

## ANNEX 1

# Peak District National Park

## Working with People & Communities Strategy

Promoting Understanding, Enjoyment and Engagement in the Peak District National Park

### Children & Young People Action Plan

This action plan co-ordinates the Peak District National Park Authority's approach, with partners, to working with children & young people as one of the priority target audiences identified in the Working with People and Communities Strategy. Due to the Authority's responsibility to promote opportunities for the understanding and enjoyment of the special qualities of the National Park, inevitably the Authority will take the lead role in developing and co-ordinating this action plan across the Park, as well as within its own services.

#### Why children & young people?

National Parks are for all people to experience, learn about and enjoy. Children & young people are no exception. However, as a group they can be excluded from making the most of what the Park has to offer. This can be because of a wide range of reasons, including financial disadvantage, lack of opportunity, intellectual exclusion or simply lack of information.

The natural environment of the Peak District National Park provides an ideal opportunity for developing children and young people – to be healthy, to enjoy & achieve, to learn new skills and to make a positive contribution – given the right support. In turn, young people can use their skills and knowledge to help the Authority look after the National Park.

Children and young people will be the adults of the future – potential visitors, residents or employees in the Peak District National Park. In pursuit of sustainable development, it is important to promote understanding and enjoyment of the Peak District National Park so that people can play a role in looking after this special place in the future.

For children and young people that live within the National Park, the Authority's decisions can have a direct impact on their lives. Opportunities for local children and young people to engage in the decision-making processes of the Authority are important and need to be seen in the context of children and young people's services across the local area.

#### Executive summary

This Children and Young People Action Plan has been developed to contribute to the National Park Management Plan and the Authority's corporate outcomes, in particular:

By 2011, increased understanding of the special qualities of the Peak District National Park amongst residents & target groups, so that they:

- Feel welcome and know that they are in the Peak District National Park
- Understand why the Peak District National Park is a special place
- Have the opportunity to influence decisions that affect them and respect each others needs

- Have the opportunity to make a personal contribution to sustainable management of the National Park.

Children and young people have been identified as a target group, especially those living in or close to the Park and those in the surrounding urban areas of Sheffield, Chesterfield, Bolsover, Oldham, Barnsley, Kirklees, Derby City, Stoke-on-Trent, Tameside, Manchester, Stockport, Nottingham, Rotherham, Rochdale, Doncaster, Ashfield, Mansfield.

An assessment of key drivers has identified a number of challenges for both the Authority and its partners. These include:

- \* Identifying specific programmes to contribute to Children and Young People's Plans in the target urban areas, adding value to activities already taking place as part of the wider plan. 'Make a positive contribution' and 'accredited vocational learning' have been particularly highlighted by Local Authorities and agencies as an area where the Authority has a great deal to offer.
- \* Identifying an appropriate level of input in to the Youth Matters 'offer' for Authority services e.g. cycle hire
- \* Identifying an appropriate level of volunteering opportunities to offer as positive activities for young people in the target areas/audience
- \* Where appropriate, responding to any opportunities that may arise out of the Manifesto for Learning Outside the Classroom
- \* Providing long-term but cost-effective mechanisms to engage resident young people in the Authority's land-use policy and plan development as part of a wider process of community involvement.
- \* Focussing resources when faced with the considerable task of working both in the Park and across 16 target urban areas.

With reference to the Authority's own services, a situational analysis raises a number of issues including:

- \* The Authority's Education Visits Service contacts a very small percentage of the children and young people staying at Youth Hostels in the Park and using other centres
- \* Local young people appear to have a low awareness of the Peak District National Park
- \* The need to agree how much resource the Authority wishes to allocate to activities with children and young people (and other under-represented groups)
- \* Defining the balance between reactive work, local schools work and outreach/target groups work
- \* Developing a co-ordinated approach to pricing, key messages and promotion across Services
- \* Agreeing a level of youth engagement that is appropriate to Authority's role and in particular that provides an opportunity for local young people to be consulted on Authority policies including the Local Development Framework (as part of the Authority's Statement of Community Involvement)

In total, there were an estimated 30-40,000 children and young people contacts (mainly through organised groups) with Authority's services in 2005/6 (not including contact through Visitor Centres). This is not a statistically valid figure but is intended to indicate the amount of work delivered.

To try to address some of these challenges a framework, general proposals and a more detailed action plan have been developed.

The target audience has been broken down in to existing and new audiences as follows (and in increasing order of priority):

#### Existing audiences

- Already using the National Park with family
- Already using the National Park as part of an organised group

#### Potential new audiences

- Living in target urban areas but not using the National Park
- Living in or close to the National Park
- Living in target urban areas and under-represented in the user survey of the Park

And actions have been identified for each group.

If the Authority, with its partners, is to engage with new audiences (in this case an extremely large group of children and young people) in the National Park there will need to be a *long-term* approach as follows:

- Seeking external funding and strategic partnerships to deliver activities for local and deprived/under-represented children & young people from neighbouring and Constituent Authorities
- Re-focussing and jointly promoting Authority services to target these groups, where there is the capacity/flexibility to do so
- Being realistic about the impact of this work across the target urban areas
- Recognising that there are other target audiences identified

For existing audience i.e. children and young people already using the Park, there is the opportunity to reach a much greater number of individuals by working more closely with other significant education providers in the Park. Actions include:

- Networking and training events for partners' staff
- Developing schemes of works and resource packs for teachers and group leader
- Reducing input/group (but not overall provision) through the Education Visits Service and increasing input through cycle hire and visitor services.

Local children and young people living in or close to the Park will be offered:

- The John Muir Award programme (for primary schools) to actively take part in looking after the National Park
- Awareness raising and potentially more in-depth youth engagement activities (through secondary schools).

Indicators and targets at both a corporate and National Park Management Plan level are being developed.

The Peak District National Park Authority, with its partners, has a long record of delivering inspirational, exciting activities about the National Park for children and young people. This action plan aims to meet the increasing challenges of funding and competing priorities to ensure that we continue to do so for the future.

## Outcomes and Indicators

### National Park Management Plan Outcomes

This action plan contributes to the National Park Management Plan outcomes and specifically:

By 2011, increased understanding of the special qualities of the Peak District National Park amongst residents & target groups\*, so that they:

- Feel welcome and know that they are in the Peak District National Park
- Understand why the Peak District National Park is a special place
- Have the opportunity to influence decisions that affect them and respect each others needs
- Have the opportunity to make a personal contribution to sustainable management of the National Park.

\*The target group in this case is children and young people, especially those living in the Peak District National Park and from disadvantaged target urban areas surrounding the Park i.e. Sheffield, Chesterfield, Bolsover, Oldham, Barnsley, Kirklees, Derby City, Stoke-on-Trent, Tameside, Manchester, Stockport, Nottingham, Rotherham, Rochdale, Doncaster, Ashfield, Mansfield.

(Working with Young People & Disadvantaged Communities, National Park Authority Committee, February 2006, Minute 17/06).

This action plan also contributes across a number of other National Park Management Plan outcomes, including:

By 2011, all people, visitors and residents alike, especially those from disadvantaged communities, children, young people & the elderly should:

- Feel welcome in the National Park and
- Have the opportunity to participate in diverse recreational activities that enhance the quality of their lives

By 2011, communities around the National Park are more cohesive, with:

- More opportunities for children and young people and the elderly;
- Reduced inequality;
- Communities within the Park have better access to services and more affordable homes for those that need them.

By 2011, communities are better able to shape their future with more objectives for the National Park and its communities being met by the voluntary sector, volunteering and community activity and enterprise.

The table below provides draft indicators by which progress towards the National Park Management Plan outcomes will be measured in the context of the Working with People and Communities Strategy and this action plan. Baseline data is sparse but there are opportunities for data collection through partners, Constituent and neighbouring Local Authorities.

Draft Indicator	Baseline
% of children and young people with an awareness and understanding of the Peak District National Park: <ul style="list-style-type: none"><li>• From target urban areas, especially areas of disadvantage</li><li>• Living in the National Park</li></ul>	No data No data

% of children and young people using the Peak District National Park (compared to England & Wales population/target area population)	
0-15 yrs	17%
16-24 yrs	6%
Total 0-24yrs	23%

Draft Indicator	Baseline
% of children and young people surveyed who:	
a. Feel welcome <ul style="list-style-type: none"> <li>• Park users</li> </ul>	No data
b. Know they are in Peak District National Park <ul style="list-style-type: none"> <li>• Living in the Park</li> <li>• Park users</li> </ul>	No data No data
c. Agree that Peak District National Park is a special place and can indicate why eg cite key message <ul style="list-style-type: none"> <li>• Park users</li> <li>• Living in the Park</li> </ul>	No data No data
d. Have the opportunity to influence decisions that affect them and respect each others needs <ul style="list-style-type: none"> <li>• Living in the Park</li> <li>• Park users</li> </ul>	No data No data
e. Know the Countryside Code or have volunteered in an activity to look after the National Park <ul style="list-style-type: none"> <li>• Living in the Park</li> <li>• Park users</li> </ul>	No data No data

Targets will not be included in the indicator table until baselines have been agreed.

The Authority will work to its own corporate outcomes and use its own corporate indicators to evaluate the delivery of its services and service users as a contribution to these National Park outcomes. Relevant Authority corporate outcomes and actions (draft) are listed in appendix 1 but in particular:

D People feel welcome in the National Park and have the opportunity to participate in recreational activities that enhance the quality of their lives

G Understanding of the National Park and its special qualities has increased so that people recognise its value, and have the opportunity to make a personal contribution to its sustainable management

I The Peak District is a living, modern, and innovative area with vibrant and cohesive communities

K We provide quality, customer focused, sustainable services and ensure continuous improvements in the way that these are delivered

## Drivers and Situational Analysis

This Action Plan has been developed using the following approach:

- Assessment of Key Drivers (appendix 2)
- Analysis of External (appendix 3) and Internal Situation (appendix 4)
- Consultations and meetings:
  - External organisations through meeting, brochure, questionnaire and workshop
  - Internal meetings and comment

The emphasis in developing the plan has been to consider the opportunities that are, or could be, offered to children and young people. Consequently, any Authority service currently working with children and young people has been included.

The Working with People and Communities Strategy, along with guidance on Working with Young People and Disadvantaged Communities, forms the basis for the action plan (appendix 5).

## Assessment of Key Drivers

A more detailed analysis of Key Drivers can be found in the appendices (appendix 2). The following provides a summary:

### Every Child Matters and Youth Matters

The Government's Green Papers aim to reshape children & young people's services to help achieve key outcomes as identified by children & young people themselves:

- Be healthy
- Stay safe
- Enjoy & achieve
- Make a positive contribution
- Achieve economic well-being
- Provide safe and positive activities, involving young people (including in decision-making) in the provision of these activities. E.g. volunteering, Duke of Edinburgh Award, Young Farmers

### Proposed Manifesto for Outdoor Learning

The Department for Education and Skills is to launch a 'Manifesto for Learning Outside the Classroom' giving all students a right to outdoor learning.

The Out of School Learning Audit Committee proposed that the Manifesto should attract a similar level of funding to the Music Manifesto (£30 million) in order to deliver real change. In particular, schools in deprived circumstances should be able to enhance facilities, offer a professional development programme to their teachers and fund off site visits.

### DEFRA Review of National Parks 2002

The Department for the Environment, Food and Rural Affairs (DEFRA) review of National Parks covered many aspects but under 'Promoting Understanding' recommendation 15 it proposed that:

"DEFRA, the Countryside Agency and National Park Authorities should attach a higher priority to promoting understanding of National Parks. DEFRA should, in consultation with the Department for Education and Skills, encourage Park Authorities to develop, with partners, programmes and initiatives to promote greater understanding among a wider audience including those from urban areas, ethnic minorities and young people."

“Promoting greater understanding should include appreciation of the qualities of Parks as special places, the evolution of the landscape and its relationship with those who manage it.”

### **Countryside Agency Diversity Review 2005**

The Diversity Review worked across a wide-range of groups perceived to be under-represented in the countryside: people with disabilities, black and minority ethnic groups, young people (14-24 year olds), low-income/disadvantaged people, the elderly and women.

The review highlighted potential barriers to accessing services, emphasising that a group may be under-represented i.e. have full access but decline to come, as opposed to excluded i.e. not able to come due to a barrier to participation.

With reference to young people in particular, the review states that young people wanted:

- Welcoming attitudes
- High octane organised activities
- Opportunities to get away, socialise, develop independence

### **Planning and Compulsory Purchase Act 2004**

This Act charges Local Authorities with delivering greater community engagement in land-use planning, both through Development Control and in the preparation and revision of Local Development Documents. Each Local Planning Authority is required to produce a Statement of Community Involvement. This sets out the standard by which the Authority will seek to engage with a range of stakeholders across their area. Young people are not specifically referred to in the Act but it is expected that as a significant percentage of the resident population are under 25 they form one target group within an engagement process.

### **Key issues for the Authority:**

- \* Identifying specific programmes to contribute to Children and Young People's Plans in the target urban areas, adding value to activities already taking place as part of the wider plan. 'Make a positive contribution' and 'accredited vocational learning' have been particularly highlighted by Local Authorities and agencies as an area where the Authority has a great deal to offer.
- \* Appointing a lead member for the Working with People and Communities Strategy who can highlight the needs of children and young people (both from within the Park and from surrounding target areas) as well as other audiences and network with County level agencies.
- \* Contributing to networks, support for voluntary and community agencies and consultation of children and young people in accordance with the Authority's strategy.
- \* Identifying an appropriate level of input in to the Youth Matters 'offer' for Authority services e.g. cycle hire
- \* Identifying an appropriate level of volunteering opportunities to offer as positive activities for young people in the target areas/audience
- \* Develop the Authority's link to the Duke of Edinburgh Award scheme as an opportunity to reach young people already using the area
- \* Where appropriate, responding to any opportunities, in partnership with other organisations and in particular other National Park Authorities, that may arise out of the Manifesto for Learning Outside the Classroom. Ensure that the National Park 'voice' is heard in this national debate.
- \* Young people (14-24) are under-represented in the countryside. This may not mean they are excluded but that they simply do not want to come.
- \* Promoting 'high octane' activities such as mountain biking, rather than an emphasis on education & learning to increase the use of the Park by young people
- \* Providing long-term but cost-effective mechanisms to engage resident young people in the Authority's land-use policy and plan development as part of a wider process of community involvement.

## Analysis of External and Internal Situation

A more detailed situational analysis can be found in the appendices (appendix 3&4). The following provides a summary.

### External Analysis

Please also refer to appendix 3.

### Constituent and Neighbouring Authorities

The target areas agreed by the Authority are:

- The area within/close to the National Park
- Constituent Authorities' urban areas of Sheffield, Derbyshire (Chesterfield, Bolsover), Oldham, Barnsley, Kirklees
- Neighbouring urban area Authorities: Stoke-on-Trent, Tameside, Derby City, Manchester, Stockport, Nottingham, Rotherham, Rochdale, Doncaster, Ashfield, Mansfield.

As an example, Oldham has about 61,000 children and young people (0-19 years):

- 23% of primary age pupils were eligible for free school meals in 2004 compared with the national average of 17%. Similarly 20% secondary age pupils were eligible compared to 14% national average.
- According to the index of multiple deprivation, Oldham is ranked 46<sup>th</sup>, with 10 areas amongst the most deprived 3% in England.
- 26% of the children and young people in Oldham are black or from a minority ethnic group

*(data source: Oldham's Children & Young People's Strategic Plan)*

Oldham represents only 1 of 16 areas identified that collectively include several millions of children and young people, hundreds of schools, clubs and youth services.

Due to the significant number of people living in these areas, for the life of this action plan it is proposed to focus on the urban areas in the order presented above with Nottingham, Rotherham, Rochdale, Doncaster, Ashfield, Mansfield of lower priority.

Following website analysis, consultation and questionnaires of the target areas it is apparent that many of the county-level Local Authorities have begun the process of responding to Every Child Matters. Children's Trusts have been established, lead members and officers appointed, some re-organisation has begun and Children & Young People's Plans are being developed.

Fortunately there is some commonality between the Children and Young People's Plans across different areas. Some examples of these priorities are below:

- Improve the quality of education provision for looked after children and those not educated at school and ensure that statutory requirements are fully and consistently met.
- Increase accessible opportunities for participation in cultural and recreational opportunities for children, young people, their families and their communities.
- Extend and embed the role of active consultation with children and young people about the planning of services for them, including involvement.
- Widening curriculum opportunities and offering individual learning pathways for all young people.
- Ensuring the health, safety and well-being of staff, pupils and students and encouraging healthy lifestyles.

## National Park Stakeholders

As part of the National Park Management Plan process, a number of stakeholders specifically commented on the following questions:

- *'What are the barriers that continue to stop under-represented groups using the National Park?'*
- *'What would encourage underrepresented groups to visit the National Park?'*
- *'We believe that the natural environment of the Peak District National Park provides an ideal opportunity for developing children and young people. – to be healthy, to enjoy and achieve, to learn new skills and make a positive contribution to society. Could we do this work differently? Are there better ways for us to support your organisations strategies for children and young people'*
- *'Is your organisation considering new provision for children and young people?'*

Full comments are recorded in the appendices and they illustrate the range of issues that the Authority and its partners will need to tackle through this and other action plans. Potential partners also came forward.

## Other Peak District Service Providers

There are a considerable number of education, accommodation and activity providers delivering services specifically for children and young people across the Peak District National Park. A recent questionnaire to a number of these organisations asked for information on the average number of children and young people they contacted in a year that used the National Park.

*From those that responded (14 out of 30) the total number of children and young people they worked with in the National Park was over 140,000. The most significant organisations, in terms of numbers, being Devonshire Education Trust (Chatsworth) and the YHA.*

This is a very basic sum and assumes no overlap between the organisations' i.e. assumes that a child staying at a Youth Hostel does not go to Chatsworth.

All of the organisations that responded were interested in training, information and resources/images that would help to promote understanding of the special qualities of the National Park (appendix 3).

There are also many private providers and organisations based in and around the Park that bring or attract children and young people in to the area that are not on the list e.g. Groundwork Trusts, Princes Trust, National Stone Centre.

## Children and Young People Living in the National Park

There are 9,610 children and young people under the age of 25 years old living in the National Park (25% of the resident population) - source Crown Copyright, 2001.

There are about 43 infant and primary schools in the National Park and 2 secondary schools – Lady Manners and Hope Valley College.

The National Park is also very close to a further 9 secondary schools that are part of the Peak 11 confederation of secondary schools:

- Queen Elizabeth Grammar
- St Philip Howard
- New Mills
- Chapel-en-le-Frith
- Glossopdale
- Buxton Community College

- St Thomas More, Buxton
- Anthony Gell
- Highfields, Matlock

There are about 11,400 young people attending the Peak 11 secondary schools.

Other secondary schools are also close to the National Park boundary including Bradfield (Sheffield) and Penistone Grammar (Barnsley) and colleges such as Leek and Macclesfield.

### **Key issues for the Authority:**

- \* Engaging in target urban areas through Constituent and neighbouring Authorities Children and Young People's Plan priorities e.g. positive activities, vocational accreditation for children looked after/at risk
- \* Focussing resources when faced with the considerable task of working both in the Park and across 16 target urban areas. For the life of this action plan consider Nottingham, Rotherham, Rochdale, Doncaster, Ashfield, Mansfield of lower priority
- \* Engaging with new partners from Management Plan stakeholder consultation
- \* Promoting more information, positive images, messages and activities to appeal to young people
- \* Providing a support service to other providers already working with children and young people using the National Park and willing to promote understanding of the special qualities of the National Park
- \* Engaging with local children and young people using schools as the main mechanism, recognising that some students will commute out of the Park to school.

## **Internal Analysis**

### **Education Visits Service**

The Education Visits Service is based at Losehill Hall and a number of satellite sites and centres. The service offers a range of activities from talks to week-long residentials for children and young people. The service also provides limited information and web resources and co-ordinates/facilitates across other Authority services, organisations and education providers in the Park.

Some groups are charged and others receive a free visit according to a number of variables detailed in appendix 4.

#### **1. Residential and Day Visits Education Service**

This service is provided to any schools or group that contacts the Education Visits Team from anywhere in the country. All groups are charged. The teacher or leader can book any programmes they choose from a range of offers for Key stage 1 through to under-graduates. The service is operating near capacity and customer evaluations are generally excellent. A group is only turned away if the service is too busy to accommodate them on a particular fixed date but this is rare.

Due the service making a charge, customers have high expectations. The requirement to deliver National Curriculum and syllabus aims can over-shadow National Park input.

*In 2005/6 the Residential and Day Visits Education Service delivered:*

- Day Visits to 4,900 students – talk to full day
- YHA residential to 1,600 students – at least 2 night package at any Peak District Hostel
- Losehill Hall residential to 400 students – weekend or week-long programmes

An estimated 60% of schools using the day visit service are from the target urban areas (but not necessarily deprived). Residentials naturally attract schools from further a field e.g. Warwickshire, Northamptonshire, London with only 17% coming from target urban areas.

It is estimated that day visits and YHA residentials cover their direct delivery costs, whilst Losehill Hall residential do not due to the cost of accommodation. By their nature, the residentials require more input/group, both in terms of delivery and organisation, than the day visits. From 2006 onwards, Losehill Hall is no longer taking any new school residential bookings.

## **2. United Utilities/Longdendale Partnership**

Day visits activities, mainly for Key Stage 2 children are offered free of charge from the Longdendale Environmental Centre near Tintwistle. 50% funding for posts and resources is provided by United Utilities plc with the other 50% being paid for by the Authority.

*During 2005/6, 2,467 children and teachers used the classroom. 91% of the groups came from the target areas of Stockport, Manchester, Tameside and Derbyshire.*

In 2005/06 the United Utilities Partnership cost the Authority approximately £15,745 (with management time & materials not included). This is a contribution of about £6.40/head.

## **3. National Trust/Moors for the Future Discovery Centre**

Day visits programmes will be offered from the Moorland Discovery Centre in 2007. Currently the Moorland Discovery Learning Officer is developing and piloting activities.

*The target for the number of children and young people using the centre is 2,000 for 2007.*

Funding is provided through the Heritage Lottery Funding for Moors for the Future and from the National Trust and National Park Authority for the capital project. Long-term support to be agreed.

## **4. Youth Engagement**

Youth engagement activities ranged from producing a National Park leaflet for teenagers, co-ordination of the Peaks 11 conference, delivery of Local Democracy Week events in partnership with High Peak Borough Council and production of 'source of the peak' website.

*In 2005/06 the Youth Engagement officer met over 2,100 local young people (maybe some overlap with individuals being contacted more than once)*

*In February 2006, 45 young people from the Peak District area took part in a policy/decision-makers conference engaging with key National Park and local issues.*

*930 young people (aged 12-16) from 4 schools in the High Peak were asked:  
How many of you are aware of the Peak District National Park?  
2% replied 'yes'*

Funded by Department for Communities and Local Government at £20,000/year, the work has focussed on the Peak 11 confederation of secondary schools in and around the National Park. Funding ceases in March 2007.

This work has highlighted:

- the need for a sustained level of youth engagement that is appropriate to Authority's role and in particular that provides an opportunity for local young people to be consulted on Authority policies including the Local Development Framework (as part of the Authority's Statement of Community Involvement)
- how little local young people are aware of the Peak District National Park and the opportunities it offers them for activities and recreation.

## **5. Youth Rangers**

Since 2004, the Authority has piloted the Youth Ranger Programme, supported by a budget of £25,000 from the Heritage Lottery Fund and an Education Visits Organiser post.

The pilot has provided an opportunity to develop a structured programme of hands-on activities to engage young people in local heritage and conservation skills. The programme included a residential and a number of practical activities e.g. practical conservation tasks over a period of 6 months. The programme has been jointly delivered by the Education Visits Service and the Ranger Service.

*10 young people from local secondary schools took part in the programme in 2005/06.*

The programme costs the Authority £26,490 in staff time to run (management time and overheads not included), contributing £2,649 per young person.

A Heritage Lottery Fund bid has recently been submitted to offer the Youth Ranger programme with training and taster days to target urban areas at a reduced cost/head.

## **6. Duke of Edinburgh Award/Derbyshire County Council Partnership**

For many years, the Authority has contributed £3,500 and an office base to the Peak Expedition Panel Co-ordinator. The Co-ordinator administers and supports Wild Country Expedition assessments (i.e. Dark Peak) for groups visiting from all over the country, along with a large number of volunteers and the Wild Country Expedition Panel.

*In 2005/6, 3,659 Duke of Edinburgh Award participants used the National Park and Panel service.*

These figures do not include the many unknown groups undertaking ventures entirely in the White Peak, whether practice or qualifying ventures. Data collection is currently underway to assess the level of use in the White Peak area.

## **7. Support Services**

The Education Visits Service is also responsible for:

- The Information website [www.peakdistrict-nationalpark.info](http://www.peakdistrict-nationalpark.info) with limited support for teachers
- Over 20 fact sheets on different National Park topics
- Networking across the Authority, with other education providers, partners, local Authorities and National Parks

In total, the Education Visits Service currently costs the Authority an estimated £200,000 including recharges for Losehill Hall accommodation (but not rent), team manager time (but not head office overheads including head of service). This is based on 05/06 figures and assuming all posts are filled.

## **Ranger Service**

The Authority is currently undertaking a Ranger service review which the following information may help to inform.

The Ranger Service provides a range of walks, talks and activities for children and young people through:

- organised groups eg schools, Duke of Edinburgh Award
- family activities e.g. Nature Play Days.

Historically, no charge is made for these services except for Nature Play Days where a £3 per head charge is made.

### **1. Reactive Work**

A Ranger is contacted either directly, from the central office, from other services e.g. customer services, visitor services, education visits or partners and is asked to provide a walk, talk or activity for a specific group. The reaction to that request will depend upon the Ranger's work load.

*In 2005/6 about 2,200 children & young people from schools and organised groups were met of which just over 50% were from 1 of the 16 target areas or living in the National Park*

Occasionally schools that have paid for an Education Visits Service activity also receive a free Ranger activity.

### **2. Scheduled Work**

This is activity initiated by the Ranger as part of their work programme. The Ranger contacts the group with a specific proposal e.g BAP Vision Project, Lead Rakes Pack

Due to the area based approach and role of Rangers within the community, Rangers historically have taken the lead in working with local schools in the Park. Early in 2006 this policy was re-established along with the introduction of the John Muir Award.

*In 2005/6, the Rangers worked with about 30 out of 45 schools in the National Park i.e. 67%. They also developed 4 urban outreach projects of which 3 were focussed on a disadvantaged area or part of inclusion work.*

A significant number of these activities take place at Trentabank in Macclesfield Forest. This is a United Utilities and National Park Authority partnership with revenue costs shared between the organisations. This informal woodland base provides a range of activities for children and young people mainly from local schools and the Macclesfield area. All the activities are free.

Please also refer to the Vision Project below.

### **3. Nottinghamshire LEA work**

The Ranger Service works for Hagg Farm in the Upper Derwent and St Michael's in Hathersage. These are Nottinghamshire Local Education Authority Centres providing mainly outdoor pursuits and hands-on activities for children and young people.

St Michaels receives some input from the Ranger Service as part of its John Muir Award activities. Hagg Farm students take part in conservation task as follows:

*In 2005/06 Hagg Farm received Ranger input to 19 groups, 578 individuals of which 8 groups (230 individuals) are known to have special needs.*

Estimated cost of staff time = 45 Ranger days

### **4. Nature Play Days**

Nature Play Days run in the summer with 3 days offered at different locations in the Park. Activities are aimed at families with infants or young children. A charge of £3 per person is made.

*In 2006, 157 children and their parents attended.*

Estimated cost of staff time and resources - income = £4,900  
Cost to authority is approximately £31/person

No further data is available, for example where the families come from.

## **BAP Vision Project**

The Vision Project delivers biodiversity actions in a targeted area of the White Peak. The Conservation Awareness Officer works alongside Ecologists and Rangers to develop and deliver a range of community events and activities. Not all events are led by the Conservation Awareness Officer but all are instigated and coordinated through the Vision Project.

This programme has been well received within the local community and has increased volunteer involvement in looking after the National Park at specific sites.

In the context of this plan, the Vision Project has instigated, co-ordinated and/or delivered with Rangers a number of activities specifically to local schools.

*35 school biodiversity activities were coordinated and delivered, reaching over 440 children living in the National Park. (NB - Many of these children were visited several times over the course of the year. Some are also included in the Ranger section above as they were delivered through/with a Ranger.)*

*213 youth volunteers (from schools, youth groups, beavers, cubs and girl guide groups) were actively involved in a variety of tasks including pond restoration, hay meadow restoration, woodland conservation and conserving unimproved grasslands.*

This work has to date been jointly funded with English Nature, and the Authority and Natural England are now considering on what basis the project may be continued from April 2007.

## **Cycle Hire**

This is a reactive service where groups and individuals turn up at one of three cycle hire centres at Parsley Hay, Upper Derwent Valley or Ashbourne.

*In 2005, 11,840 bikes were loaned out to children of whom 4,228 came as part of a group*

From the customer survey it is estimated that 42% of loans were to 0-24 year olds, 6.8% of loans were to black or minority ethnic groups, 7% of users had special needs.

During off-peak times there is spare capacity within the Cycle Hire Service that could be offered at discounted price or free. Cycle Hire staff have already made links with the Derbyshire County Council b-line card offering incentives for young people.

There are opportunities for joint promotion to target areas between Cycle Hire and other services working with children and young people.

## **Sustainable Development Fund**

Providing grants to sustainable projects in and around the National Park, the Sustainable Development Fund (SDF) offers a number of grants each year to projects for/involving children and young people.

*In 2005/06, nearly 3,400 young people were directly involved in SDF supported projects.*

The proportion of the grant given and the number of children & young people that benefit in comparison with adults is not known.

There are opportunities to promote the SDF to the target urban areas in order to stimulate interest from target groups.

### **Peak Park Countryside Volunteer Service**

This is generally a reactive service, whereby groups or individuals contact the service seeking a volunteer activity. Measures are currently being put in place to better target groups on a pro-active basis using partners in constituent authorities, mosaic etc.

The service matches the groups with the particular tasks and sites they have available. Capacity is determined by the availability of volunteer co-ordinators to deliver. As with other services, there are off-peak times during the winter months. The tasks and site list is developed by the service and contribute to looking after the National Park but no specific data on the numbers and types of projects is readily available at this time.

The service has responded to some specific requests and recently delivered the Barnsley Youth Service Young Achievers Award with the Area Ranger and Pennine Way Ranger .

*In 2005/6, 80% of the volunteers accessing the Peak Park Volunteer Services were under 25 years old and of these 28% were from the target urban areas.*

*The number of individuals taking part in volunteer activities is not known but 3,400 volunteer days were undertaken in 2005/6.*

Marsh Farm and Brunts Barn are two residential bases used by the service. Marsh Farm can only sleep 8 people and is a limited facility, leased from Severn Trent Water, who in turn support some volunteer service staff time. It has some spare capacity throughout the year. Brunts Barn is of a more useful size and location and is generally full throughout the weekends of the year.

There is potential to complement this work through partnerships with Groundwork Trusts in target urban areas.

### **Authority Work Experience**

As well as student placements, the Authority also offers 15 places/week for 2 weeks of the summer term to year 10 students from the local area and surrounding towns& cities.

*In 2006, 11 young people took part in a new Authority-wide work experience programme, working across Rangers, Conservation, Legal Services, Losehill Hall etc.*

### **Visitor Centres**

The Centres at Castleton and Bakewell in particular are frequently visited by schools. The new Moorland Centre at Edale is also likely to receive a significant number of schools groups.

*Currently there is no data on the school groups/youth groups using the Visitor Centres but of the 200,000 people that visit Castleton Centre each year it is likely that significant percentage will be school groups and group leaders.*

Increasingly requests from Castleton indicate that many school groups are seeking an opportunity to use resources and information that compliment their lesson plans.

### **Key issues for the Authority:**

- \* Residentials at Youth Hostels need high levels of input/group.
- \* The Authority's Education Visits Service contacts a very small percentage of the children and young people staying at Youth Hostels in the Park and using other centres

- \* Local young people appear to have a low awareness of the Peak District National Park
- \* The Youth Ranger programme has been a high cost pilot that requires external funding to make it cost effective for the Authority and provide opportunities for a wider audience to access.
- \* Charging schools raises expectations and increases the need for content to be highly National Curriculum focussed with often less flexibility for broader National Park discussion.
- \* Process for consistent data collection across the services is urgently required
- \* Agreeing how much resource the Authority wishes to allocate to activities with children and young people (and other under-represented groups)
- \* Defining the balance between reactive work, local schools work and outreach/target groups work
- \* Opportunities for co-ordinated promotion of cycle hire, education visits, volunteering, work experience and SDF in target urban areas and with local young people
- \* Opportunities to significantly increase contact with school groups through SDF, visitor centres, cycle hire and other providers
- \* Agreeing a pricing policy to apply across all the Authority's services when delivering walks, talks and other activities and the potential for increase use of volunteers or casual staff
- \* Agreeing a level of youth engagement that is appropriate to Authority's role and in particular that provides an opportunity for local young people to be consulted on Authority policies including the Local Development Framework (as part of the Authority's Statement of Community Involvement)

## Key Statistics

NB. These figures are not statistically validated and are for indicative purposes only.

Oldham represents 1 of 16 of the Authority's target urban areas that collectively include millions of children and young people, hundreds of schools, clubs and youth services.

Oldham has about 61,000 children and young people (0-19 years):

- 23% of primary age pupils were eligible for free school meals in 2004 compared with the national average of 17%. Similarly 20% secondary age pupils were eligible compared to 14% national average.
- According to the index of multiple deprivation, Oldham is ranked 46<sup>th</sup>, with 10 areas amongst the most deprived 3% in England.
- 26% of the children and young people in Oldham are black or from a minority ethnic group

140,000 children and young people are contacted through other centres, YHA and education providers working in the National Park (very simplistic estimate).

There are about 43 infant and primary schools in the National Park and 2 secondary schools – Lady Manners, Bakewell and Hope Valley College.

### **In 2005/6, the Authority's services delivered the following for children and young people:**

4,900 students on day visits– talk to full day

1,600 students on a YHA residential – at least 2 night package at any Peak District Hostel

400 students on a Losehill Hall residential – weekend or week-long programmes

2,467 individual (children and teachers) used the Longdendale classroom. 91% of the groups came from the target areas of Stockport, Manchester, Tameside and Derbyshire.

2,100 local young people took part in decision making/ democracy based activities (maybe some overlap with individuals being contacted more than once).

45 young people from the Peak District area took part in a policy/decision-makers conference engaging with key National Park and local issues.

930 young people (aged 12-16) from 4 schools in the High Peak were asked:

How many of you are aware of the Peak District National Park?

2% replied 'yes'

10 young people from local secondary schools took part in the Youth Ranger programme.

3,659 Duke of Edinburgh Award participants used the National Park and Panel service. These figures do not include the many unknown groups undertaking ventures entirely in the White Peak, whether practice or qualifying ventures.

2,200 children & young people from schools and organised groups were met of which just over 50% were from 1 of the 16 target areas or living in the National Park

30 out of 45 schools in the National Park i.e. 67% took part in activities with a Ranger

35 school biodiversity activities were coordinated and delivered, reaching over 440 children living in the National Park. (NB - Many of these children were visited several times over the course of the year).

213 youth volunteers (from schools, youth groups, beavers, cubs and girl guide groups) were actively involved in a variety of tasks including pond restoration, hay meadow restoration, woodland conservation and conserving unimproved grasslands.

4 urban outreach projects of which 3 were focussed on a disadvantaged area or part of inclusion work were undertaken, including working with Children Looked After

19 groups, 578 individuals at Hagg Farm undertook conservation tasks of which 8 groups (230 individuals) are known to have special needs

157 children and their parents attended Nature Play Days

11,840 bikes were loaned out to children of whom 4,228 came as part of a group

3,400 young people were directly involved in SDF supported projects

80% of the volunteers accessing the Peak Park Volunteer Services were under 25 years old and of these 28% were from the target urban areas

The number of individuals taking part in volunteer activities is not known but 3,400 volunteer days were undertaken

11 young people took part in a new Authority-wide work experience programme, working across Rangers, Conservation, Legal Services, Losehill Hall etc.

Of the 200,000 people that visit Castleton Centre each year it is likely that a significant percentage will be school groups and group leaders.

2,000 individual is the target for the number of children and young people using the Moorland Discovery Centre in 2007

In total, there were an estimated 30-40,000 children and young people contacts (mainly through organised groups) with Authority services in 2005/6 (not including contact through Visitor Centres). This is not a statistically valid figure but is intended to indicate the amount of work delivered.

There is not enough data to breakdown user profile further.

## **Proposals**

On the next pages are:

- A proposed framework to the Authority's work with children & young people
- An overview of the current situation in the Park and of the Authority's Services highlighting opportunities to re-focus work within the current budget
- Detailed action plan



## Overview of the current situation and proposals

<b>Group Profile</b> Children and young people who are:	<b>Current Situation</b> <i>Figures are indicative only</i>	<b>Proposals</b>
Already using the National Park with Family i.e. children in particular visiting as part of a family trip	Site survey 2005 indicates family groups are the main group users of the Park  Contact with Authority Services generally low input and through Visitor Centres, interpretation, information, Events and Guided Walks, Cycle Hire	Review under visitor action plan and Sustainable Tourism Strategy
Already using the National Park as part of an organised group i.e. groups already planning to visit the Park and requesting input or groups coming because aware of particular service offered.	<p>&gt;98,000 children and young people staying at YHAs and other centres in the Park &gt;30, 000 children and young people visiting Chatsworth (groups and individuals)</p> <p>Contact with Authority Services: Estimated 10,000 + volunteers receiving face to face, high input/group, reactive approach e.g. Ranger and Education Visits activities</p> <p>Estimated 10,000 (+Visitor Centre users) receiving face to face, low input/group, reactive approach e.g. Duke of Edinburgh Award, Visitor Centres</p> <p>A percentage of the above will be from the target urban areas and under-represented groups but further data analysis is required.</p>	<p><b>Reduce high input/group but reach more individuals by:</b> Significantly reducing face to face delivery/group, especially for those groups not from target urban areas. Utilising cycle hire, visitor services, SDF etc to promote key messages Increasing support resources, capacity building training and online information Utilising partners such as Duke of Edinburgh Award, YHA, National Trust and Chatsworth to promote key messages</p> <p><b>Long-term aim:</b> By engaging partners to deliver our key messages the aim would be for provision to move from a high input service to &lt; 20,000 children and young people to potentially &gt;&gt; 50,000 children and young people receiving information/short talks</p>
Living in or close to the National Park	<p>Use of the Park by local children and young people is not known but awareness amongst young people in neighbouring secondary schools appears to be non-existent.</p> <p>Contact with Authority Services: 2, 000 + children and young people receiving face to face,</p>	<p><b>Maintain long-term approach to input by:</b> Offering John Muir Award or time limited activities to all National Park primary schools (in partnership with other providers) Awareness raising and promoting understanding to Peak 11 young people</p>

	<p>high input/group activities.</p> <p>Unknown number using specific services and receiving low input/group e.g. Cycle Hire</p>	<p>More focussed activities and engagement in PDNPA decision-making processes requires re-allocation of resources</p> <p><b>Long-term aim:</b> Emphasis on securing long-term approach to promoting key messages and active engagement</p>
<p>Living in a Target Urban area but not using the Park i.e. children &amp; young people not aware of opportunities in the Park</p>	<p>Unknown size of market but likely to be millions (see Oldham example)</p> <p>Limited Authority activities targeted at promoting to this group.</p>	<p><b>Increasing promotion as part of work with under-represented groups:</b> Focus promotional campaigns to target urban areas. Joint promotion work across services eg Education, SDF, Cycle hire and with partners. Link to Visitor Plan.</p> <p><b>Long-term aim:</b> Focus on a co-ordinated awareness raising in targeted areas</p>
<p>Living in a Target Urban Area and from an under-represented group not using the Park i.e. children &amp; young people not aware of opportunities in the Park and with greater barriers to their participation</p>	<p>Unknown size of market by likely to be tens of thousands (see Oldham example)</p> <p>Contact with Authority Services: Proportion of 2,500 (+ 2,000 Moorland Education Programme) + unknown number through other services receiving face to face, high input/group, focussed on target urban areas.</p>	<p><b>Increase number of individuals reached by:</b> Using any off-peak capacity to increase low-cost outreach opportunities through Cycle Hire and Conservation Volunteer Services Co-ordinated promotion plan across Cycle Hire, Volunteer Service, Visitor Services, Education Visits Service, Ranger Service, SDF etc to highlight low-cost outreach opportunities to target group. Developing strategic delivery partnerships to promote low-cost opportunities in the National Park and tie in to partner promotional opportunities e.g. YHA, National Trust, Chatsworth</p> <p>Developing strategic outreach partnerships to capacity build leaders/teachers already working with target group.</p>

		<b>Long-term aim:</b> Focus on changing emphasis in services to target this group with low-cost offers and actively promoting spare capacity  Focus external funding efforts, partnerships and resource re- allocation in this area
Across action plan		<b>Increase co-ordination and focus by:</b> Clear Authority pricing policy Co-ordinated data collection Cross service communication Co-ordinated key messages Strategic partnerships

Items highlighted are likely to require additional resources – external funding, re-allocation etc if pursued

## Action Plan

Below is a more detailed action plan that is based on:

- The National Park Management Plan and Authority Corporate Outcomes
- Drivers and Situational Analysis
- Proposed Framework for Working with Children and Young People

The audience is broken down using the proposed framework shown on previous pages. In increasing order of priority, these are children and young people who are:

Existing audiences

- Already using the National Park with family
- Already using the National Park as part of an organised group

Potential new audiences

- Living in target urban areas but not using the National Park
- Living in or close to the National Park
- Living in target urban areas and under-represented in the user survey of the Park

For simplicity, the target urban area audiences have been combined in to one.

Key to tables:

Priority

Taking in to consideration resources, opportunities, drivers and current situation

QH = quick hit

M = Must do

S = should do

C = could do

Lead officer

Staff initials

Risk

General impression of risk not a detailed analysis using

H = high

M = medium

L = low

Partners

Some proposed, some agreed

<p><b>By 2011, increase understanding of the special qualities of the Peak District National Park amongst children and young people using the Park, living in the surrounding target towns &amp; cities and living within the Park.</b></p> <p><b>Overarching work</b></p> <p><b>Outputs:</b></p>	<p><b>Priority (QH, M,S,C)</b></p>	<p><b>Additional resource (£)</b></p>	<p><b>Time scale</b></p>	<p><b>Lead officer</b></p>	<p><b>Risk (H, M, L)</b></p>	<p><b>Partners</b></p>
<p>Develop and implement strategic approach to delivering and facilitating learning about the Peak District National Park with and through key partners</p>	<p>M</p>	<p>unknown</p>	<p>Initiate 2006</p>	<p>LB</p>	<p>L</p>	<p>YHA National Trust Chatsworth</p>
<p>Monitor impact of action plan and strategy by:</p> <ul style="list-style-type: none"> <li>• Agreeing and implementing approach to data collection of Authority's service users</li> <li>• Incorporating key facts/messages across training projects, funds and activities</li> <li>• Refining and establishing baselines and target for action plan outcomes</li> </ul>	<p>M</p>	<p>unknown</p>	<p>2007</p>	<p>LB/SD/ WA</p>	<p>L</p>	
<p>Appointing a lead member for the Working with People and Communities Strategy who can highlight the needs of children and young people (both from within the Park and from surrounding target areas) as well as other audiences.</p>	<p>M</p>	<p>-</p>	<p>2006</p>	<p>LB/ RMM</p>	<p>L</p>	
<p>Ensure opportunities for promoting understanding of the National Park and reaching children and young people are developed through the Authority's Recreation Strategy</p>	<p>M</p>	<p>unknown</p>	<p>2007</p>	<p>All</p>	<p>L</p>	

<p><b>By 2011, increase understanding of the special qualities of the Peak District National Park to:</b></p> <p><b>Children and young people visiting the Park with family</b> Low level of input/individual. Greater delivery through others. Focus on:</p> <ul style="list-style-type: none"> <li>• Learning about the National Park</li> <li>• Helping to look after the National Park</li> </ul> <p><b>Outputs:</b></p>	<p><b>Priority (QH, M,S,C)</b></p>	<p><b>Additional resource (£)</b></p>	<p><b>Time scale</b></p>	<p><b>Lead officer</b></p>	<p><b>Risk (H, M, L)</b></p>	<p><b>Partners</b></p>
<p>Develop opportunities through Visitor Action Plan and Sustainable Tourism Strategy</p>	<p>S</p>	<p>-</p>	<p>Begin winter 07</p>	<p>AG</p>	<p>L</p>	<p>Tourism providers</p>
<p><b>By 2011, increase understanding of the special qualities of the Peak District National Park to:</b></p> <p><b>Children and young people visiting the Park as part of an organised group</b> Low level of input/individual. Greater delivery through others. Focus on:</p> <ul style="list-style-type: none"> <li>• Learning about the National Park</li> <li>• Helping to look after the National Park</li> </ul> <p><b>Outputs:</b></p>	<p><b>Priority (QH, M,S,C)</b></p>	<p><b>Additional resource (£)</b></p>	<p><b>Time scale</b></p>	<p><b>Lead officer</b></p>	<p><b>Risk (H, M, L)</b></p>	<p><b>Partners</b></p>
<p>Develop opportunities through Visitor Action Plan and Sustainable Tourism Strategy</p>	<p>S</p>	<p>-</p>	<p>Begin winter 07</p>	<p>AG</p>	<p>L</p>	<p>Tourism providers</p>
<p>1 network/training event ever other year for education providers, SDF funded centres &amp; non-PDNPA centres</p>	<p>M</p>	<p>-</p>	<p>2008</p>	<p>LB</p>	<p>L</p>	<p>PDNP education providers</p>

Increase individual contacts reached through reactive information, talks, education and activity provision for visiting groups by: <ul style="list-style-type: none"> <li>Developing Cycle Hire and Visitor Service input</li> <li>Providing training and skill share across Cycle Hire, Rangers, Education, Visitor Services etc including promotion of key messages</li> <li>Reducing input levels/group within Day and Residential Visits Service</li> <li>Agree and implement an Authority-wide pricing policy</li> </ul>	M	-	2007	All	M	
1 PDNP scheme of work (web/CD) available at cost price and promoted in target urban areas through Local Education Authorities, Visitor Centres and on web	S	£10,000	Funding needed	CR	L	Schools and Local Education Authorities
1 PDNP resource pack (web/CD) available at cost and promoted through scout & guides, outdoor pursuits & Duke of Edinburgh Award, Visitor Centres, other sites and on web	M	£5,000	Funding needed	AW	L	YHA, Centres, Duke of Edinburgh Award
Local Development Framework policies that recognise opportunities where developments can <ul style="list-style-type: none"> <li>Promote key PDNP messages</li> <li>Offer learning experiences in the PDNP</li> </ul>	M	-	2008	BT	M	
Agree priorities and target quota for the percentage of SDF projects that promote awareness & understanding of the special qualities of the Peak District National Park to children & young people visiting	M	-	Spring 2007	RG	L	
Training days/awareness raising with staff from other organisations providing for groups using the PDNP: <ul style="list-style-type: none"> <li>1 event for YHA staff</li> <li>1 event for other Peak District Centres staff</li> <li>2 events/year to main Duke of Edinburgh Award operating authorities</li> <li>1 event for Groundwork staff</li> </ul>	M	-	2007 2008 2007 on 2008	LB	L	YHA, Centres, Duke of Edinburgh Award

<p><b>By 2011, increase understanding of the special qualities of the Peak District National Park to:</b></p> <p><b>Children and young people who live in or close to the Park</b></p> <p>Higher level of input /individual. Direct delivery. Focus on:</p> <ul style="list-style-type: none"> <li>• Finding out about using the National Park</li> <li>• Learning about the National Park</li> <li>• Helping look after the National Park</li> <li>• Engagement in decision-making</li> </ul> <p><b>Outputs:</b></p>	<p><b>Priority (QH, M,S,C)</b></p>	<p><b>Additional resource (£)</b></p>	<p><b>Time scale</b></p>	<p><b>Lead officer</b></p>	<p><b>Risk (H, M, L)</b></p>	<p><b>Partners</b></p>
<p>Cross-reference to local resident action plan</p>						
<p>Assembly and in-school activities offered to 11 Peak District secondary schools as part of youth engagement activities</p>	M	-	yearly	AB/CR	L	Peak 11 schools
<p>15 out of 30 work experience places offered each year to yr10 young people living in the Park</p>	M	-	yearly	SD/JW/LB	L	Peak 11 schools
<p>Co-ordinated approach with partners to the John Muir Award Discovery level bring offered to all 42 Peak District primary schools ( to include Cultural Heritage Strategy activities, Biodiversity Action Plan activities and input from other organisations).</p>	M	-	By end 2009	AF/JW/LB/JC	L	National Trust, Wildlife Trust, John Muir Trust, Local Schools, Natural England
<p>Review Nature Play Days</p>	M	-	2007	JW	L	
<p>Agree priorities and target quota for the percentage of SDF projects that promote awareness &amp; understanding of the special qualities of the Peak District National Park to children &amp; young people living in the Park</p>	M	-	Spring 2007	RG	L	

<p>Co-ordinated Peak District youth engagement programme to engage with young people living in/around the Park including:</p> <ul style="list-style-type: none"> <li>• 1 Peak 11 conference every other year to focus on National Park issues and land-use policies</li> <li>• Local Democracy Week activities for 6 Peak District secondary schools</li> <li>• Maintenance of the Peak District website for young people</li> <li>• 1,500-2,000 young people contacted per year</li> </ul>	S	£8,000 per year (minimum)	Funding needed		H	District and County Councils, Connexions
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By 2011, increase understanding of the special qualities of the Peak District National Park to:	Priority (QH, M,S,C)	Additional resource (£)	Time scale	Lead officer	Risk (H, M, L)	Partners
<p><b>Children and young people in target urban areas around the Park</b> Target promotion of existing services. Delivery through others. Focus on:</p> <ul style="list-style-type: none"> <li>• Finding out about using the National Park</li> </ul> <p><b>- especially those under-represented in the user survey of the Park</b> Highest level of input/individual. Target promotion of existing services. Strategic partners and resourcing. Direct delivery and delivery through others. Focus on:</p> <ul style="list-style-type: none"> <li>• Finding out about using the National Park</li> <li>• Enjoying and experiencing the National Park</li> </ul> <p><b>Outputs:</b></p>						

2,000 children and young people/year from Sheffield learning about and experiencing the moorlands of the National Park, especially those from disadvantaged areas	M	Assess income collected and agree resourcing level with partners	Spring/summer 2007	RK	M/H	National Trust
1 moorland themed resource pack promoted to Sheffield schools (and other target urban areas)	M	-	Spring 2007	RK	L	Moors for the Future
Develop the Youth Ranger programme over 3 years to deliver: 10 Youth Ranger programmes (vocational and accredited) 60 Youth Ranger Introductory Days 10 Group Leader Taster Days 3 Group Leader Training Programmes reaching a total of 3,000 children and young people, especially those from deprived areas of Chesterfield, Bolsover, Oldham, Barnsley, Kirklees and Derby City	S	HLF funding required £160,000	2007-2010 if successful	SK	H	Mosaic, Local Authorities, Local Strategic Partnerships
Agree and deliver level of outreach to Stoke-on-Trent within current resources (as part of South-west Peak project)	M	-	2007	AF	M	Staffs WT
2,000 children and young people/year from Tameside, Manchester, Stockport learning about and experiencing the National Park, especially those from disadvantaged areas	M	-	Profile target reached by 2010	SW	L	United Utilities
With partners, change focus and reduce input/group at Hagg Farm, Nottingham Local Education Authority Centre	S	-	2007 on	LB/JW	M	National Trust Hagg Farm

Co-ordinated promotional campaign with positive images & messages targeted at schools, youth & community groups in target urban areas, to include: Cycle hire, SDF information, website info, volunteer work, walks, talks, activities, education visits, training, information resources and partnership services offering incentives to groups of children and young people living in deprived areas within Sheffield, Tameside, Stockport, Manchester, Chesterfield, Bolsover, Oldham, Barnsley, Kirklees and Derby City	M	Combine existing resources but additional resources would improve effectiveness of campaign	2007 on	All	L	National Trust, YHA, Chatsworth
Agree priorities and target quota for the percentage of SDF projects that promote awareness & understanding of the special qualities of the Peak District National Park to children & young people in target urban areas, and especially if under-represented	M	-	Spring 2007	RG	L	
Actively seek opportunities to develop outreach partnership projects for children and young people living in deprived areas within Sheffield, Tameside, Stockport, Manchester, Chesterfield, Bolsover, Oldham, Barnsley, Kirklees and Derby City by engaging with neighbouring and Constituent Authorities through the Every Child Matters and Youth Matters agendas.	M	unknown	ongoing	All	L	Local Authorities, schools, Connexions, Groundwork
15 out of 30 work experience places offered each year to yr10 young people living in the Park	M	-	yearly	SD/JW/ LB	L	
If appropriate, respond to opportunities (as opposed to actively develop) for outreach projects in Rotherham, Rochdale, Doncaster, Ashfield, Mansfield as they arise	C	unknown	-	All	L	

## Conclusions

This Children and Young People's action plan has been developed to contribute to the National Park Management Plan and Authority outcomes.

The target audience has been broken down into existing and new audiences as follows (and in increasing order of priority):

Existing audiences

- Already using the National Park with family
- Already using the National Park as part of an organised group

Potential new audiences

- Living in target urban areas but not using the National Park
- Living in or close to the National Park
- Living in target urban areas and under-represented in the user survey of the Park

Through assessment of key drivers and an external and internal situational analysis, a proposed framework, overview of proposals and a more detailed action plan have been developed. This work has highlighted the following in particular:

Although the Authority provides a significant amount of high input/group activities to promote understanding of the special qualities of the National Park, there is the potential to meet a much greater number of individuals by reducing input and working with other significant education providers in the Park.

The priority of working with new audiences identifies an extremely large group of children and young people and requires a long-term approach with an emphasis on:

- External funding and strategic partnerships to deliver activities for local and deprived/under-represented children & young people from neighbouring and Constituent Authorities
- Re-focussing Authority services to target new audiences, where there is the capacity/flexibility to do so
- Being realistic about the impact of this work across the target urban areas
- Recognising that there are other under-represented groups that are adult age e.g. black and minority ethnic groups, deprived communities