



**A National Junior Countryside Ranger Programme
A Framework for Action by the Scottish Countryside Rangers' Association
March 2012**

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For the purpose of this report the terms "Programme" and "Scheme" are used in the following ways.

Junior Ranger Programme = *The Nationally-supported network of Junior Countryside Ranger projects supported by SCRA*

Junior Ranger Scheme = *individually run by Ranger services and other related groups under the umbrella of the SCRA Programme*

1. Background to Junior Ranger schemes

Why a Junior Ranger Programme?

- The Scottish Countryside Ranger's Association (SCRA) believes there is a need to promote the Ranger profession amongst young people – the “Rangers of the future”
- To make available opportunities for young people to gain practical environmental skills
- To highlight the role Ranger Services can play in delivering their employer's priorities.

Junior Rangers and Youth Development

The Scottish Countryside Rangers' Association (SCRA) is interested in establishing a national Junior Countryside Ranger Programme in order to support the delivery of Junior Ranger schemes in Scotland. The term “Junior Ranger” is a trademark, owned by the EUROPARC Federation which has developed a set of guiding principles (Ref-¹ below) – and is used to define a specific programme of activities. Only one Junior Ranger scheme – in the Cairngorms National Park – operates under the EUROPARC banner and hosted the annual Europarc Junior Ranger camp in 2008.

A 2010 survey of Rangers revealed several services that deliver activities which may, or may not, be called Junior Ranger schemes. These vary from school visits tied in to the Curriculum for Excellence (CfE) and/or Forest Schools, award schemes such as the John Muir Award, Duke of Edinburgh Award, to informal visits by Youth Clubs and Scout/Guide groups.

In October 2010 a course on Young/Junior Rangers was held at Losehill Hall in the Peak District National Park, followed by a one-day workshop in February 2011. Fife Coast and Countryside Trust and Scottish Natural Heritage contributed to this workshop which covered examples of current practice in the UK; external funding opportunities; and issues such as relationships to other initiatives such as the John Muir Award, Duke of Edinburgh Awards.

SCRA believes that the key criteria for a SCRA-led Junior Ranger programme are:

- targeted primarily at those in the 11 – 18 age group
- involves the group in a minimum of 4 meetings/events
- includes voluntary elements in the evenings, school holidays or at weekends
- involves a substantial amount of time spent outdoors
- led by professional Rangers.

In August 2011 SCRA contracted MNT Associates to carry out a feasibility study into the establishing of a national junior Countryside Ranger Programme.

¹ www.europarc.org/uploaded/documents/347

2. The Objectives of the 2011 feasibility study:

- To assess current Ranger-led activity with young people in the 11-18 age range and to establish the extent to which this matches Europarc Federation guidelines on junior rangers;
- To propose and consult on a definition and framework for a Scottish Junior Ranger scheme, endorsed by SCRA and SNH
- To assess the interest from Scottish Ranger Services in developing their own local programmes, including the extent to which grants administered by SCRA would be attractive
- To develop and promote good practice through a good practice tool kit, a network of interested parties and practical workshops

The outcome of the consultation and questionnaires are reflected in the headings below with details of responses available from SCRA. Full details of the survey responses can be found in ANNEX 1.

3. Why a national Junior Ranger programme is important

a) Scottish Government, Organisational and Education priorities

From Scottish Youth Parliament Youth Manifesto 2011

(Percentages indicate those that agreed with the statement)

*“There should be an emphasis on the long-term development of young people as part of the labour market, emphasising the provision and availability of apprenticeships and placements which **will equip young people with important skills and experience on which to build careers.** 83.45%”*

*“All young people should have the chance to participate in **work experience.** 91.90%”*

*“Education is not all about exams; Scotland’s young people should learn more about the law and how it affects them, sexual health and about **Scottish culture and heritage** amongst others. 77.44%”*

From “Learning for Change” Scottish Government 2010

“young people learn about sustainable development through all aspects of their lives – in and out of school”

Curriculum for Excellence through Outdoor Learning, Learning and Teaching Scotland, 2010

“Learning outdoors can be the educational context which encourages children and young people to make connections experientially, leading to deeper understanding within and between curriculum areas and meeting learner needs.”

Being a Junior Ranger can help young people become:

- **Successful learners:** *with enthusiasm and motivation for learning, able to learn independently and as part of a group.*
- **Responsible citizens:** *able to evaluate environmental issues.*
- **Confident individuals:** *with self-respect and a sense of physical, mental and emotional well-being, able to pursue a healthy and active lifestyle.*
- **Effective contributors:** *with resilience and self-reliance, able to work in partnership and in teams and take the initiative and lead.*

Building the Curriculum 4 : Skills for Learning Life and Work highlights the benefits and suggests how these skills need to be embedded, developed and applied across learning and in different contexts in all levels of the Curriculum for Excellence. Identifying and working with partner organisations in the wider community is emphasised.

<http://www.ltscotland.org.uk/buildingyourcurriculum/policycontext/btc/btc4.asp>

Local partnerships, with existing and new organisations, can help support, engage and inspire the delivery of a Junior Ranger programme. More and more the developing networks within Integrated Learning Communities (ILC) are the vehicles for exemplar outdoor learning – often the more varied the organisations involved, the more sustainable is the legacy because the workload is spread throughout the network. An added benefit is that funding bodies almost always look more favourably on partnership project applications.

Scottish Natural Heritage research in 2011²

Some key findings

1. There is a high level of interest in spending free time outdoors amongst 11-17 year olds in Scotland. More than 93% enjoy spending free time outdoors, 84% like to spend some free time each week outdoors and 69% would like to spend more free time in the outdoors.
2. Around 55% of recent visits to the outdoors were made with a friend or group of friends
3. 72% are interested in trying new outdoor activities, with over half interested in trying camping (58%), water sports (56%), visiting a beach/ seashore/ coastline (54%), adventure-type activities (53%),
4. The qualitative research identified quality personal space and time to themselves, without adults (ideally with friends) as the main motivators to spending (increased) time in the outdoors. Spending time with friends (57%) and getting out of the house (53%) were the main reasons cited in the quantitative survey for visiting the outdoors.
5. Time restraints associated with school, home and other commitments were the main barrier to participation in outdoor activities identified from the qualitative research. The quantitative survey indicated that more information about where to go to enjoy outdoor activities and more activities being on offer locally are key to increased involvement

² Scottish Natural Heritage Commissioned Report No. 470 Enjoying the outdoors - attitudes and behaviour of young people in Scotland

b) Benefits to the Ranger service or co-ordinating group

Six main themes were identified to the question “Why run a JR programme?” at the two workshops and during informal consultations. Many of these overlap widening the benefits to those that take part – the Rangers, participants, partners and volunteers.

- 1. The target group**
- 2. The sharing and passing on of skills to young people**
- 3. An introduction to careers and awards**

- 4. Organisational benefits**
- 5. Environmental Benefits**
- 6. Personal and professional development**

1. The target group (11-18 year olds)

- Schemes deliver to a wide age range that can be “hard to reach” and fills an age gap between other existing groups
- A structured programme of activities gives a breadth of opportunities for Ranger Services to work with different groups with a wide variety of skills and abilities
- Regular contact provides opportunities to engage, and create a good lasting relationships with young people, both within and outside formal education, improved mental and physical well-being
- Working with 11-18 year olds can help meet social inclusion targets
- There is a recognised demand for places on schemes such as these.

2. The sharing and passing on of skills to young people

- Passing on of environmental skills and knowledge
- Improving communication skills of young people through shared learning
- Opportunities for building confidence, self esteem, social skills, life skills, developing leadership, responsibility and decision making
- A programme of activities will provide continuity and recognise benefits of regular attendance.

3. An Introduction to careers and awards

- The chance to get the young people “switched on and motivated” by sharing enthusiasm and job skills
- Participants may well take on a conservation role in the future – helps sustain skills within the organisation and the profession
- Links with formal education – school, college, link with professional ranger award
- Good volunteer opportunities – providing work experience
- A structured programme provides progression for awards.

4. Organisational benefits

- Encourage youngsters’ participation in key activities
- Engages teenagers who can cause problems on sites/reserve. Helps reduce problems with damage to property and image of a site
- A close link with a particular conservation project can be an advantage

- Opportunities for working closely with other members of the community
- Good for funding and image of the organisation
- Gets conservation work done on the ground and can help relieve pressure on organisation's staff³.

5. Environmental benefits

- Advocacy role for the natural environment and Ranger Services
- Opportunity to do work that otherwise wouldn't get done
- Protects and Justifies rangers' job
- Connects young people with the natural environment through involvement and ownership of their local outdoor space
- Provides a source of trained experienced staff for future management of sites.

6. Personal and professional development

- "Junior Rangers bring energy and enthusiasm to our work"
- "Fun for us to do"
- Opportunity to enthuse young people about rangering
- Protects and justifies rangers' job
- Time spent on the scheme can contribute to personal professional development/Ranger Award.

³ Culzean ECOS group contributes 740 hours of time over 12 months to Country Park events

4. Making it relevant to young people in Scotland/ Why this programme is important to participants of a Junior Ranger Scheme.

During the period of the feasibility study several groups of young people were asked for their views on how they felt that they might benefit from participating in programmes of activities linked to the natural environment.

The four main themes that emerged coincided with those identified by Rangers and other potential and current providers:

1. Benefits of peer participation

2. Introduction to new skills

3. Access to careers/awards

4. Benefitting their local environment

1. Benefits of peer participation

- Passing on knowledge, experience and skills to others
- Making friends, especially in other age groups, from other areas
- Enjoy being the link between the “oldies” and the younger ones.
- Gain leadership skills and new experiences in a safe environment
- “An outdoor activity that beats sitting around”, “Doing - not reading”

2. Introduction to new skills

- Pass on skills and knowledge – e.g. communication, organisational skills, teamwork
- Gain confidence working with others, develop personally and socially
- Get good approval rating from peers
- Achieve new goals
- Benefit physically and mentally

3. Access to careers/awards

- Encourage an interest in employment in the environment
- Gain career-related experience and ideas for later life, skills, jobs, etc.
- Participation will appear on a CV/record of achievement
- Volunteering opportunities
- Take part in awards – John Muir Award, Duke of Edinburgh, Youth Achievement Awards

4. Benefitting their local environment

- Gain environmental experience
- Introduce parents to share outdoor experiences
- Learn about their local countryside/environment
- Go to new places
- Take part in national projects

5. Delivering a National Junior Countryside Ranger Programme The Role of the Scottish Countryside Rangers' Association

Aim of a national programme:

To support Ranger services and other organisations to set up and run programmes of activities for 11-18 year olds, focussing on activities related to their local, natural environment.

a) Key Principles of The National Junior Countryside Ranger Programme⁴

SCRA will support schemes across Scotland to deliver:

- * Programmes that involve, are relevant to, and reflect the desires of the participants
- * A focus on local aspects and involvement with the local community and the active citizenship of the young people
- * Fun, environmental, learning experiences, using local partners
- * Input/Engagement with the local Ranger Services in the majority of the sessions.

(Individual schemes will be encouraged to establish their own principles and aims)

Desirable additional principles might include:

- *A safe environment for group and personal achievement and development*
- *A benefit to the local natural environment*
- *Increasing environmental awareness*
- *High standards of delivery and environmental awareness*
- *A professional approach, setting high quality standards*
- *Opportunities for practical, hands-on conservation tasks with The majority of activities out of doors*
- *A non discriminatory programme*
- *Opportunities for positive, cooperative and social skills*

b) SCRA's role will be to:

1. Provide a Toolkit/ guidance and co-ordination of national scheme – how to set up a scheme, provision of case studies, contacts, and web- based support. Guidelines on what Ranger Services (and other organisers) and the participants should/might get out of JR schemes and advice on possible formats of schemes. (See separate document.)

2. Provide training and information exchange – annual gathering for young people, annual networking event for scheme coordinators (or web based forum), encourage joint working

⁴ Working title of proposed programme co-ordinated by SCRA

with other Rangers and Ranger Services. Maintain database of contacts within Ranger Services and other potential partner organisations, maintain section of SCRA website, or other web-based support. Including advice on local sources of funding and in-kind support. Mini grant scheme - to go towards set up costs or/and international aspects.

3. Investigate a means of certification/endorsement – SCRA’s own or through existing awards, gain recognition of the value of JR schemes, look into modules that build to an achievable certificate, issue certificate, set up a “Junior” membership category of SCRA, establish a JR Identity (branded clothing/ equipment).

4. Set up work opportunities – database of opportunities for participants to work alongside/shadow those in Ranger- related jobs.

5. Represent the International angle, exchanges – provide information for groups who wish to undertake international camps/exchanges. Provide the link with Europarc (through Atlantic Isles group).

The international element was an area that came out of less importance than the other elements of a scheme. If SCRA were to establish strong links with Europarc it might be in a better position to support schemes’ own international connections. See Annex 2.

6. Monitor and evaluate the National programme

Establish a period during which a small number of pilot schemes are set up and supported to find out how different approaches work for both SCRA as the umbrella organisation and the individual schemes. There will be a cost implication for SCRA in supporting Ranger services or other organisations. Estimates of these costs can be found in Annex 3.

c) Considerations when setting up a scheme

1. Working with partners

It is recognised that most organisations and individuals interested in setting up Junior Ranger Schemes are already limited in the time they have available. Some Ranger Services consist of only one member of staff and other groups are frequently lead by a sole volunteer. For this reason the importance of partnerships cannot be over stated and working with other local groups and activity providers will ensure the delivery of a diverse programme with time and tasks being shared amongst partners.

2. Establishing high Standards from the start

Those thinking of setting up a scheme must consider whether it is *“better there should be no junior ranger scheme rather than something which dilutes the current provision down to something which is only mediocre.”*

3. What will our scheme achieve?

Three key questions to ask are: *“will your scheme*

1. create a network of youngsters who participate in nature protection by acting as advocates for their local area.

2. Improve youngsters’ knowledge and understanding of the Ranger profession

3. Raise awareness about the natural, cultural, social and economic values of Scotland’s natural environment”?

**Annex 1:
Summary of consultations (Section One of November 2011 Report)**

**Summary of responses to Survey of Ranger-led activity with
young people**

BACKGROUND TO SURVEY

180 were questionnaires sent out in two ways:

1. Directly to SCRA members
2. All other Ranger Services and organisations not include in this list via Survey Monkey

<https://www.surveymonkey.com/s/LXBYSFW>

In total we received over 50 replies of 40 responses contained valid data. (22% response rate).
(Numbers in brackets are numbers of responses to each question.)

Q1 ARE YOU ALREADY RUNNING A JUNIOR RANGER SCHEME, OR ARE YOU INTERESTED IN SETTING ONE UP? (40)

Currently, or within the last 3 years.	15
Interested in setting one up	17
Neither	8

THOSE THAT STATED THEY WERE CURRENTLY, OR WITHIN THE LAST 3 YEARS, RUNNING A JR SCHEME. NOT ALL WERE IDENTIFIABLE :

- Lynsey Torrance – Glasgow
- Private estate + primary school
- CNPA
- Eric Baird Glen Tanar (or is this CNPA one?)
- Glenrothes Junior Rangers
- James MacDonald, East Ayrshire
- Angie Smith Huntly, FCS
- Paul Bolton NTS Inverewe
- Gus Egan Earthcalling
- Country Estate – not identifiable
- Culzean CP

Those that said they are interested in setting up a scheme:

- Peter Stevens – Hopetoun
- Cameron Sharp - North Ayrshire
- ? LL&TNP x 3
- Donna Mathieson, Scottish Wildlife Trust
- NNRs
- Allison Grieg, Glasgow
- C Burrows, Buccleuch
- WIAT – not identifiable
- Michelle Melville, Highland Co. Glen Nevis Junior Rangers Watch Group for 5-12 year olds.
- Clyde Muirshiel
- Keith Moncur, Youth Development Officer keith.moncur@highlifehighland.com
- Abriachan Forest School – young people excluded from or unable to sustain f/t mainstream education.
- Phoenix RSPB group, Abriachan

- Johnnie Grant, Rothiemurchus

Q2 WHICH OF THE FOLLOWING DO YOU OPERATE WITHIN? (33)

SSSI	11
National Park	12
Country Park	10
Other European Designation	5
National Nature Reserve	6
Local Nature Reserve	5
WIAT	4
Local authority	5
Community Sites	4
Regional Park	3
Country/Private Estate	3
Forest Park	2
Forestry Commission Scotland	2
Voluntary Marine Reserve adjacent to NNR	1
Fife Coastal Path/local meadow	1
City, Town & pocket parks, and greenspaces	1
Education Centre	1
National Scenic Area	1
Scottish Wildlife Trust reserve	1
None	6

Q3 WHAT ARE/WOULD BE THE THREE MAIN AIMS OF YOUR JUNIOR RANGER (OR SIMILAR) PROGRAMME? (31)

1. To develop skills encouraging nature/environmental awareness Involve participants in practical conservation tasks Develop links with/awareness of wider environmental groups.
 2. John Muir Award
 3. Learning Identification/Monitoring Skills Using equipment, i.e. binoculars, etc Map reading skills
1. Contributing towards the biodiversity of the local area through practical volunteer tasks and events.
 2. To provide a fun environmental learning experience.
 3. To provide a safe environment to encourage group working and friendship.
1. Encouraging interest in countryside & wildlife
 2. Developing involvement in environment conservation
 3. Achievement of John Muir Award
1. To give children the chance to learn about conservation and nature
 2. To allow children to get hands on experience in Practical conservation
 3. To give children the chance to explore their environment
1. Promote conservation work to young people
 2. Help young people develop skills in practical conservation
 3. Use their input to improve the conservation value of the area

1. To heighten awareness of the natural environment by encouraging positive action and good citizenship.
 2. To capacity build young people and help to develop social and practical skills, improve physical wellbeing and encourage social awareness and an understanding of different cultural values.
 3. To promote international exchange and develop positive cooperation between countries.
-
1. To enhance their knowledge, appreciation and enjoyment of the local outdoor environment.
 2. To generate an interest in future career opportunities in Ranging and related vocations.
 3. To provide outdoor learning opportunities and challenges which compliment the curriculum for excellence.
-
1. Confidence building
 2. Practical skills
 3. Encourage to keep learning.
-
1. Encourage young people to participate in outdoor environmental activities.
 2. Teach young people the current issues in conservation management.
 3. Teach young people to care for all aspects of the environment, especially on a local level.
-
1. Stepping stone to apprenticeship places/commonwealth games target.
 2. Engaging under represented age group in practical conservation/biodiversity action
 3. Healthy & Active lifestyles in increasingly static age group.
-
1. Increasing activity in outdoor activity by young people, particularly with 'new' audiences
 2. Raising awareness of the natural heritage
 3. Delivering environmental volunteering and health outcomes
-
1. Environmental Education
 2. Practical conservation
 3. Fun
-
1. Engage with disaffected youth
 2. Develop life skills for the young people
 3. Promote conservation and Ranging
-
1. Connecting the urban and the rural ,
 2. Practical skill sharing
 3. Building confidence
-
1. Conservation/wildlife
 2. Forest School
 3. Fun in the outdoors
-
1. To inspire children about nature.
 2. To involve them with the practical management of the area for conservation.
 3. For them to have a more global view and to be aware of conservation work in different areas/ habitats other than where they live.
-
1. Promote outdoor activities/wildlife to children
 2. Be part of the Wildlife Trusts Wildlife Watch network

1. Promote and understanding of wild areas.
2. Teach basic practical surveying techniques
3. Learning practical conservation skills

1. Promote understanding of the wider environment
2. Learning about living organisms and their habitats
3. Getting people out into the countryside

1. Education
2. Skills Development
3. Health and Conservation

1. Education
2. Socialising
3. Getting children outdoors.

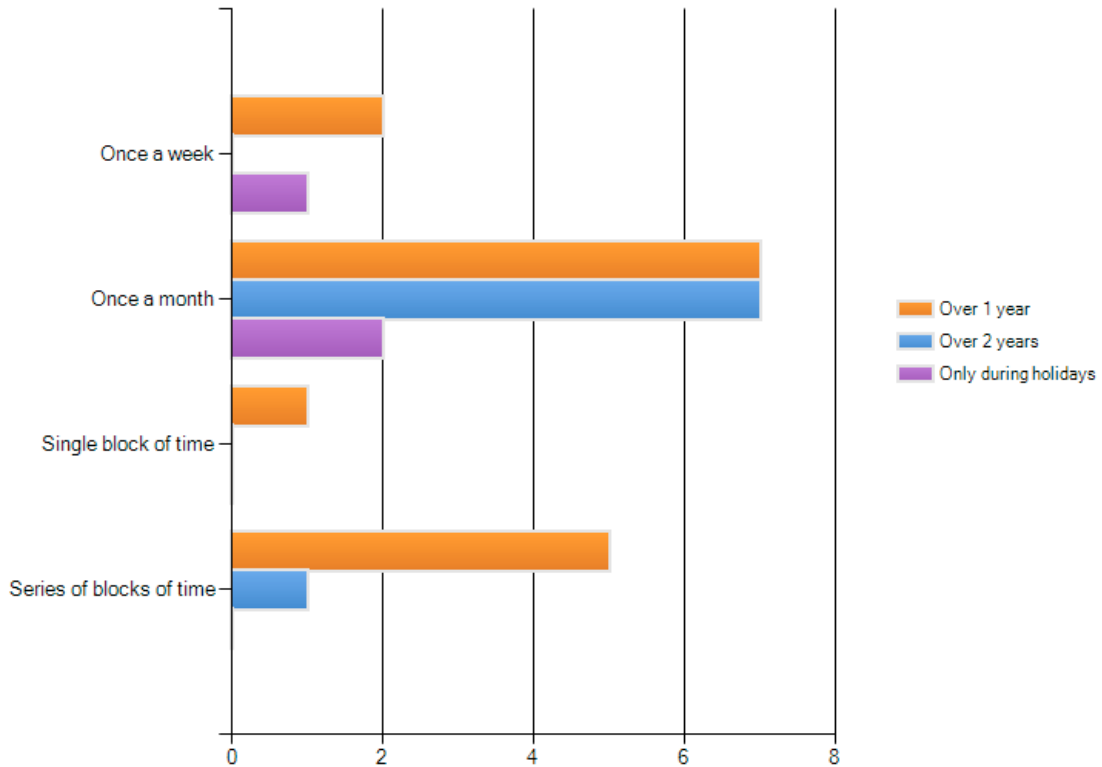
1. Increase environment awareness
2. Involvement in community
3. Fun

1. To welcome young people to and to help them enjoy the Outdoors and their local Countryside.
2. To encourage local young people to take an interest and gain a sense of ownership of Hopetoun House and Grounds.
3. To increase awareness, understanding, care and responsible use of Hopetoun House's, and the wider, natural and cultural heritage.

1. Hands -on experience of working in the countryside
2. Hands-on experience of visitor and conservation management
3. Something mucky and something fun

Q4. OVER HOW LONG A PERIOD DOES/WOULD YOUR SCHEME RUN? (29)

Over how long a period does/would your scheme run? Please select one possibility.

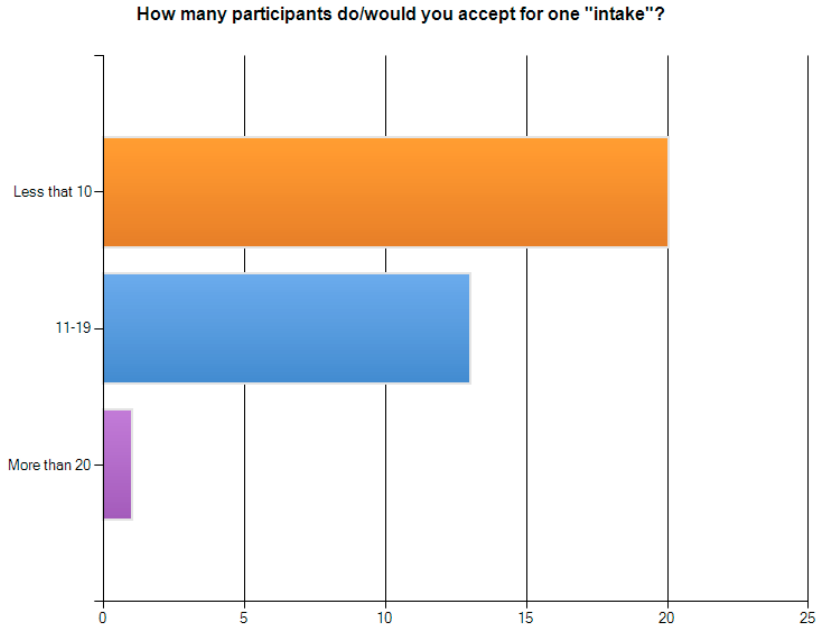


The most popular responses is monthly meetings over either 1 or 2 years, with a single block of time also being a possibility.

Comments:

- currently very flexible on format
- depend on the nature of the group and the resources available
- scheme was open ended
- once a month during term time
- recruitment programme that sees a new intake each august with older members remain as mentors or leave for college, university or employment
- one week induction programme
- people attend in 6 week blocks- which may be extended
- group helps with other projects in the school they are based at and have a week long residential in the summer holidays
- fortnightly/monthly throughout year

Q5. HOW MANY PARTICIPANTS DO/ WOULD YOU ACCEPT FOR ONE "INTAKE" (34)

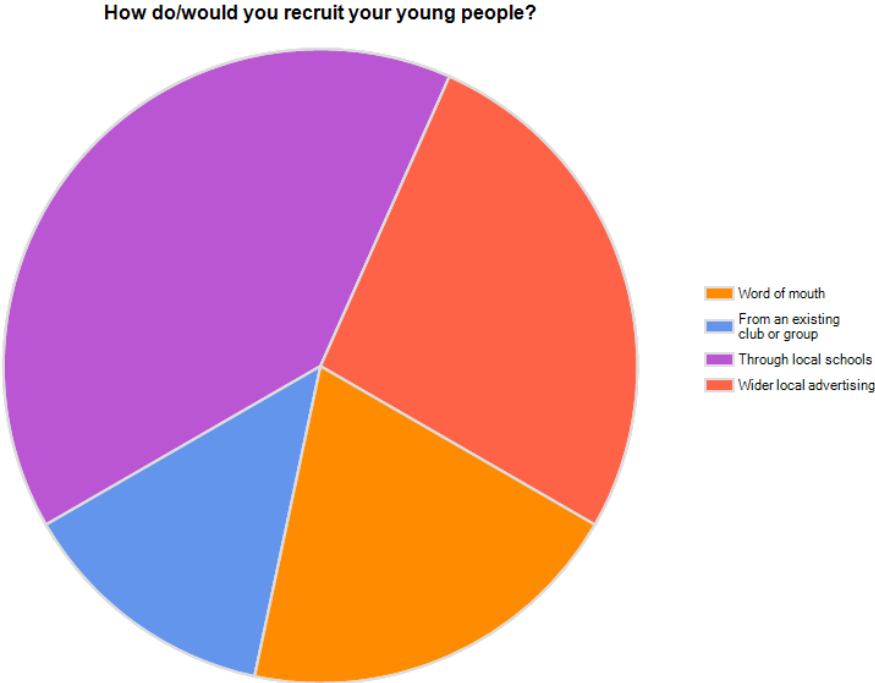


Most popular responses - Up to 10 per intake

Comments:

- Individuals may be taken, minibus would limit numbers

Q6 HOW DO/ WOULD YOU RECRUIT YOUR YOUNG PEOPLE? (33)



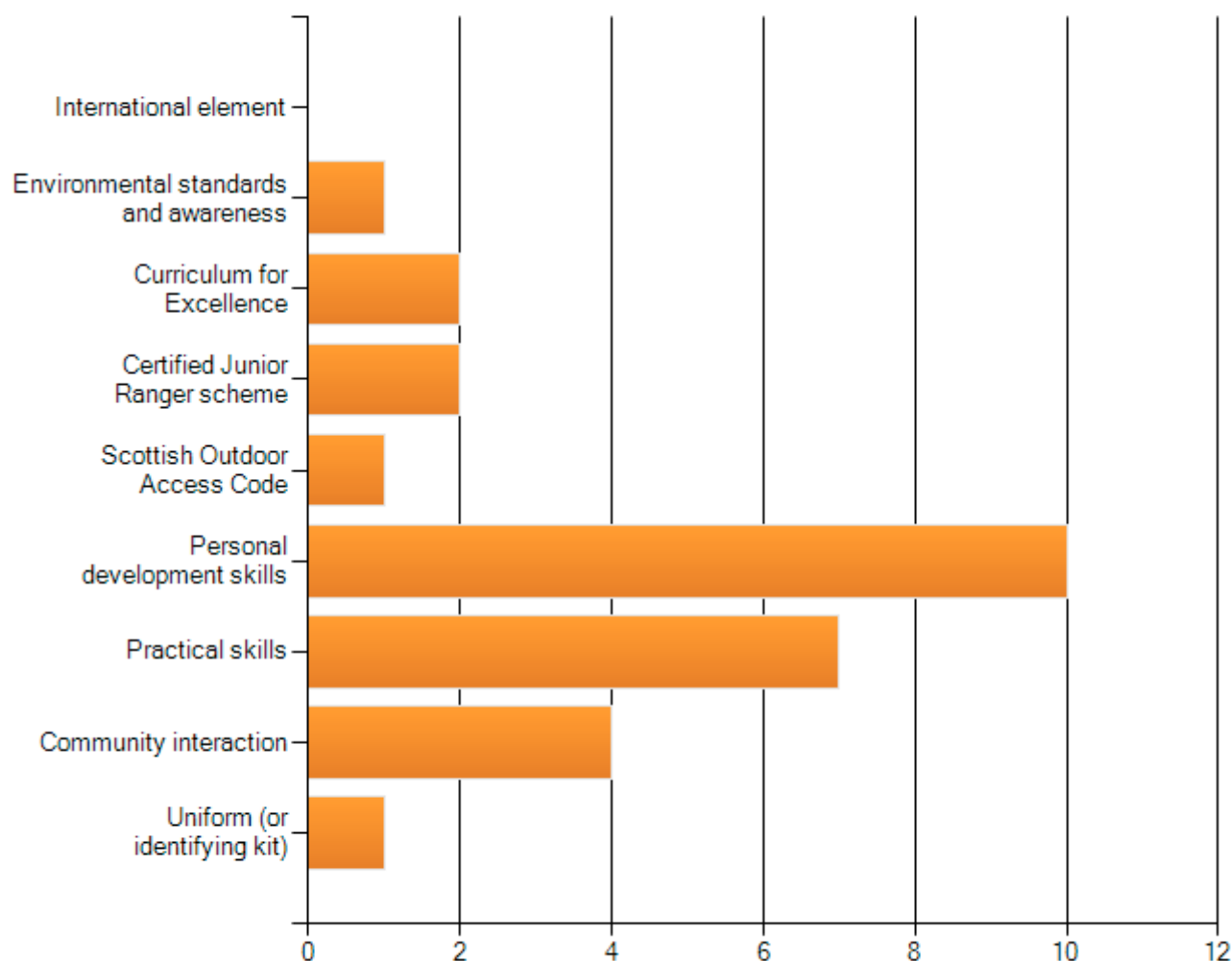
Recruitment take a variety of forms, with schools playing a big part in providing a source of participants.

Comments:

- By a selection process if necessary
- Work experience placement and applications
- Referrals

Q7 PLEASE RANK THESE ELEMENTS IN ORDER OF IMPORTANCE (36)

Below is a list of nine elements that might feature in a junior Ranger scheme, plus one "other" of your choice. Please rank from 1-10 (1 being most important).



Other elements identified:

- A chance to explore their local environment and get involved in its management
- Knowledge, empathy and caring towards wildlife
- Understanding and awareness of local environment
- Discovering the wider environment
- John Muir Award (ranked 3)
- Survival skills e.g. overnight camps (ranked 3)
- Identification skills (ranked 4)
- Skill sharing training (ranked 4)
- Linked NVQ's for apprenticeships – (ranked 5)

Q8 WHAT HELP AND SUPPORT DO YOU/WOULD YOU LIKE TO RECEIVE FROM THE FOLLOWING?

SCRA (29) Certification, training, standards, guidance, advice, schemes, work opportunities , exchanges,

Other colleagues (22) Running the programme, sites, access, allow, support, staff, delivery, delivering sessions

Volunteers (23) Running the programme, most aspects!

Parents (20) Support, transportation, events, meetings, activities,

School (26) Support, recognition, teachers, advertising, events

Other organisations (16) Europarc, John Muir Award,

Support from SCRA

- standards; information exchange; event & training opps
- Uniform. Updates from other Junior Ranger Schemes
- cross working with other ranger services who cover areas areas/habitats we don't have. eg loch Lomond, wetlands, mosses, cairngorms etc
- certification, international links,
- To provide a way in which all children in Scotland regardless of where they are can access the Junior Ranger programme
- Ideas for work programmes/ activities
- Possibly financial assistance, a certificate / award at some time in the future
- national get together for different groups
- Guidelines on what we should get out of it and the participant
- Junior Ranger affiliation and guidance
- guidance on framework
- 'JUNIOR' MEMBERSHIP
- Guidance about an appropriate way to run a scheme in Scotland, coordination of schemes, advice and support
- advice, support, guidelines
- Identification of criteria assessment, modules that build to an achievable certificate, certificate issuing
- opportunities for the young rangers to meet and work with other scra members
- perhaps a co-ordination of junior ranger/young naturalist schemes within Scotland to enable joint working between groups.
- none
- Training
- Training
- Recognition. Setting of standards
- Appropriate training events / exchange of info.
- Advice
- Useful to joint work with other rangers

Support from Colleagues

- assisting running sessions
- Line manager is involved in final selection process
- provision of sites, sharing running of sessions - could only contribute in conjunction with other rangers
- Helping with meetings and events
- Provide assistance in conducting activities
- offer site access and tasks
- support from those with particular skills
- Variety to add to programme e.g. fishing management/forestry management.
- cross boundary delivery linking to apprenticeships
- JOINT PROGRAMME

- whether we can do this will depend on whether NNR staff think it worthwhile / have time to deliver
- back up as required, help on other sites etc
- input and practical support
- They allow me access to a range of skill within FC
- understanding and cooperation
- Time allowed to create and deliver a programme
- FCS staff run local programme
- Assist with supervision
- Useful to have at least one other person but resources may not allow.

Support from Parents

- attend award session at the end of the scheme
- transportation, attending certain events
- Helping with meetings and events
- Provide assistance in conducting activities
- moral support
- Assistance to run events/transport to other locations.
- by-in and commitment
- FUND RAISING, HELP WITH ORGANISING
- support, some finance
- practical support in terms of transportation, permission for children to use wide range of tools and engage in activities, interest in scheme and child's achievements, permissions for using photographs for scheme's promotion
- Financial
- receive help with running meetings
- awareness
- Support
- Transport

Support from Schools

- Venue/Equipment
- Joint partner
- promotion, transportation
- Advertising
- Inform children about the scheme
- work with rangers as a team effort
- Recognition publicly what we do and within the education system.
- Advertising of events
- work experience co-ordinators
- recognition, part of curriculum
- teacher support, discipline, some finance/resources
- Creative input in to lessons, publicising scheme, pupil recognition, allowing some activities to take part in school to increase scheme's visibility
- promotion and support of the scheme. Even to run during term time at school
- availability and willingness
- Publicity and general support
- Recognition
- Permit student to take time off for Rangering
- Schools have allowed pupil release for specific events
- Time out of school?

- A teacher from each school's intake of junior rangers should accompany the groups, at least initially. Discipline can be a problem otherwise, and that can ruin it for others in the group. Plus, as rangers, it's not our job to enforce discipline, nor can we impose any sanctions - as the kids well know.

Support from volunteers

- Support, experience in youth work
 - Interest, knowledge share, transport, participation
 - Enthusiasm and commitment to the scheme
 - Assist with leadership
 - Would be useful, but CRB implications
 - Involved with some of the practical parts
 - Help to run sessions?
 - Helping with meetings and events
 - Help out with practical work and surveys
 - Assistance to run programme events
 - BTCV referrals similar to Green Gym
 - 'Graduated' junior rangers could stay on
 - We may rely on volunteers to deliver this at our NNRs - subject to support from SNH corporately and NNR staff

Support from Other organisations

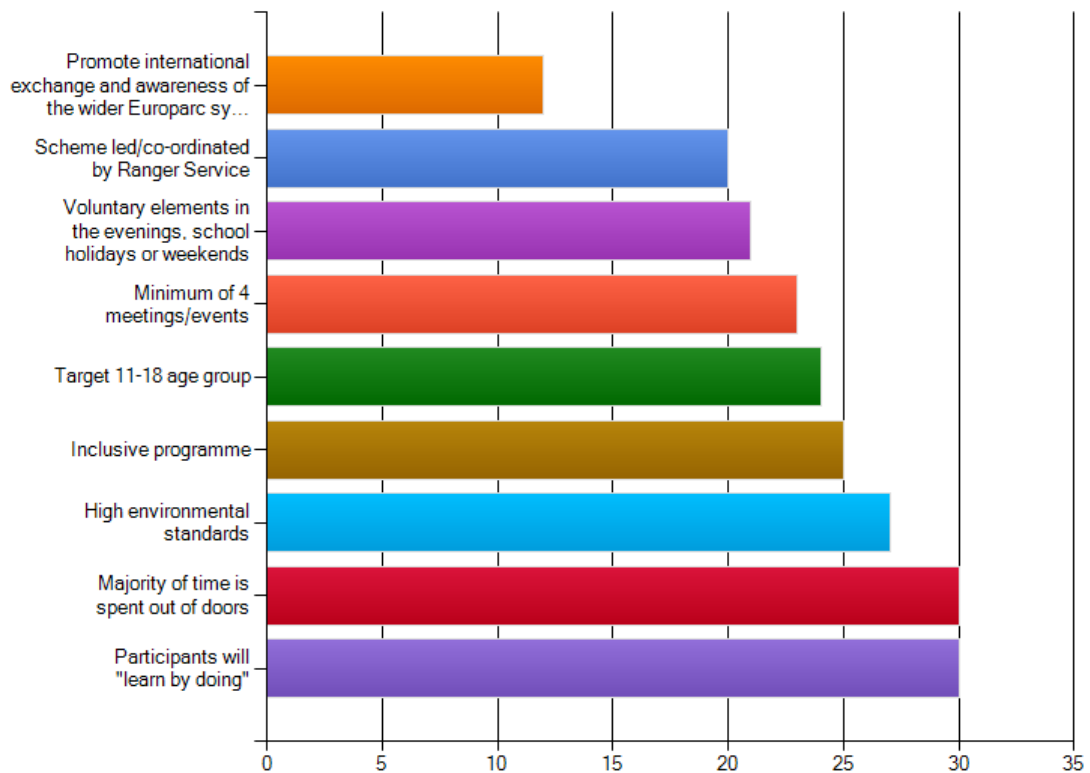
- Europarc (either Federation or Atlantic Isles Region)
- SNH - financial
- Community orientated local organisations such as MOD Faslane, Scottish Fisheries Museum,
- Wildlife WATCH, John Muir Award
- Cairngorms National Park Authority, John Muir Award - kit supply, coordination of current scheme, assist with international work.
- Forestry Commission Scotland

Other comment:

- Staffing resources restrict working with other organisations as no staff at weekends and no overtime available.

Q9 WHICH OF THE FOLLOWING CRITERIA DOES/WOULD YOUR SCHEME ADHERE TO? (37)

Which of the following criteria does/would your scheme adhere to?



These were selected to reflect Europarc principles and give an indication of who closely schemes might be able to work within the Europarc Junior Ranger system.

Comments:

Over half the respondents feel they do, or could, meet all these criteria (as per Europarc Junior Ranger scheme) except international exchange and promotion of wider Europarc system.

ANNEX 2 Match with Europarc Junior Ranger Principles

EUROPARC	RESULTS OF CONSULTATION
ESSENTIAL	
The Park must be member of EUROPARC;	Not always possible, most likely in National Parks (and in England Areas of Outstanding Natural Beauty).
EUROPARC “authorizes” Parks to run JR projects;	As above
Activities are addressed to children and youth, starting from - at least - 11 years old;	Yes
The activities are coordinated by the park and managed by the local Rangers (or equivalent in each Country: to be clarified);	Yes, with help from other activity providers.
The activities should provide real nature conservation work experiences, but can also include cultural and social topic, and most of them should be done in nature;	Yes
A 5 day programme is the minimum required in each park (it can be a camp or different days activities);	Yes
Follow up activities must be planned by the Park Authority;	In some cases
Parks running JR activities should be linked with EUROPARC Federation, and give regular feedback;	Needs to be a strong network system in place that makes dialogue between Europarc and schemes easy to carry out and results in appropriate support and/or changes
RECOMMENDED	
Cooperation with other local associations (ex. scouts...);	Yes, vital for scheme to operate
Uniform and other equipment for JRs;	Optional, some identifying article was popular.
JR programme should become part of the ordinary park work (e.g. environmental education department) managed by Ranger Service in collaboration with other bodies of Park Authority;	Many expressed concern that this would not be possible with current staffing levels and work load.
Involvement of parents, partners and local communities should be encouraged;	Yes
A certificate or award should be adopted;	Not sure – to be explored further
The activities should have a regular frequency;	Yes
Involvement of JR in EUROPARC activities (where and when possible... e.g.: Annual Conference)	On a countrywide basis possibly
Network of parks running JR programme and of European JR should be created and supported by EF;	Yes
Network of rangers managing JR programmes should be supported (ex. Training);	Yes What is SCRA involvement in the Europarc Atlantic Isles group?
At least one international camp each year;	Not a part of most existing and proposed scheme. Can the camps/residential element be offered in a different more cost-effective way? E.g. SYHA, Scottish Outdoor centres, Badaguish, part of a national gathering etc. The value of participating in a residential experience has been highlighted in the Curriculum For Excellence Through Outdoor Learning.

ANNEX 3 Cost implications for SCRA to support pilot Junior Ranger schemes

These suggestions are based on feedback from those interested in setting up Junior Ranger schemes. Only some of the features of scheme can possibly be included and we consider that within the running of the pilot schemes there must be an element of monitoring - the activities, time inputs, any outputs in terms of tasks undertaken, costs and participants' feedback. A brief evaluation must be undertaken recording the success or otherwise of the pilots, and recommendations for role of SCRA in further schemes.

Assumptions for BOTH proposals:

Criteria for both schemes to include:

- Follow principles set out in Framework
- Input from co-ordinating Ranger Service/Organisation – 1/2 members of staff, 3 volunteers
- Any input from local schools is an in-kind contribution
- There will be no cost to be part of Europarc
- Meeting once a month for 7 months (April - Jun, Aug -Nov), including a residential weekend
- Up to 10 participants
- Work experience or shadowing opportunities to be investigated by SCRA

Criteria for Proposal One:

Administered by voluntary SCRA group, recruit an existing group of young people involved in a conservation related project, aim for John Muir Award (or other).

Criteria for Proposal Two:

Administered under contract, recruited through a local school (s), sign up to Youth Achievement Award.

Element of the scheme	Proposal One		Proposal Two	
Administration of pilots to include support, admin, monitoring and evaluation of schemes	By SCRA sub group on voluntary basis	£0	Contracted out 1.5/days month for 12 months – on-going support, admin, monitoring and evaluation of schemes @ £200/day	£3,600
Network event – 3 days to organise and deliver @ £250/day		£750		£750
Event costs (if not in-kind from one of the pilot schemes)		£500		£500
Cost of certificates (SCRA)		£100		£100
Transport	Hire of minibus or travel costs of volunteer drivers (1 day/month)	£750	Use school minibus/ or in-kind use	£0
“Uniform”/identifying kit	e.g Backpack badges, hoodie £400	£400	Uniform , backpack, waterproofs, PPE	£2,000
Consumable materials, tools/equipment	Borrow equipment where possible	£160	Materials, purchase of tools, monitoring equipment	£800
One-off sessional leaders/ experts	1 session kayaking @ c£320	£320	4 sessions @ £250/day	£1000
Venue hire	In-kind contribution		£3 hours/month @ £5/hour	£105
Links with existing awards	John Muir Award	£0	Youth Achievement Awards £60 group plus £90 @ £9/person)	£150
Weekend residential – SYHA or camping	Participants fund-raise for this	£0		£150
TOTAL		£2,980		£9,155

Proposal Three:

An **alternative approach** might be for SCRA to offer a number of mini-grants for potential schemes to run their own format and take part in monitoring and evaluation established and overseen by SCRA.

Element of the scheme				
Administration	By SCRA sub group on voluntary basis	£0	Contracted out 1.5/days month for 12 months – on-going support, admin, monitoring and evaluation of schemes @ £200/day	£3,600
Mini grants	5 @ £500	£2500	5 @ £500	£2,500
TOTAL		£2500		£6,100