EfC framework encourages partnerships
- o Because it integrates formal and informal curricula

Engage through Education for Sustainability:

- o Because the SOAC relates well to EfS through social justice and the environment
- o Because EfS is well-established and funded
- o Because SNH has partners in this area
- o Because EfS will be re-invigorated by the EfC National Priority
- o Because it integrates formal and informal curricula

Engage through outdoor education providers:

- o Because they provide direct, outdoor experience of access
- o Because they have the flexibility to respond

Encourage direct, outdoor experience of access:

- o Because it is real and relevant to young people
- o Because it influences attitudes and behaviours
- o Because it encourage social interaction and the empathy needed for the SOAC to function

Develop a programme that is at least partly local:

- o Because it is real and relevant to young people
- o Because generic ideas of 'rights, responsibilities, values and behaviours' are exemplified by numerous other issues that are well established in education programmes
- o Because it will encourage direct, outdoor experience of access

Develop a programme that is flexible:

- o Because schools are different and opportunities to engage vary
- o Because the informal sector tailors its work to client groups

Develop a programme that involves simulation and role-play:

- o Because direct, outdoor experience of access issues is not always possible
- o Because the SOAC is about attitudes, behaviours and responses in a range of situations
- o Because the SOAC is about social interaction

Develop simple, clear printed materials:

- o That promote awareness
- o That support simulation and role playing concerning access
- o That encourage direct, outdoor experience

Engage directly with teachers and practitioners and other levels of the organisation system:

- o Because decision-making is distributed throughout the education system
- o Because 'chalk-face' staff must be 'on-board' if the programme is to succeed

Develop hands-on training / CPD programmes for a range of local audiences:

- o Because these will help build awareness
- o Because they will help motivate organisations to use SOAC material
- o Because they are opportunities to target multiple levels across organisations
- o Because they are opportunities to build education into local access networks and issues and involve local SNH staff

Involve and resource a range of strategic partners in Scottish education:

- o Because SNH has existing connections with many such partners
- o Because they have great expertise
- o Because they have existing networks and programmes to integrate with

## **6.2 Exemplar product/programme plan**

The following tables represent a simple planning tool. We have used it to suggest an exemplar programme-product based on the recommendations of this report. Note that these tables are presented separately for practical reasons and should be considered as a single tool.

Table 4 Programme-product plan: curriculum links (social subjects)

Informal Sector	Primary Schools	Secondary Schools
<p>Centre-programme dependent. Important features include:</p> <p>Flexibility, as different 'client' groups have different requirements, both in terms of content and opportunities to engage with SOAC-related learning</p> <p>Formal curriculum links, as the sector also deals with school pupils</p> <p>Personal and social development, as many informal sector providers deal with these areas.</p> <p>Education for Sustainability, as some informal sector programmes are environment related</p>	<p>5-14 Environmental Studies:</p> <p>People in Society / Rules, rights and responsibilities in society: C-D</p> <p>People in Society / Conflict and decision making in society: A-B</p> <p>People and Place / Human-Physical Interactions: A-D</p> <p>Citizenship (Annex B): The ability to consider and empathise with the experience and perspective of others</p>	<p>5-14 Environmental Studies:</p> <p>People in Society / Rules, rights and responsibilities in society: D-F</p> <p>People and Place / Human-physical interactions: D-F</p> <p>Citizenship (Annex A): the political, legal, administrative and cultural structures and processes of democratic societies...</p> <p>the sources of disagreement and conflict between individuals and communities and the ways in which people can set about resolving such conflicts</p> <p>Citizenship (Annex B): Communication skills... community issues; being able to contribute to debates and discussions in ways that are both assertive and respectful of others' contributions</p> <p>The ability to consider and empathise with the experience and perspective of others</p>

Table 5 Programme-product plan: training

	<b>Informal Sector</b>	<b>Primary Schools</b>	<b>Secondary Schools</b>
<b>Product</b>	Regional half-day conferences / workshops	Local authority / cluster CPD 2-hour workshops	Regional half-day conferences / workshops
<b>Target Audience</b>	OE centre management Youth work centre management OE and Youth work centre staff representatives Uniformed group leaders SNH local staff	Primary school representatives Local authority officers Local land managers / owners Local rangers SNH local staff	Modern Studies and Geography Teachers School and LEA citizenship co-ordinators School and LEA outdoor Education / school journey co-ordinators SNH local staff
<b>Outcomes</b>	OE and Youth work centre management, staff and uniformed group leaders awareness of the SOAC OE and Youth work centre management, staff and uniformed group leaders receive and experiment with products (Table 6, Table 7, Table 8) OE and Youth work centre management, staff and uniformed group leaders consider integration of the SOAC into existing programmes OE and Youth work centre management, staff and uniformed group leaders enhanced participation in local access issues Young people enhanced involvement in local access issues	Teacher awareness of the SOAC Teacher receives and experiments with products (Table 6, Table 7, Table 8) Local land managers / owners / rangers / facilitators aware of education products (Table 6, Table 7, Table 8) Teachers meet local land managers / owners/ rangers Teachers more able to organize direct outdoor experiences Teachers consider integration of the SOAC into existing programmes Teacher / school enhanced involvement in local access issues Young people enhanced involvement in local access issues	Teacher awareness of the SOAC Teacher receives and experiments with products (Table 6, Table 7, Table 8) School/LEA school journey co-ordinator awareness of the SOAC Schools and LEA citizenship co-ordinators aware of potential of the SOAC for citizenship work Teachers consider integration of the SOAC into existing programmes Teacher / school enhanced involvement in local access issues Young people enhanced involvement in local access issues

Table 6 Programme-product plan: direct experiences

	<b>Informal Sector</b>	<b>Primary Schools</b>	<b>Secondary Schools</b>
<b>Product</b>		<p>Local case studies of good practice of curriculum-linked education through the use of the outdoors</p> <p>Contact information for local ranger services / outdoor access forum and land managers/owners</p> <p>Sources of information on facts and fantasies about taking young people out of doors</p> <p>Local authority guidance notes</p> <p>Contact information for outdoor best-practice courses</p> <p>Some of these products could be supported with web-based material.</p>	<p>Local case studies of good practice of curriculum-linked education through the use of the outdoors</p> <p>Contact information for local rangers services / outdoor access forum and land managers/owners</p> <p>Sources of information on facts and fantasies about taking young people out of doors</p> <p>Local authority guidance notes</p> <p>Contact information for outdoor best-practice courses</p> <p>Some of these products could be supported with web-based material.</p>
<b>Target Audience</b>		<p>Head teachers, teachers and school and LEA trip co-ordinators</p>	<p>Teachers of Modern Studies / Geography</p> <p>Teachers of field-involved subjects (social subjects and sciences)</p> <p>School and LEA trip co-ordinators</p>
<b>Outcomes</b>		<p>Young people more likely to be educated out of doors</p> <p>Young people understand the SOAC in real contexts</p>	<p>Young people more likely to be educated out of doors</p> <p>Young people understand the SOAC in real contexts</p>

Table 7 Programme-product plan: simulation activities

	<b>Informal Sector</b>	<b>Primary Schools</b>	<b>Secondary Schools</b>
<b>Product</b>	<p>Simulation / role-play activity / game relating to outdoor contexts</p> <p>Variety of scenarios (e.g. urban / fringe / rural etc)</p> <p>Variety of activity lengths: 15, 30, 60, 90, 120 mins)</p> <p>Focus on individuals / groups of young people engaging in real/relevant activities, in potential conflict with other land users / managers / owners / environment</p> <p>Associated 'situation' materials</p> <p>Option for pupils to develop their own scenarios</p> <p>Associated short video re: the SOAC</p> <p>Associated real case studies from around Scotland, of a range that at least one will be directly relevant to a centre's client young people</p> <p>Option for pupils to debate access issues, based either on local examples or video cases</p> <p>Associated teachers' notes</p> <p>Links to curriculum areas (Table 4)</p>	<p>Simulation / role-play activity / game relating to outdoor contexts</p> <p>Variety of scenarios (e.g. urban / fringe / rural etc)</p> <p>Variety of activity lengths: 15, 30, 60, 90, 120 mins)</p> <p>Focus on individuals / groups of young people engaging in real/relevant activities, in potential conflict with other land users / managers / owners / environment</p> <p>Associated 'situation' materials</p> <p>Option for pupils to develop their own scenarios</p> <p>Associated short video re: the SOAC</p> <p>Associated real case studies from around Scotland, of a range that at least one will be directly relevant to a school's young people</p> <p>Option for pupils to debate access issues, based either on local examples or video cases</p> <p>Associated teachers' notes</p> <p>Links to curriculum areas (Table 4)</p>	<p>Simulation / role-play activity / game relating to outdoor contexts</p> <p>Variety of scenarios (e.g. urban / fringe / rural etc)</p> <p>Variety of activity lengths: 15, 30, 60, 90, 120 mins)</p> <p>Focus on individuals / groups of young people engaging in real/relevant activities, in potential conflict with other land users / managers / owners / environment</p> <p>Associated 'situation' materials</p> <p>Option for pupils to develop their own scenarios</p> <p>Associated short video re: the SOAC</p> <p>Associated real case studies from around Scotland, of a range that at least one will be directly relevant to a school's young people</p> <p>Option for pupils to debate access issues, based either on local examples or video cases</p> <p>Associated teachers' notes</p> <p>Links to curriculum areas (Table 4)</p>
<b>Target Audience</b>	Outdoor / Youth work Centre staff / uniform group leaders	Teachers of P4-P7	Teachers of S1/S2 Modern Studies / Geography / Citizenship
<b>Outcomes</b>	Young people aware of (the key messages of the SOAC) and responsible outdoor behaviour (depending on age)	Young people aware of responsible outdoor behaviour	Young people aware of the key messages of the SOAC and responsible outdoor behaviour

Table 8 Programme-product plan: printed material

	<b>Informal Sector</b>	<b>Primary Schools</b>	<b>Secondary Schools</b>
<b>Product</b>	<p>Posters / leaflets</p> <p>Bright, arresting, very simple, clear, key messages only – concerning and featuring young people</p> <p>Non-evangelical</p> <p>Message is in the image of positive behaviour</p>	<p>Posters / leaflets</p> <p>Bright, arresting, very simple, clear, key messages only – concerning and featuring young people</p> <p>Non-evangelical</p> <p>Message is in the image of positive behaviour</p>	<p>Posters / leaflets</p> <p>Bright, arresting, very simple, clear, key messages only – featuring young people</p> <p>Non-evangelical</p> <p>Message is in the image of positive behaviour</p>
<b>Target Audience</b>	P4-S4	P4 – P7	S1-S4
<b>Outcomes</b>	Young people's awareness of key messages of the SOAC	Young people's awareness of key messages of the SOAC	Young people's awareness of key messages of the SOAC

## 7 PILOTING PRODUCTS AND PROGRAMMES (METHOD 5)

The original brief requested that the consultants 'consult with three focus groups of young people on elements of the process, including design, delivery and evaluation of the programmes and products'. In our tender we pointed out that this could not take place until such programmes were being run and any 'products' were available, and that this would be some time after the agreed completion date of the project.

The use of such products would also have pre-judged the outcome of the project.

We have devised an approach to discussing the SOAC with young people during our visits to schools, outdoor centres and youth work agencies and this was a feature of Method 2 in the brief and is detailed in this report (Section 4.3).

In light of this and previous experience in working with young people we outline a recommended approach below in our report on Method 6.

However, the forthcoming development of specific programmes and products **should still involve a piloting phase** involving both young people and educators.

## 8 EVALUATION TOOLS

The brief requires consultants to 'develop simple evaluation tools for the recommended programmes and products' (Method 6). We were also asked to consult young people on 'evaluation of programmes and products' (Method 5).

As our report is advisory and SNH will make policy decisions on the basis of it and other factors, no programmes/products yet exist to evaluate. We therefore propose some simple tools that might be appropriate to a range of circumstances. These take account of the findings of Methods 1-4.

### 8.1 Dimensions and timescales of evaluation

Table 9 shows four dimensions of possible SOAC education programme evaluations and the timescales over which they might be undertaken

Table 9 Dimensions and timescales of SOAC evaluation

<b>Evaluation Dimension</b>	<b>1 Year</b>	<b>3 Years</b>	<b>7 Years</b>
Uptake of products / training	√	X	X
Use of 'products' / training	√	√	√
Impact on knowledge of young people	√	√	√
Impact on attitudes and behaviour of young people	X	√	√

These are presented in order of complexity. The subject of the first two dimensions is the educator. The subject of the second two is the young person (although the evaluation programme may access the young person through the educator) or land users/managers.

The first two dimensions may lend themselves to numerical assessment (how many informal sector staff came on a training programme, or how many hours of outdoor work does a school do in a year?)

The second two dimensions are more complex. Attitudes and behaviour especially are difficult to measure. It is still harder to show them to be related to any given educational intervention. This is especially the case where the products/programmes, as recommended in this study, are integrated among a range of education interventions that also intend to impact on attitudes and behaviours.

### 8.2 Purposes and locus of evaluation

Evaluation can have more than one purpose and be undertaken on more than one scale. Evaluation tools could be used:

- By youth workers and teachers working with the SOAC in their own local educational context, for their own purposes;
- By SNH to evaluate the overall effectiveness of programmes/products.

It is important that local and national contexts are addressed. However this is also a distinction between where evaluation feedback is employed.

### **8.3 Evaluating uptake and use dimensions**

From the perspective of the teacher/youth worker adopting an integration programme/product, assessing its worth is a matter of 'fit' with other educational objectives, and of its practicality and attractiveness to students.

It is a relatively straightforward matter to collect this data and the section on evaluation tools below (section 8.5) discusses this.

### **8.4 Evaluating impact dimensions**

From a national perspective, it is always possible to examine long-term trends in knowledge and behaviour through self-reporting. We can ask any member of the public the following kinds of questions:

- Were you ever taught anything about access to the countryside?
- What do you know about access to the countryside?
- In what way does this influence your attitudes and behaviours?

However it is difficult to relate the answers to either the actual behaviour of the individual (as opposed to their self-reported behaviour) or to the impact of the SOAC education programme/product (as opposed to any other influence on the subject's knowledge or behaviour).

The teacher/youth worker who uses a programme/product is better placed to evaluate changes in knowledge and attitudes in the young person that result directly from its use, and establish changes in patterns of actual behaviour, at least within the limited timescales in which s/he is working with the young person.

We discuss in section 8.5 the idea that this data could be collected on a wider basis from teachers/youth workers. What such data might mean, in the longer term, would be less clear.

### **8.5 The nature of SOAC evaluation tools**

It is possible, then, to evaluate the uptake and immediate impact of a SOAC education programme/product. The SOAC education programme/product could provide educators with tools that facilitate this evaluation.

Self-reflection is an important education principle and therefore educators may perceive educational merit in employing such an evaluation tool. The widespread use of such tools could form the basis of a wider scale study of the impact of the SOAC programme/product.

This section discusses the nature of such evaluation tools. It does not provide specific instruments but discusses their likely types.

For evaluation planning purposes, we suggest the following generic approach to organising thinking about and evaluation of SOAC impact. Table 10 was originally devised by Nicol (2001) to consider personal and social development in the context of outdoor education centres.

Table 10 Personal and social development in outdoor education centres (Nicol, 2001)

	Aims	Assumptions	Content	Method	Evaluation	Claims
Self awareness						
Self Esteem						
Interpersonal Relationships						

There are close links between the stated aims of outdoor education and the SOAC and so this approach has clear relevance. This framework can easily be adapted to apply to the educational principles of the SOAC (Table 11):

- o Respect the interests of other people. Acting with courtesy, consideration and awareness is very important. If you are exercising access rights, make sure you respect the privacy, safety and livelihoods of those living and working in the outdoors, and the needs of other people enjoying the outdoors. If you are a land manager, respect people's use of the outdoors and their need for a safe and enjoyable visit.
- o Care for the environment. If you are exercising access rights, look after the places you visit and enjoy, and leave the land as you find it. If you are a land manager, help to maintain the natural and cultural features that make the outdoors attractive to visit and enjoy.
- o Take responsibility for your own actions. If you are exercising access rights, remember that the outdoors cannot be risk free and act with care at all times for your own safety and that of others. If you are a land manager, act with care at all times for people's safety.

Table 11 Evaluation planning framework for the SOAC

	Aims	Assumptions	Content	Method	Evaluation	Claims
Respect the interests of other people						
Care for the environment						
Take responsibility for your own actions						

The headings are elaborated in the following sections. This is not an evaluation of the SOAC per se, nor is it an assessment of behaviour, but rather the success or otherwise of integrating it into formal and informal educational contexts.

### 8.5.1 Aims

The aim of the educational programme is to make the SOAC a feature of formal and informal educational contexts, with a view to informing participants of the code and its content and to encourage adherence to the values outlined in the three key principles.

### 8.5.2 Assumptions

The central assumptions of the programme are that:

- o integrating the SOAC into educational contexts will lead to increased awareness of the Code and its features
- o such awareness will lead to adherence to the key principles and these transfer to behaviour in the countryside
- o the educational programmes and products will have general applicability to both the general public and land/water managers.
- o the educational programmes and products will be used and found useful by teachers/youth workers either specifically teaching the SOAC per se or those teaching other subjects (eg citizenship) in which the SOAC has relevance.

### 8.5.3 Content

Advice on the content of the SOAC educational programme/product has been derived from this research project in line with the remit agreed between the contractors and SNH. The outcomes are noted above (Section 5) but of course the degree to which this advice will be deemed practical or implemented by SNH is not known at the time of writing. Nonetheless, in devising a strategy for evaluation the advice from interviewees suggests some kind of training in the use of some kind of product.

### 8.5.4 Methods

The aims, assumptions and content noted above clearly emphasise the transactional nature of the SOAC educational programme. In any educational programme the facilitator has a pivotal role and this is consistently supported by the literature. Any strategy that involves the provision of products such as posters and leaflets must recognise that without interpretation by a teacher/youth worker this is simply the provision of information which may not be read, or even if it is there is no guarantee that it will be understood or internalised. Hence it is the quality of the relationship between the teacher/youth worker and those they work with which is central to delivering the learning outcomes outlined in the 'Aims' above.

### 8.5.5 Evaluation

The evaluation of the SOAC education programme cannot disclose what happens outside the formal or informal educational context. The teacher/youth worker cannot see how those they work with behave beyond their programmes and so any evaluation must depend on forms of self-reporting. We suggest the following strategy.

- o Usage and perceived usefulness of the programme and products provided for formal and informal education. This is the simplest level of evaluation and would be based on a questionnaire or telephone survey of those who had been provided with the programme and products. To make this efficient, details of the agencies and individual contacts should be entered into a database at the time of training or provision of educational products. These would then be followed up at a long enough interval (six months to a year) to allow the agency to have had chance to apply them to appropriate classes or groups. Any such evaluation should also offer opportunities for interviewees to comment on ways of improving the programme or products. Such feedback is essential for any educational products as there were many references in the interviews of formal education national personnel and practitioners (teachers and head teachers) that poor quality educational products are rarely used.

- o Evaluation of the level of awareness of the fact and content of the SOAC amongst young people. The attitudes explicit in the three principles of the SOAC are generic rather than specific and so it cannot be assumed that knowledge of the SOAC will necessarily lead to the adoption of these attitudes. Furthermore as there will be a national campaign to raise awareness of the SOAC so it cannot be assumed that such knowledge will be the result of an educational rather than promotional campaign. However, it is reasonable to assume that efforts to raise awareness will offer insights for some individuals and may affect their behaviour in the countryside. Any evaluation of awareness would be best done through self-reporting in the agency context by making the evaluation part of the programme/product. This could be a simple and preferably enjoyable exercise provided by SNH. Collating this information would be problematic and would require enlisting the support of the teacher/youth worker. An exercise which could be carried out electronically, perhaps by access to a website would have advantages.
  
- o Evaluation of attitudes to access to the countryside amongst young people. This is difficult. If such an evaluation is deemed essential it will be most effective as part of an educational programme. This would allow the teacher/youth worker to use the evaluation in a formative way, essentially relying on self-reporting of attitudes (the principles of the SOAC) amongst the young people they are working with. Such an evaluation might be based on a set of hypothetical scenarios which would require the young people to describe how they would feel and react in certain situations. To be meaningful the results would need to be collated.
  
- o Sampling strategies. As any effective education programme will involve teachers/youth workers who will use both the programme/product provided by SNH and exploit the educational value of the SOAC, it seems logical to provide them with straightforward evaluation tools that would generate results SNH could then use to form an overview of the scheme. This has a number of educational as well as practical advantages. First the use of reflection through review and self-evaluation is widely recognised as of educational benefit in consolidating experiences. Second, this would provide the teacher/youth worker with both a method for and the encouragement to integrate such evaluation into their teaching. Third, it would allow a variety of methods such as group discussions to be used which are difficult to employ on a wide or national scale. Fourth, provided SNH could offer some encouragement to do so the teacher/youth worker could provide information valuable to any national evaluation. The SNH website would be an ideal location for evaluation tools and other educational programme materials. This would allow materials to be kept up to date and any information submitted interactively to be collated. However it would also encourage educational staff and young people to visit the site and this would raise awareness of the natural heritage and the work of SNH.

We have not offered guidance on ways of evaluating attitudes and behaviour when young people are out of school or have long-since left the school. Such an approach would require a sampling strategy that may involve the school providing records or use of the electoral roll. Furthermore, attitudes and behaviours do not lend themselves to evaluation through questionnaires and so some form of semi-structured interview seems the most likely strategy. Other facets of the evaluation lend themselves to telephone enquiry (from a database of those who have attended courses or received products) or self-reporting as described above.

#### 8.5.6 *Claims*

Through the foregoing strategy it should be possible to assess success in addressing some of the aims of the SOAC education programme. Youth workers and teachers working with the SOAC, in their own local educational contexts, will be able to gather information on what young people know about access to the countryside and to some extent what way this influences attitudes and behaviours.

A straightforward survey should allow SNH to evaluate the perceived value of the programmes and products. Through use of interactive evaluation methods it should also be possible to gain some insight into knowledge, attitudes and behaviours.

However, any claims relating to the effectiveness of the programme or products must be attenuated as a result of other potential educational/awareness raising effects such as the proposed national media campaign. Furthermore, working on such issues as access to the countryside on educational programmes with school-aged pupils is necessarily a long-term endeavour and linking these to future behaviour patterns is problematic

## 9 REFERENCES

- ACLTS / Advisory Council of Learning and Teaching Scotland (2002). *Education for Citizenship in Scotland: A paper for development and discussion*. Learning and Teaching Scotland: Glasgow; pp 40.
- Activity Centres (Young Persons Safety) Act (1995). London: HMSO.
- Anderson, J., Higgins, P., Radford, A. and Riddington, G. (2004). *An assessment of the impact of water-related recreation and tourism in the Spey catchment*. Research report for the Spey Catchment Management Plan Partners, (2004).
- Barr, I. (1998). Environmental Education and Sustainable Development In: Smyth, J. (Ed.). *Learning to Sustain*. p.25-26
- Barr, I. and McAndrew, C. (1998). Education in the formal sector In: Smyth, J. (Ed.). *Learning to Sustain*. p.35-38
- Blackshaw, A. (1999). Implied permission and the traditions of customary access. *Edinburgh Law Review*. **3**, 368-380.
- Cheesmond, J. (1979). *A research report of the outdoor education programmes in Lothian Region secondary schools, 1978/1979*. Edinburgh: Lothian Region and Dunfermline College of Education.
- Bryman, A. (2001). *Social Research Methods*. New York: Oxford University Press.
- Cohen, L. and Manion, L. (1994). *Research Methods in Education*. 4th Ed. London: Routledge.
- Cook, L. (1999). The 1944 Education Act and outdoor education: from policy to practice. *History of Education*. **28** (2), 157-172.
- Cooper, G. (1991). The role of outdoor and field study centres in educating for the environment. *Journal of Adventure Education and Outdoor Leadership*. **8** (2), 10-11.
- Countryside Commission for Scotland. (1983). *Outdoor education centres in Scotland: A report on the situation in 1982 and developments since 1970*. Perth: CCS.
- Cracknell, L. (1998). How many attitudes did you change today? In: Smyth, J. (Ed.). *Learning to Sustain*. p.38-39
- Cresswell, J. (1998). *Qualitative Enquiry and Research Design: Choosing Among Five Traditions*. London: Sage Publications.
- Cross, R. T. (1998). Teachers' views about what to do about sustainable development. *Environmental Education Research*. **4** (1), 41-52
- Crowther, N. Higgins, P. & Nicol, R. (1998). The contribution of outdoor education towards learning to sustain. In: J. Smyth (Ed.). *Learning to sustain*. pp. 58–60. Stirling: SEEC and Perth: SNH.
- DIA (2002) (Deryck Irving Associates). Research to support the development of Scottish Natural Heritage's strategy for the curriculum-linked education work with schools. *Scottish Natural Heritage Commissioned Report FDDAB01*.
- Frazer, E. (1999). The idea of political education. *Oxford Review of Education*. **25** (1&2), 18pp.
- Frey, J. and Fontana, A. (2000). The Interview: From Structured Questions to Negotiated Text. In: N. Denzin & Y. Lincoln (Eds.). *Handbook of Qualitative Research*. 2nd. Ed. pp. 645-673. London: Sage Publications

Gollop, M. (2002). Interviewing Children. A Research Perspective In: M. Gollop, A. Smith & A. Taylor (Eds.). *Children's Voices: Research, Policy and Practice*. New Zealand: Pearson Educational.

Halls, N. (1997a). The development of outdoor education in Strathclyde Region (part 1). *Scottish Journal of Physical Education*. **25** (1), 36-38.

Halls, N. (1997b). The development of outdoor education in Strathclyde Region (part 2). *Scottish Journal of Physical Education*. **25** (2), 12-28.

Higgins, P. (2000). The contribution of outdoor recreation and outdoor education to the economy of Scotland: case studies and preliminary findings. *Journal of Outdoor Education and Outdoor Learning*. **1** (1), 69-82.

Higgins, P. (2002a). Outdoor Education in Scotland. *Journal of Adventure Education and Outdoor Learning*. **2** (2), 149-168.

Higgins, P. (2002b). *The economic contribution of outdoor recreation, outdoor education and Highland sporting estates to the economy of Scotland*. Unpublished paper prepared for the Scottish Parliament. January 2002.

Higgins, P. & Loynes, C. (1997). Towards consensus on the nature of outdoor education. *Journal of Outdoor Education and Outdoor Leadership*. **13** (4), 2-3.

Higgins, P., Loynes, C. & Crowther, N. (Eds.). (1997). *A guide for outdoor educators in Scotland*. Penrith: Adventure Education and Perth: Scottish Natural Heritage.

Higgins, P. & Morgan, A. (1999). Training outdoor educators: integrating academic and professional demands. In; P. Higgins and B. Humberstone (Eds.). *Outdoor education and experiential learning in the UK*. 7-15. Luneberg: Luneburg University Press.

HMIE / HM Inspectorate of Education / HMIE (2003). *How Good is Our School: Self Evaluation Series E – Education for Citizenship*. HM Inspectorate of Education : Edinburgh. pp 15.

Hopkins, D. & Putnam, R. (1993). *Personal growth through adventure*. London: David Fulton Publishers.

Humberstone, B. (1992). Outdoor education in the national curriculum. In: N. Armstrong (Ed.). *New directions in physical education: towards a national curriculum*. 155-167. Leeds: Human Kinetics.

Hunter, J. (1995). *On the Other Side of Sorrow. Nature and People in The Scottish Highlands*. Edinburgh: Mainstream.

Kandemiri, M. (2003). *Environmental education in Scotland: partnerships in practice*. Education-line: [www.leeds.ac.uk/educol/documents/00003458](http://www.leeds.ac.uk/educol/documents/00003458).

Loynes, C., Michie, D. and Smith, C. (1997). Justifying outdoor education in the formal and informal curriculum. In: P. Higgins, C. Loynes and N. Crowther (Eds.). *A guide for outdoor educators in Scotland*. pp.15-22. Adventure Education: Penrith and Scottish Natural Heritage: Perth.

Land Reform (Scotland) Act 2003. Edinburgh: HMSO

LTS / Learning and Teaching Scotland (2003a). *Education for Citizenship in Scotland: Secondary Audit Materials*. Learning and Teaching Scotland: Dundee.

LTS / Learning and Teaching Scotland (2003b). *Education for Citizenship in Scotland: Primary Audit Materials*. Learning and Teaching Scotland: Dundee. pp 35.

McCarthy, J. (1998). The environment of natural and cultivated landscapes In: Smyth, J. (1998). (Ed.). *Learning to Sustain*. pp18-20.

Mackay, D. (1998). *Ged orf my land. Ecos: A Review of Conservation*. **19** (1), 83-86. Northampton: British Association of Nature Conservationists.

McNeish, C. & Else, R. (1994). *The edge: one hundred years of Scottish mountaineering*. London: BBC Books.

Miles, M. and Huberman, A. (1994). *Qualitative Data Analysis: An Expanded Sourcebook*. 2nd. Ed. London: Sage Publications.

Miller, C. M. L. and Parlett, M. (1976). Cue-consciousness. In: M. Hammersly and P. Woods (Eds.) *The Process of Schooling A Sociological Reader*. pp. 143-149. London: Routledge and Keegan Paul.

Mortlock, C. (1984). *The adventure alternative*. Cumbria: Cicerone Press.

MRS (1999). (Market Research Scotland Ltd). Scotland's teenagers and their awareness of, attitudes to, and actions from the natural heritage: key influences and opportunities. *Scottish Natural Heritage Review No. 99*.

National Parks (Scotland) Act 2001. Edinburgh: HMSO

Nicol, R. (1996). Threats to Inland Canoeing: Options for Change. *Leisure Studies Association Newsletter*. **43**, 17-33.

Nicol, R. (1999). Scottish decline - A survey of Scottish outdoor centres. *Horizons*. **6**, 14-16. Penrith: Adventure Education.

Nicol, R. & Higgins, P. (1998a). *Perspectives on the philosophy and practice of outdoor education in Scotland*. Paper presented at an international conference. Umea, Sweden, August 1998.

Nicol, R. & Higgins, P. (1998b). A sense of place: a context for environmental outdoor education. In P. Higgins and B. Humberstone (Eds.). *Celebrating diversity: learning by sharing cultural differences*. 50-55. Buckinghamshire: European Institute for Outdoor Adventure

Parker, T. & Meldrum, K. (1973). *Outdoor education*. London: Dent.

Pring, R. (2000). *Philosophy of Educational Research*. Continuum : London, pp168.

Rickinson, M. et al. (2004). *A Review of Research on Outdoor Learning*. Slough: National Foundation for Educational Research.

Scott, P. (1991). Countryside Access in Europe: a review of access rights, legislation and provision in selected European countries. *SNH Review no 23*. Edinburgh: Scottish Natural Heritage.

Scottish Environmental Education Council (1985). *Learning for Living: Environmental Education in Scotland*. Paisley: Scottish Environmental Education Council.

Scottish Environmental Education Council. (1993). *Learning for Life*. Stirling: Scottish Environmental Education Council.

Scottish Environmental Education Council. (1998). *Learning to Sustain*. Stirling: Scottish Environmental Education Council.

Scottish Executive. (2002). *The National Debate on Education. Emerging Views*. HMSO: Edinburgh. pp6.

Scottish Executive. (2003). *Education for Excellence, Choice and Opportunity. The Executive's Response to the National Debate*. HMSO: Edinburgh pp 22

Scottish Natural Heritage. (2004a). *Meeting the Needs. A guide for the preparation and evaluation of environmental curricular resources*. pp57

Scottish Natural Heritage. (2004b). *A Proposed Scottish Outdoor Access Code: Report 3. Implementation of the Access Legislation: issues raised during the consultation on the draft. Scottish Outdoor Access Code.* pp27.

Scottish Natural Heritage. (2004c). *A Proposed Scottish Outdoor Access Code: Summary Report. Summary of the Consultation Process and Analysis of Responses.* pp 5.

Scottish Natural Heritage. (2004d). *A Proposed Scottish Outdoor Access Code. Report on the outcome of the consultation on the draft Scottish Outdoor Access Code.* pp 63.

Seyfried, C. (2002). A 'construed' link between outdoor education and constructivist pedagogy. In: P. Higgins and R. Nicol (Eds.). *Outdoor Education: Authentic Learning in the Context of Landscapes. (Volume 2)*. Kinda Education Centre: Sweden. 15-17.

Shallcross, T. (1998). Teacher education: the neglected dimension. In: Smyth, J. (1998) (Ed.). *Learning to Sustain.* pp40-44.

Silverman, D. (2000). *Doing Qualitative Research A Practical Handbook.* London: Sage Publications.

Simpson, M. (1982). *'Skisters': the story of Scottish skiing.* Carrbridge: Landmark Press.

Slater, F. (2001). Values and values education in the geography curriculum in relation to concepts of citizenship. In: Lambert, D. and Machon, P. *Citizenship through secondary geography.* London: Routledge Falmer (Citizenship education in secondary schools series. (Ed. John Moss). P42-67.

Smyth, J. (1998). SEEC – The first twenty-one years In Smyth, J. (1998). (Ed.). *Learning to Sustain.* 6-13.

Strauss, A and Corbin, J (1998) *Basics of Qualitative Research. Techniques and Procedures for Developing Grounded Theory.* 2<sup>nd</sup> Edition. Sage Publications : California, USA. pp 312

Titman, W. (1994). *Special Places, Special People : Hidden Curriculum of School Grounds.* WWF: Godalming, UK.

Webster, K. (1996). The Secondary Years In: Sterling, S. and Huckle, J. (Eds.). *Education for Sustainability.* Earthscan : London, 72-85.

White, J. (1998). An tir, an canan, 'sna daoine (the land, the language, the people): outdoor education and indigenous culture. In: P. Higgins and B. Humberstone. (Eds.). *Celebrating diversity: learning by sharing cultural differences.* 65-70. Buckinghamshire: European Institute for Outdoor Adventure Education and Experiential Learning.

Wightman, A. (1996). *Who owns Scotland.* Edinburgh: Canongate.

## APPENDICES

## **Appendix 1**

### **Summary of research aspects of tender as agreed by SNH**

#### **Project Plan**

The original brief specified by SNH was as follows:

##### *Objectives*

1 To establish the most appropriate areas of the pre-school, primary and secondary levels (ages 3-14) curriculum with which to make linkages both in the classroom and outwith the school buildings (school grounds and organised trips outwith school grounds), and to establish the methods and media by which this will be possible. This will include overt outdoor / access subject links and less overt audience-appropriate approaches (eg citizenship, arts, personal development, team building);

2 To establish methods of integrating the new statutory rights and responsibilities into the work carried out by other education or youth work providers who provide outdoor education or experience as part or all of their work, again by overt and less overt approaches.

3 To make recommendations of the most appropriate educational methods and products to engage those teaching and learning, and the processes that will ensure the use of such approaches. This will include advice on how products proposed in the SNH access education programme (school poster and leaflet, curriculum pack, guidance for uniformed groups) may be used usefully and effectively.

##### *Methods*

1 Carry out a desk study of the curriculum and wider school management to identify the most appropriate areas in which to integrate the SOAC. This should utilise research already undertaken by SNH to prioritise curriculum linked Environmental Education work within schools.

2 Visit 4 schools (pre-school, primary and secondary and other educational centres (including outdoor centres) and meet with the staff (Head teacher, teacher, learning support staff, education advisers, outdoor activity leaders) and young people to discuss integration possibilities, any issues surrounding barriers to successful integration and ways to overcome such barriers.

3 Visit 3 Youth work locations (local authority and voluntary groups including uniformed groups) and meet with staff and young people to discuss and develop appropriate approaches.

4 Consult other interests as specified by SNH (SNH staff, Scottish Executive Education Department, Learning and Teaching Scotland, Teacher Training Institutes, Scottish Childminding Association, Scottish Advisory Panel for Outdoor Education, Ecoschools, Grounds for Learning).

5 Consult with 3 focus groups of young people on elements of the process, including design, delivery and evaluation of programmes and products.

6 Develop simple evaluation tools for the recommended SNH programmes and products.

The following plan has been based on our original submission to SNH but modified in light of the reduction of days allocated by SNH to the project.

##### *Project Planning and Sequence of Activities*

###### **Method 1 (Desk Study)**

In addition to SNH's previous work and the formal guidelines, this study will also include Learning and Teaching Scotland's publications on Education for Sustainability and Education for Citizenship, as

the team's combined experience will determine the most appropriate material to survey. The scope of this part of the project will need to be clearly defined, outlined and agreed.

#### Method 2 (School and Centre Visits)

We aim to focus on those schools with experience in the use of the outdoors, since they have a context with which to inform the project. Their experience will ultimately benefit others. However, it will be important to meet with staff that may not be connected to the use of the outdoors but whose teaching areas include issues such as other values-education fields, Citizenship, Modern Studies (politics/social studies), guidance, or social inclusion. An initial meeting with the Head Teacher, Local Authority advisor, or a source known to us who has an overview of the institution's wider roles, is the most sensible initial approach. Subsequent meetings will be directed by this. In principle, meeting with various parties together is ideal for the development of a full range of perspectives but this may prove logistically difficult. Depending on the institution's guidance, discussions with young people may or may not be part-mediated by the institution's existing staff. In all cases, discussions can not take place in a vacuum. Some simplified material will need to be developed, around which discussions can take place. With this kind of sample, quantitative data is unlikely to be meaningful and we therefore anticipate using semi-structured interviews or focus groups. These techniques sometimes generate written responses also.

#### Method 3 (Youth work Visits)

This section offers an opportunity, which we should try to capitalise on, to gain perspectives from young people and their leaders who are/have recently been in the outdoors. One scenario may be for a team member to join a group in the outdoors before engaging in the discussions envisaged here. Not only would this create shared understandings between the team member and the stakeholders for the purposes of discussion but it might highlight how perspectives are affected by recent experience of the outdoors. These approaches present particular logistical difficulties for the team. Semi-structured interviewing will again be employed, however we should be aware that some groups may already have given thought to SOAC and we will ensure that any such thoughts are captured.

#### Method 4 (Other Interests)

In addition to those interests specified by SNH, we suggest consulting with other interests who are directly involved in introducing young people to the outdoors, such as mountaineering and water sports groups. These meetings are more logistically straightforward but more numerous. One meeting might lead to the most ideal contact for another so there is an element of uncertainty in this section. Semi-structured interviews are again probable but will be much more open than those described above; not only do these groups operate in differing and particular contexts (both schools and youth groups are more homogenous by comparison) but they are likely to already have some agenda concerning the SOAC. We should aim to record these plans and any provisions already made.

#### Method 5 (Focus Groups)

For the reasons given above, this does not form part of our bid in the terms specified. However we are quite prepared to identify how this might be done and to link this with the design of evaluation tools (Method 6)

#### Method 6 (Evaluation Tools)

These tools for educational products and processes are well understood. However, adaptation to take account of the understandings produced through Methods 1-4 will be required.

#### *Meetings with SNH*

At least 2 Team Members will arrange meetings with SNH to a maximum of 5 meetings.

#### *Note on Selection and Location of Schools, Centres and 'Other Interests'*

To be efficient with our time we expect the bulk of the meetings to take place within a day's travel (including the meeting) of Edinburgh where we are located. Because of close professional relationships (eg with members of the Scottish Advisory Panel for Outdoor Education, Association of Heads of Outdoor Education Centres, Scottish Outdoor Recreation Network) it should be possible to conduct some interviews by telephone.

## Appendix 2

### Letter to interviewees following initial telephone conversation



10 April 2004

Dear

Building the Scottish Outdoor Access Code and responsible behaviour into formal education and other learning contexts

Thank you for agreeing to discuss the issue of education and access to the countryside. As a basis for our conversation I wonder if you could read through the attached brief summary of the position on access to the countryside and our role in exploring associated educational issues.

If you wish to find out more about Scottish Natural Heritage, the Access Legislation or the background to our work you might visit the following websites:

<http://www.snh.gov.uk/>

<http://www.snh.gov.uk/index/i-frame.htm> (several relevant files under 'access')

<http://www.scotland-legislation.hmso.gov.uk/legislation/scotland/acts2003/30002--a.htm#end> (this is the text of the Act)

<http://www.education.ed.ac.uk/outdoored/>

I look forward to meeting you and hearing your thoughts on these issues.

Best wishes

Dr Peter Higgins  
Senior Lecturer

Enclosures:  
Access Legislation Summary  
Access Consultation Summary  
Semi-structured interview questions

## **Building the Scottish Outdoor Access Code and responsible behaviour into formal education and other learning contexts**

*The Context: The Land Reform (Scotland) Act 2003*

About a year ago and following a lengthy period of consultation the Land Reform (Scotland) Act 2003 was passed by the Scottish Parliament. The Act deals with the issues of 'Access to the countryside' and 'Community and Crofting Rights to Buy' land which comes on the open market and access to the countryside. In regard to access, there is of course an established tradition of access to the Scottish countryside and this is an 'Act of the Scottish Parliament to establish statutory public rights of access to land for recreational and other purposes'. Whilst it is already law it is due to become operational in the Autumn of 2004.

As part of the Act provision was made for the interpretation of the access legislation through a Scottish Outdoor Access Code (SOAC). The Government's 'countryside agency' Scottish Natural Heritage (SNH) was charged with the duty to issue a draft code for consultation and they have recently published their final guidance to Government.

The Scottish Parliament has also asked SNH and Local Authorities to jointly publicise the SOAC, and SNH has been solely tasked with promoting understanding of it. As part of this SNH is developing an education strategy to raise awareness of the rights and responsibilities of those engaged in recreational or educational access to land or inland waters, and also those who own or manage these natural resources.

To this end Scottish Natural Heritage has asked us to carry out a study with the following objectives:

1 To establish the most appropriate areas of the pre-school, primary and secondary levels (ages 3-14) curriculum with which to make linkages both in the classroom and outwith the school buildings (school grounds and organised trips outwith school grounds), and to establish the methods and media by which this will be possible. This will include overt outdoor / access subject links and less overt audience-appropriate approaches (eg citizenship, arts, personal development, team building);

2 To establish methods of integrating the new statutory rights and responsibilities into the work carried out by other education or youth work providers who provide outdoor education or experience as part or all of their work, again by overt and less overt approaches.

3 To make recommendations of the most appropriate educational methods and products to engage those teaching and learning, and the processes that will ensure the use of such approaches. This will include advice on how products proposed in the SNH access education programme (school poster and leaflet, curriculum pack, guidance for uniformed groups) may be used usefully and effectively.

### *Key Principles of the SOAC*

Whilst the Proposed Outdoor Access Code provides detailed guidance on the rights and responsibilities of those exercising access rights or managing land and water it is not an authoritative statement of the law. Rather it is based on three key principles which apply equally to the public and land managers, and leaves it up to the courts to comment on legal issues which may arise. These principles are:

**Respect the interests of other people.** Acting with courtesy, consideration and awareness is very important. If you are exercising access rights, make sure you respect the privacy, safety and livelihoods of those living and working in the outdoors, and the needs of other people enjoying the outdoors. If you are a land manager, respect people's use of the outdoors and their need for a safe and enjoyable visit.

**Care for the environment.** If are exercising access rights, look after the places you visit and enjoy, and leave the land as you find it. If you are a land manager, help to maintain the natural and cultural features which make the outdoors attractive to visit and enjoy.

**Take responsibility for your own actions.** If you are exercising access rights, remember that the outdoors cannot be risk free and act with care at all times for your own safety and that of others. If you are a land manager, act with cares at all times for people's safety.

It is important to stress that access is not solely an issue for the mountains and rivers of Scotland. Many people access the countryside from their homes in towns and cities and so the law applies equally to agricultural areas and 'the urban fringe'. So for example someone walking along a canal footpath with a dog or a family walking through a field are covered in the spirit of the Act and detail of the SOAC in just the same way as a mountaineer or canoeist in the Highlands.

### *The purpose of our study*

Through our study we hope to address the issues outlined in the above brief. To do this we intend to ask people in education and youth work their opinions of the best ways to raise awareness and understanding of the Act and the SOAC. We are also interested to know if there are other perceived educational or personal development benefits of access education.

Outdoor and Environmental Education  
University of Edinburgh  
April 2004

## Appendix 3

### Details of interview questions - sent out with to letter to interviewees (Appendix 2)

This Appendix has four sections detailing the interview questions used for:

- A Formal Education Sector Practitioners
- B Informal Education Sector Practitioners
- C Formal Education Local Authority Personnel
- D Formal Education National Personnel

#### *Appendix 3A*

#### Building the Scottish Outdoor Access Code into Formal Education and Other Learning Contexts

This interview schedule is for interviewing Formal Education Sector Practitioners (head teachers, teachers and nursery school staff).

QN	PROMPT
1	Establish interviewee's position and involvement in education
2	Were you familiar with the existence of the Land Reform (Scotland) Act 2003 before this interview?
3	Did you receive the letter reviewing the situation?
4	Would you like a brief summary of the provisions regarding access legislation now?  [Explain the SNH position on education and access – in particular their duties under the Act: Publicise the SOAC (to be undertaken jointly with local authorities) Promote understanding of the Act To deliver these duties SNH has implemented a long term promotion and education programme. SNH have asked us to research the most appropriate methods of integrating the SOAC's messages of responsible behaviour into formal education and other learning contexts. The main messages concern: access rights and responsibilities; taking responsibility for one's own actions; respecting the interests of other people; care for the environment]
5	Are you/your school working in any of these areas: Education for Citizenship? Outdoor Education? Education for Sustainability?
6	Can we discuss the nature of your involvement in these areas?
7	Is the SOAC relevant to the above areas?
8	We are only contracted to examine the 3-14 age group. Is the SOAC relevant to the 5-14 guidelines?
9	If you were asked to ensure that your [pre-14] students' knew of the fact of the existence SOAC and its basic content, where in their school experience would you introduce it?
10	If you were asked to ensure that your [pre-14] students' developed attitudes and

---

	behaviours consistent with the SOAC, where in their school experience would you introduce it?
11	If you were asked to do both, what kinds of educational 'products' would you most like to be offered?
12	If such 'products' were made available to you, and you were asked but not compelled to engage in SOAC-related teaching (as above), would you do so?
13	A SOAC awareness campaign will be undertaken beyond your school. Do you have any suggestions about how best to reach your students?
14	If there was to be a simple SOAC awareness campaign undertaken within your school, do you have any suggestions about how best to reach your students?
15	From your position, can you see trends that SNH might exploit to encourage SOAC-related education within the Scottish education system?
16	Do you have any messages for SNH as they consider how best to work with the education system to raise awareness/understanding of the SOAC?
17	Many thanks
18	The findings of this study should be made available through a report published by SNH later this year. Check their website for details: <a href="http://www.snh.gov.uk">ww.snh.gov.uk</a>

---

Appendix 3B

Informal education sector practitioners

QN PROMPT

---

1 Establish interviewee's position and involvement in informal education i.e. outside the school and the curriculum

---

2 Were you familiar with the existence of the Land Reform (Scotland) Act 2003 before this interview?

---

3 Did you receive the letter reviewing the situation?

---

4 Would you like a brief summary of the provisions regarding access legislation now?

[Explain the SNH position on education and access – in particular their duties under the Act:

Publicise the SOAC (to be undertaken jointly with local authorities)

Promote understanding of the Act

To deliver these duties SNH has implemented a long term promotion and education programme. SNH have asked us to research the most appropriate methods of integrating the SOAC's messages of responsible behaviour into formal education and other learning contexts. The main messages concern: access rights and responsibilities; taking responsibility for one's own actions; respecting the interests of other people; care for the environment]

---

5 Are you/your school working in any of these areas:

Education for Citizenship?

Outdoor Education?

Education for Sustainability?

---

6 Can we discuss the nature of your involvement in these areas?

---

7 What part of the national curriculum/exam syllabus is this 'experience' designed to connect with, if any?

---

8 Is the SOAC relevant to the above areas?

---

9 Can you envisage any opportunities for integrating the SOAC into the existing programme we have just discussed?

---

10 What are the opportunities for such integration or future development?

---

11 Would your organisation encourage such possibilities?

---

12 Are there any situation where integrating the SOAC within your organisation would be easy or difficult?

---

13 Are there any barriers to the SOAC being integrated into your institution?

---

14 What are the causes of these barriers?

---

15 Are there ways to overcome these difficulties and barriers to integrating the SOAC?

---

16 In general terms what could SNH do that might help you integrate the SOAC into what you are doing?

---

- 
- 17 Are there any aspects of training, which would help the organisation integrate the SOAC?
- 
- 18 Are there any resources which would help the organisation integrate the SOAC?
- 
- 19 Are there any other aspects of the work of SNH which you think may help overcome these barriers?
- 
- 20 Where would you say was the greatest potential for the SOAC to be integrated into your organisation?
- 
- 21 Do you have any messages for SNH as they consider how best to raise awareness/understanding of the SOAC?
- 
- 22 Do you have any other issues you would like to raise?
- 
-

### Appendix 3C

#### Building the Scottish Outdoor Access Code into Formal Education and Other Learning Contexts

This interview schedule is for interviewing Formal Education Local Authority Personnel (local education advisors etc).

QN	PROMPT
1	Establish interviewee's position and involvement in education
2	Were you familiar with the existence of the Land Reform (Scotland) Act 2003 before this interview?
3	Did you receive the letter reviewing the situation?
4	Would you like a brief summary of the provisions regarding access legislation now?  [Explain the SNH position on education and access – in particular their duties under the Act: Publicise the SOAC (to be undertaken jointly with local authorities) Promote understanding of the Act To deliver these duties SNH has implemented a long term promotion and education programme. SNH have asked us to research the most appropriate methods of integrating the SOAC's messages of responsible behaviour into formal education and other learning contexts. The main messages concern: access rights and responsibilities; taking responsibility for one's own actions; respecting the interests of other people; care for the environment]
5	Is your authority running initiatives in any of these areas: Education for Citizenship? Outdoor Education? Education for Sustainability?
6	Can we discuss the nature of these areas?
7	Is the SOAC relevant to the above areas?
8	We are only contracted to examine the 3-14 age range. Is the SOAC relevant to the 5-14 guidelines?
9	If you were asked to ensure that your [pre-14] students' knew of the fact of the existence SOAC and its basic content, where in their school experience would you introduce it?
10	If you were asked to ensure that your [pre-14] students' developed attitudes and behaviours consistent with the SOAC, where in their school experience would you introduce it?
11	If you were asked to do both, what kinds of educational 'products' would your schools most need?
12	If such 'products' were made available to you, and you were asked but not compelled to engage in SOAC-related education (as above), would your authority do so?
13	A SOAC awareness campaign will be undertaken beyond schools. Do you have any suggestions about how best to reach young people in your authority?
14	If there was to be a simple SOAC awareness campaign undertaken within your schools, do

- 
- 15 From your position, can you see trends that SNH might exploit to encourage SOAC-related education within the Scottish education system?
- 
- 16 Do you have any messages for SNH as they consider how best to work with the education system to raise awareness/understanding of the SOAC?
- 
- 17 Many thanks
- 
- 18 The findings of this study should be made available through a report published by SNH later this year. Check their website for details: [ww.snh.gov.uk](http://www.snh.gov.uk)
-

### Appendix 3D

#### Building the Scottish Outdoor Access Code into Formal Education and Other Learning Contexts

This interview schedule is for interviewing Formal Education National Personnel (HMIE, LTS, Curriculum Development Officers, Eco-Schools Staff, Grounds for Learning Staff, SEED).

QN	PROMPT
1	Establish interviewee's position and involvement in education
2	Were you familiar with the existence of the Land Reform (Scotland) Act 2003 before this interview?
3	Did you receive the letter reviewing the situation?
4	Would you like a brief summary of the provisions regarding access legislation now?  [Explain the SNH position on education and access – in particular their duties under the Act: Publicise the SOAC (to be undertaken jointly with local authorities) Promote understanding of the Act To deliver these duties SNH has implemented a long term promotion and education programme. SNH have asked us to research the most appropriate methods of integrating the SOAC's messages of responsible behaviour into formal education and other learning contexts. The main messages concern: access rights and responsibilities; taking responsibility for one's own actions; respecting the interests of other people; care for the environment]
5	Do you/your organisation have any responsibilities in these areas: Education for Citizenship? Outdoor Education? Education for Sustainability?
6	Do you think the SOAC is relevant to the above areas?
7	We are only contracted to examine the 3-14 age group. Is the SOAC relevant to the 5-14 guidelines?
8	If you were asked to take part in ensuring that all pre-14 people knew of the fact of the existence SOAC and its basic content, hypothetically how could you/your organisation help introduce it into their school experience?
9	If you were asked to take part in ensuring that all pre-14 people developed attitudes and behaviours consistent with the SOAC, hypothetically how could you help introduce it into their school experience?
10	Having established that your organisation could develop SOAC-related education, can you see it happening?
11	From your experience, how would you advise SNH on strategies to encourage SOAC-related education within the Scottish education system?
12	From your position, can you see trends that SNH might exploit to encourage SOAC-related education within the Scottish education system?
13	From your experience, if SNH was to create educational 'products' for schools or local authorities, what would the most effective 'products' be?

- 
- 14 A SOAC awareness campaign will be undertaken beyond schools. From your experience, do you have any suggestions about how best to reach young people?
- 
- 15 There may be a simple SOAC awareness campaign undertaken within schools. From your own experience, do you have any suggestions about how best to reach students?
- 
- 16 Do you have any messages for SNH as they consider how best to work with the education system to raise awareness/understanding of the SOAC?
- 
- 17 Many thanks
- 
- 18 The findings of this study should be made available through a report published by SNH later this year. Check their website for details: [www.snh.gov.uk](http://www.snh.gov.uk)
-

## Appendix 4

Details of interview questions and exercises used with young people

The following were sent out by Email in advance of the session to the school teacher/centre manager together with the letter to interviewees (Appendix 2)

This Appendix has four sections detailing the interview questions used for:

- A Interview schedule for formal and informal education students
- B Notes on adaptation of the schedule for outdoor centres and youth work projects
- C Writing frame for use by formal and informal education students during 'access education' exercise
- D Simplified version of the Access Code for use by formal and informal education students during 'access education' exercise

### *Appendix 4A*

Building the Scottish Outdoor Access Code into Formal Education and Other Learning Contexts

This interview schedule is for interviewing Formal and Informal Education Students (focus groups of young people in schools, outdoor centres, youth groups and uniformed groups).

This procedure to be used with a group of up to 20, S2 students, seated round tables with pen and paper, and with their normal group leader/teacher in attendance.

The entire plan should be discussed with the group leader/teacher in advance, for its workability, language, and the time that might be needed (assume 30 minutes). A writing frame for each student, a three-line summary of the code, and flipchart paper and pens will be needed.

Normal group leader/teacher introduces researcher by first name and mentions Edinburgh University

#### *Part A*

Hello and thanks for coming along. I really appreciate it.

This is not a test or anything hard – it's mostly going to be talking to each other for half an hour.

I just want to know what you think about the best way to teach a particular thing to people who are younger than you.

The Scottish Executive is thinking about how we all (old and young people) use outdoor places. They have produced a new code, and that's what I'm hoping you will help me with.

#### *Part B*

Firstly, let's just try to get our heads round some outdoor places.

I'd like you to spend four minutes, working in pairs:

- o think of two outdoor places where one or other of you go (like a beach, or a park, or woodland) either every day, or on holiday or at weekends or whatever
- o write down one or two of the things you sometimes do there (like walking, or generally hanging out, or some kind of sport, or whatever)
- o write down if you know who owns the outdoor place (it is OK if you don't know)
- o write down if you know if there are any rules about what you can do there (it is OK if you don't know)

[Hand out a writing frame to fill in for each person] (See Appendix 4C)

Does everyone understand the plan? Four minutes starts now.

[4 minutes activity - researcher and group leader to help pairs get the idea of an 'outdoor place']

### *PART C*

OK - let's go round the table and hear of one outdoor place from each person, and one example of what they do there, whether they know who owns it and if there are any rules. Check if anyone else has been there in each case, in case they know more about it.

### *PART D*

Thanks for that.

So - in each case, someone owns the land but people are allowed to go there because people have always been going there, as long as they don't go around damaging stuff or cutting down trees and things.

The Scottish Executive has decided that they are going to write down the fact that we can go on land as long as we don't do any harm. They have decided to create two things:

- o a legal right for us to go these places
- o a set of responsibilities for us to observe when we are there

Have you done rights and responsibilities in Modern Studies?

Here is a shorthand version of this written code

[Handout simple code and read through: right to access; responsibilities for: own actions; respecting other people's interests; caring for the environment - each should have a simple example behaviour]

(See Appendix 4D)

Does everyone get the idea of the code?

### *PART E*

The Scottish Executive wants young people to learn about the code and to behave correctly in outdoor places.

I want to know how you think the best way to teach young people about the code, and about how to behave in the outdoors.

[Handout marker pens and flipchart paper]

In groups of 4:

Split group into smaller ones of about 4 young people, get them to find a space for their group in the classroom for the next task (out of earshot of the other groups if possible).

Tell the students that the executive is going to:

- o Publicise the fact that this code of 'rights and responsibilities' exists.
- o Help people understand what it's about

They are also going to try to find ways to:

- o tell 5-14 year olds about it
- o help them to understand it
- o hopefully so that they act according to it

We have been asked to figure out the best way to do all this for 5-14 year olds, especially in schools and clubs.

So to help us were going to give you a challenge to try to work out:

(Give them a flipchart and pens and get them to think/brainstorm about the following situation.) - need to tell them you want on the flipchart, like a list of bullets, or a spidergram

“Imagine that you have to teach pupils that are younger than yourselves and your job is to inform them about this access code.

1. What might be the best way of getting the information of this access code across to the pupils?
2. What sort of things could you use? Posters, videos, T-shirts, outdoor visits, outdoor games/activities, meetings with farmer (anything you can think is OK here)
3. Why are your ideas good ones? Why would they work? Would they help you to know about the code?

#### *PART F*

When they have finished, get the students to share their ideas and reasons, 1-3 of above. If time was short then I would get them to choose one best idea and reasons for their choice.

*Appendix 4B*

**Notes on adaptation of the schedule for outdoor centres and youth work projects**

This should essentially follow the same Lesson Plan/structure as for Formal Education.

It would seem best for this to be run out of doors as part of an activity? In particular out of grounds in the countryside itself. However this may not be possible and an indoor session would be acceptable.

*PART A*

This could still be the same

*PART B*

This could be done in a more 'discussion' format as you have them outside and ideally engaged anyway? Could ask them:

- o Would you come to this place on your own, with friends and family?
- o What sort of things do you think you would be allowed to do here?
- o What sort of things would you not be allowed to do here?

This could then lead on to a talk/card handout of the Access Code itself - PART C and PART D.

*PART E*

This could be run similar to the 'in class idea' but groups go and sit somewhere and come up with similar points, could take out pens etc in the outside (this is very activity dependant)

If it was thought better to do this inside the outdoor centre (eg if it was raining) then a similar format to the classroom could be used. As they are at an outdoor centre and they would have been out in the countryside, for PART B:

- o What sort of activities have you been doing
- o Where have you been going
- o What sort of things do you think you could be allowed to do in these places if you came back with your friends or family?
- o What sort of things do you think you would not be allowed to do in these places if you came back with your friends or family?

Then carry on as per the classroom approach.

*Appendix 4C*

Writing Frame for use by Formal and Informal Education Students during 'access education' exercise

One outdoor place where one of us goes often, or on holidays or at the weekends is...

(Hint: parks, golf courses, beaches, woodlands, fields ...)

One or two of the things we sometimes do there are...

(hints: like walking, or generally hanging out, picnics, camping, kind of sport)

The outdoor place we've chosen is owned by...

(Hint: it's ok if you don't know this!)

One of the rules about what we can do there is....

(Hint: it's ok if you don't know if there are any rules!)

*Appendix 4D*

**Simplified version of the Access Code for use by young people in this project.**

For use by young people during the 'access education' research project.

These are your rights and responsibilities under the new Act of the Scottish Parliament:

**RIGHTS:**

You are allowed to be in outdoor places. It doesn't matter who owns it.

**RESPONSIBILITIES:**

There are responsibilities that go with these rights. While you are in outdoor places you need to:

- o RESPECT the privacy and interests of other people (eg you can't just walk through someone's garden or damage someone's crops)
- o Take CARE of the environment (eg don't leave rubbish or damage plants and trees)
- o Take RESPONSIBILITY for your own actions (eg clean up after yourself or your dog) these things are up to YOU, not anyone else.

These are the messages that you need to get across to the younger people you would be teaching.

## Appendix 5

### *Formal Education Practitioners*

Secondary School	Deputy Head Teacher
Secondary School	Modern Studies Teacher
Secondary School	Geography Teacher
Primary School	Head Teacher
Primary Teacher	School Teacher
Nursery Teacher	Teacher / Cluster Co-ordinator
Duke of Edinburgh	Expedition Advisor

### *Formal Education National Personnel*

Her Majesty's Inspectorate of education	Inspector
Learning and Teaching Scotland	Principle Education Officer
Eco-schools	Officer
Grounds For Learning	Director
Royal Highland Education Trust	Education Manager
Scottish Childminding Association	Development Officer

### *Formal Education LEA Personnel*

LEA Advisor

### *Informal Education Sector Practitioners*

Outdoor Education	Lecturer and Practitioner
Pentland Hill Rangers	Senior Ranger
Outdoor Education	OE Advisor
Social Service / Outdoor Resources	Manager
The Scout Center	Manager
Outdoor Education	Senior Instructor
Outdoor Education	Instructor
Youth Work (Education Centre)	Staff Member
Youth Work (Charitable Trust)	Various Instructors
Venture Trust	Assistant Manager

### *Young People*

Secondary School	S2 class	(n = 35)
Outdoor Education Centre	P5 Pupils	(n = 20)
Youth Work	9-11 year Olds	(n = 7)