1.1. **Policy Title**

Residential and Outdoor Learning Service Provision – Moving Forward (2017)

*This screening will be updated following an individual engagement exercise with impacted staff which will account for their needs and seek the best outcome based on staff's individual circumstances. This exercise will be completed by the 31 March 2018.*

1.2. **Description of policy or decision**

- **What are you seeking to achieve?**

The publication of the Youth Service Policy ‘Priorities for Youth Policy’ (2013) by the Department of Education, proposed that ‘EA will carry out a baseline audit of currently funded/supported provision to identify gaps and potential for over provision and to inform the development of the needs assessment. This will include a review of the statutory youth estate and outdoor education centres’

As a result of this proposed action, the EA tasked the Central Management Support Unit and the Corporate Development Officers to carry out a review of the residential and outdoor education centres (catered and self-catered).

The review of Residential and Outdoor Education commenced on 1 July 2015 and was completed on 31 January 2016. The review encompassed the views of a wide range of providers, users and other interested bodies when compiling the report and based on both these responses and the factual information collated, recommendations were agreed for consultation.

The EA considered these recommendations necessary if Residential and Outdoor Education was to transform its delivery, financial capability, added value and contribution to education and youth provision within Northern Ireland.

These recommendations were put forward for public consultation from the 8 November 2016 to the 6 February 2017. The exercise generated 1850 responses to the online consultation. In addition there were a number of written submissions, petitions and campaign responses.
All of the responses to the questionnaire were collated, considered and reflected in a report entitled ‘Report on the Consultation of: The Review of Residential and Outdoor Education’ in August 2017.

The EA is now seeking to use of the information received from the public consultation to determine the future model of service delivery.

- How will you achieve it?

A significant period of time was taken by the EA to reflect on the information received from the consultation (from February 2017 – August 2017). In particular time was spent reflecting on any alternative models of service delivery. During this EA officers facilitated a number of meetings with key stakeholders at their request; these included political representatives, sporting bodies, District Councils, Community and Voluntary Sector Organisations, the Regional Advisory Group and young people.

On review of the consultation feedback it became clear respondents believed that the focus of the review was too narrow and should change. Respondents asked EA to consider the wider needs of children and young people. Following this feedback and engagement, EA reassessed the model.

The proposed new model is therefore a result of listening to feedback from the public consultation and reflecting on the wider needs of children and young people, as well as considering the policy imperatives.

To achieve this objective officers engaged with service providers within the Children and Young Peoples Services, considering how the role of youth service can support the wider needs of children and young people as the service regionalises.

A new model of delivery was proposed which:

- embed Key Principles arising from the consultation feedback;
- ensured that DE policies were supported;
- provided a universalist service whilst developing specialist provision
- developed partnerships with schools and youth providers
- developed partnerships with the voluntary sector
- developed volunteering opportunities
- increased flexibility in relation to access to services provision
- reduced bureaucracy and administration.

This model was the result of further research and analysis of best practice, input from a wide range of stakeholders through an extensive public consultation and input and endorsement and approval at EA committee and Board at the end of September 2017.
## EA Outdoor Learning Centres Overview of Provision

<table>
<thead>
<tr>
<th>PROVISION</th>
<th>AREA</th>
<th>KEY FOCUS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>EA Specialist Outdoor Learning Centres</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Delamont, Co Down</td>
<td>Water based activities, working with young people at risk</td>
<td></td>
</tr>
<tr>
<td>Gortatole, Co Tyrone</td>
<td>NI Schools Curriculum support, adventure activities</td>
<td></td>
</tr>
<tr>
<td><strong>EA Outdoor Learning Centre Partnerships</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shannaghmore, Co Down</td>
<td>Mountaineering &amp; land based training, curriculum links, progression routes for young people, volunteering &amp; instructors development</td>
<td></td>
</tr>
<tr>
<td>(In partnership with Greenhill YMCA)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Woodhall, Co Antrim</td>
<td>Developmental group work, youth staff training, curriculum links, diversity</td>
<td></td>
</tr>
<tr>
<td>(In partnership with Corrymeela)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>EA Outdoor Learning Centres (day)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conlig, Co Down</td>
<td>Cycling, water based activities and use of urban outdoor environment</td>
<td></td>
</tr>
<tr>
<td>Epicentre, Co Armagh</td>
<td>Cycling, hillwalking and use of urban outdoor environment</td>
<td></td>
</tr>
<tr>
<td>Ballycastle, Co Antrim</td>
<td>Coastal activities, hillwalking and use of urban outdoor environment</td>
<td></td>
</tr>
<tr>
<td><strong>EA Self-catered Outdoor Learning Residential Centres</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Corick, Co Tyrone</td>
<td>Self-programming</td>
<td></td>
</tr>
<tr>
<td>Ballyhome, Co Antrim</td>
<td>Self-programming</td>
<td></td>
</tr>
</tbody>
</table>

Moving forward the centres at Bushmills, Killowen and Killyleagh will be adapted and developed to extend provision for vulnerable young people for whom specialist education services and provision are required, for example, Education Otherwise Than at School (EOTAS). This will enable an integrated support model to be developed, which will include curricular, personal development and experiential learning as we work to improve the outcomes for these young people. Whilst there will be youth service input into these provisions these centres will be part of the future service delivery framework of the wider Children and Young People’s Services Directorate.

Staff from Killyleagh, Ardnabannon, Bushmills and Killowen will remain part of the youth service. Opportunities to transfer to other Outdoor Education Centres will be facilitated. In other cases, with the agreement of staff, transfer to other aspects of youth service delivery may be the preferred option.
At this stage, the EA does not plan to continue to use the Ardnabannon Centre. This decision was taken after consideration of the following factors:

**Location**
- The location of Ardnabannon OEC in relation to Shannaghmore OEC – 7.8 miles
- The location of Ardnabannon OEC in relation to Greenhill YMCA – 6.2 miles
- The EA has no other educational requirement for a building within the Castlewellan area (eg. EOTAS)

**Facilities**
- Shannaghmore OEC is a purpose built as an OEC
- Shannaghmore OEC has disability access to all public areas
- Shannaghmore OEC is a secure site with no incidents of vandalism/trespassing and has an extensive CCTV system
- Shannaghmore OEC has solar panels which provide a renewable energy source for the centre

**Equity and Access**
- Ardnabannon OEC has access to 100 beds; Greenhill YMCA can provide 170 beds
- Shannaghmore OEC has a max of 53 beds ensuring that all EA provision (Woodhall, Delamont, Gortatole) provides similar capacity (40 – 55 beds)
- Shannaghmore OEC has direct access to Mournes (without transport); increased activities on site (in addition to provision at Ardnabannon; mountain biking; orienteering; low ropes course; outside sports enclosure; developed campsite; 0.5 miles to Bloody Bridge (transport optional)

**Developmental Potential**
- Shannaghmore OEC is a 67 Acre site with potential for development if required.


- **Are there any key constraints?**

There are four main constraints:

1. The Priorities for Youth Policy (2013) states that only services assessed as needed should be provided. *Strategic planning of youth services must reflect wider DE policy and will be in response to the assessed need for a youth work intervention, prioritized age ranges and priority groups. In planning for youth provision, managers must take account of a range of high level education policies*
and services, such as CRED, extended schools, full service schools, EOTAS, Irish Medium education, special education, area planning communities and the entitlement framework. Funding for youth provision will be consistent, transparent and allocated proportionate to the level of disadvantage experience by young people.’ (ref 2.19)

The Education Authority has considered the wider policy context for the delivery of education to children and young people who experience barriers to learning, have special educational needs (SEN) and require support to continue their educational placement within a named school. The original proposal was to close four Outdoor Education Centre’s namely; Bushmills, Ardnabannon, Delamont and Killowen. Having reviewed the feedback from key stakeholders and having considered the wider needs of children and young people supported within the Children and Young Peoples Services’ Directorate, the original proposal was amended namely;

- Only one centre will close (Ardnabannon). Although the facility at Ardnabannon will close staff will transfer to other Education Authority provision and an additional partnership with Greenhill YMCA will provide an additional 170 beds; therefore there is no loss of provision.

- Delamont will transform into an Outdoor Learning Centre with a key focus on water based activities and working with young people at risk whilst also providing universal services. There is provision at Delamont Outdoor Education Centre for expansion and future development.

- Bushmills and Killowen Outdoor Education Centres will transform into provision where children and young people who require additional support (such as those in EOTAS) can be provided. Youth workers and outdoor learning staff will be involved in the delivery of the future provision and the outcomes will meet this policy directive.

2. The Priorities for Youth Policy states that ‘the voluntary sector will be encouraged and supported to provide those youth services assessed as needed and the statutory youth sector will continue to delivery youth services where there is no viable alternative’ (ref 4.3)

Partnership with the voluntary sector will support the future delivery of the Outdoor Learning Service:

a) The Corrymeela Community and Greenhill YMCA will work in partnership with the Education Authority to provide and develop a volunteer programme for young adults.

b) The wider voluntary sector will participate in the central booking system providing a central point of access for information for the Youth Service and Schools to book residential and outdoor learning services.
c) The voluntary sector in partnership with the statutory sector will develop a training strategy for outdoor learning supporting the development of key skills, knowledge and competencies within the wider service.

The EA has met this policy directive by encouraging and supporting the delivery of outdoor learning in partnership with the voluntary sector.

3. The Priorities for Youth Policy states that the ‘alignment of youth work policy with the strategic priorities for education, which will help shape and modernise provision in order to produce more equitable outcomes for young people. The proportionate targeting of services based on need with a clear focus on those most in need as addition support to achieve their potential, embrace diversity and overcome disaffection’ (ref 3.2)

The EA has widened the curricular reach of the Outdoor Learning Service through the development of day provision in Armagh, Conlig and Ballycastle. The Ballycastle provision supports the delivery of the Shared Education Act and the development of the Shared Education Campus. The development of Killowen, Bushmills and Killyleagh into Centres that will meet the wider needs of children and young people enable the Authority to meet this policy directive as some of the young people who will be supported through this new provision are disaffected from their educational placement. The new model of delivery is a more modern model of delivery which will produce more equitable outcomes for children and young people who may not otherwise achieve their full potential.

4. Resources: to deploy resources effectively whilst avoiding duplication of service delivery. ‘EA will support innovative schemes to enhance collaboration and cost effectiveness of regional support structures, such as sharing of back office functions, amalgamation or clustering arrangements’ (ref 4.24.3).

The Education Authority has supported collaboration through the development of two partnerships with Greenhill YMCA and the Corrymeela Community. In addition, duplication of service delivery has been addressed within the County Down area with amalgamations and clustering of center's namely:

- Delamont and Killyleagh Outdoor Education Centre being amalgamated on the Delamont site
- Killowen, Ardnabannon with Shannaghmore Outdoor Education Centre clustering and amalgamating on the Shannaghmore site.

Potential duplication of services between Ardnabannon, Shannaghmore Outdoor Education Centres, Greenhill YMCA has also been considered therefore it is proposed to close the provision at Ardnabannon Outdoor Education Centre.

The central booking system supports the sharing of back office functions and will
reduce the level of administration and bureaucracy within the Outdoor Learning Service ensuring that funding is provided for front line youth services and enabling the Authority to meet this policy directive.

All of these constraints have been considered and the model of delivery provided ensures compliance with same.

1.3. **Who are the main stakeholders impacted? (Internal and external as well as actual and potential)**

The main stakeholders impacted are:
- Young people
- Staff
- Teachers and Youth Workers (voluntary and statutory)

1.4. **Other policies or decisions with a bearing on this policy or decision?**

   - *What are they and who owns them?*

The policies which impact upon this decision include:

- (led by DE) - Children and Young Peoples Strategy 2017 - 2027
- DE -‘Community Relations Equality and Diversity (CRED)’ and ‘CRED Addendum’ (2016)
- DE- Shared Education Act (NI) (2016)
2.1. **What information did you use to inform this screening? E.g. census data, Equality Impact Assessments (EQIAs), consultation reports, service level data?**

- The Youth Service ‘Regional Assessment of Need 2017 – 2020). This includes information from youth service participation rates; youth service membership; staffing levels including volunteers; youth population from the census (NISRA); specific statistics comparing youth population within deprived areas and in rural areas; statistics from the Children and Young People’s Strategic Partnership on special education need within NI; Newcomer pupils; Travelling community pupils; Young Carers; NEET; Young Offenders; Young people living in interface areas; LGBTQ; Young Parents and Irish Medium. Within Education information relating to pupils and youth servicers was considered including: pupil numbers – primary, post primary and special education; exam performance of school leavers; attendance; suspension and expulsion; Looked After Children and EOTAS. From Health Care system the following information was included; healthy lifestyles; mental health and CSE. Feedback was also received from key stakeholders including young people and youth workers.

- Specifically from the Residential and Outdoor Education Sector information was used from: ETI reports; Review of staffing (voluntary and statutory); finance and costs; bed capacity and annual uptake; comparative occupancy date outside NI; condition survey of estate; annual expenditure (voluntary and statutory); funding levels; charging policies; awards and standards; unit and net costs (voluntary and statutory); comparison to service provision provided by the School Development Service – Magilligan; distance between provision and voluntary and community service provision (not funded by EA.

- Information provided by the Sports Council in relation to the level of provision provided by the commercial and community sector (including location, safety reports, awards and standards).

- Responses from the Review of Residential and Outdoor Education.

- Information arising from stakeholder engagement including RAG.

- HMRC Accounting Services Programme 2006

- Workplace 2010 / Accounting Services Programme 2006

- Workplace 2010

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### 2.2. Quantitative Data

**What is the profile of the people that are impacted by this policy or decision?**

*Please provide a statistic breakdown of the people impacted by this policy or decision.*
decision. Note, if the policy or decision impacts both staff and service users, please provide data on both.

<table>
<thead>
<tr>
<th>Section 75 Group</th>
<th>Make up of affected groups?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age Service Users</td>
<td>Young people who use Outdoor Education Centres aged between 8 – 25 years. From the information available the average annual usage over the past three years has included 6420 young people.</td>
</tr>
<tr>
<td>Staff</td>
<td>The staff who are employed are between 30 – 71 years of age with the majority under 55 years of age.</td>
</tr>
<tr>
<td>Dependants Service Users</td>
<td>Outdoor Education Staff do no currently monitor the dependent status of service users however information from Crossroads Young Carers indicates that approximately 8252 children in NI have caring responsibility (56% girls/44 % boys).</td>
</tr>
<tr>
<td>Staff</td>
<td>Information is not available in relation to employees with dependents. Individual engagement with impacted staff will however include consideration of their caring responsibilities.</td>
</tr>
<tr>
<td>Disability Service Users</td>
<td>Figures from the schools census (2014/15) report that 72429 pupils have any form of SEN and this equates to 21.8 % of the school population. Of this 15940 or 4.9 % have a statement of SEN. Individuals with SEN access the facilities as part of their school/youth group.</td>
</tr>
<tr>
<td>Staff</td>
<td>None of the staff employed have declared that they have a disability as defined by Disability Discrimination Act 1995, however the individual engagement with staff with consider any disabilities.</td>
</tr>
<tr>
<td>Religious Belief Service Users</td>
<td></td>
</tr>
</tbody>
</table>

Template developed September 2017
Figures from the School Census (2014/15) report for NI states that the total number of enrolments of Roman Catholics in all nursery, primary, post primary and special schools was 168,446. For Protestants the total came to 117,300 and enrolments of Other Christians totaled 10,086. The total number of pupils from a non-Christian religion amounted to 2,417 and those who said they had no religion or their religion was not stated totaled 30,292.

**Ardnabannon OEC**

Within the former SEELB area, controlled primary schools make up 54% of the total primary schools, maintained primary schools 35%, integrated primary schools 9% and Irish medium schools 1% the remainder are preparatory primary schools.

Over the past 3 years the average usage by primary schools has been:
- Controlled primary schools 77%
- Maintained primary schools 17%
- Integrated primary schools 6%
- 1 Irish medium primary school also used the centre.

It should be noted that the OEC usage has historically been promoted amongst schools situated within the legacy SEELB, and therefore demonstrates a greater usage by the controlled primary school sector.

The average usage by post primary schools over the last three years has been:
- Grammar schools 35%
- Secondary schools 65%, 52% of which were controlled, 17% were integrated and 21% maintained secondary schools
- Other 10%.

**Killyleagh OEC**

Over the past 3 years the average usage by schools has been:
- Controlled primary schools 67%
- Maintained primary schools 8%
- Integrated primary schools 25 %.

It should be noted that the OEC usage has historically been promoted amongst schools situated within the legacy SEELB, and therefore demonstrates a greater usage by the controlled primary school sector.

The average usage by post primary schools over the last three years has been:
- Grammar schools 27%
Secondary schools 73% (42% of which were Controlled, 21% were Integrated and 37% Maintained secondary schools).

**Killowen OEC**
The average usage by schools over the last three years has been:
- Controlled schools 42%
- Maintained schools 52%
- Integrated schools 6%.

It should be noted that the OEC usage has historically been promoted amongst schools situated within the legacy SELB.

**Bushmills**
The average usage by schools of Bushmills OEC over the last three years has been:
- Controlled 63%
- Maintained schools 27%
- Integrated schools 3%
- Other 7%.

It should be noted that the OEC usage has historically been promoted amongst schools situated within the legacy NEELB.

**Staff**

**Ardnabannon OEC**
In relation to the staff who work at the centre, 45% are Protestant and 50% are Roman Catholic. The remaining 5% are Other Christian and/or of No Religion.

**Killyleagh OEC**
63% of staff who work at the centre are Protestant and 25% are Roman Catholic. The remaining 12% are Other Christian and/or of No Religion.

**Killowen OEC**
35% of staff who work at the centre are Protestant and 60% are Roman Catholic. The remainder are Other Christian and/or of No Religion.

**Bushmills OEC**
79% of staff who work at the centre are Protestant and 8% are
<table>
<thead>
<tr>
<th>Gender</th>
<th>Service Users</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Information from the NI mid census figures in 2014 indicates that there are 256,756 males and 245,142 females aged (5-25 years) in Northern Ireland. Currently, there are no official estimates for the number of young trans people (aged 25 and under) living in NI. Recent research indicates that approximately 1 to 2% of people consider themselves gender variant to some degree.</td>
</tr>
<tr>
<td></td>
<td><strong>Ardnabannon OEC</strong></td>
</tr>
<tr>
<td></td>
<td>The young people using the centre predominately attended mixed gender schools, or other users and mixed gender groups. An average of 2 groups per year were female only and 1 group per year male only due to the intake of the post primary school being single gender schools.</td>
</tr>
<tr>
<td></td>
<td><strong>Killyleagh OEC</strong></td>
</tr>
<tr>
<td></td>
<td>The young people using the centre predominately attended mixed gender schools, or other users and mixed gender groups. An average of 2 groups per year were female and only 1 group per year male only.</td>
</tr>
<tr>
<td></td>
<td><strong>Killowen OEC</strong></td>
</tr>
<tr>
<td></td>
<td>No information was available regarding gender.</td>
</tr>
<tr>
<td></td>
<td><strong>Bushmills OEC</strong></td>
</tr>
<tr>
<td></td>
<td>No information was available regarding gender.</td>
</tr>
<tr>
<td></td>
<td><strong>Staff</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Ardnabannon OEC</strong></td>
</tr>
<tr>
<td></td>
<td>55% of the staff at AOEC are female and 45% are male.</td>
</tr>
<tr>
<td></td>
<td><strong>Killyleagh OEC</strong></td>
</tr>
<tr>
<td></td>
<td>75% of the staff at LOEC are female and 25% are male.</td>
</tr>
<tr>
<td></td>
<td><strong>Killowen OEC</strong></td>
</tr>
<tr>
<td></td>
<td>55% of the staff at Killowen OEC are female and 45% are male.</td>
</tr>
</tbody>
</table>
### Marital Status

<table>
<thead>
<tr>
<th>Centre</th>
<th>Marital Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bushmills OEC</td>
<td>75% of the staff are female and 25% are male.</td>
</tr>
</tbody>
</table>

### Service Users

There is no information of service users.

### Staff

**Ardnabannon OEC**

55% of the staff are married and 45% are single.

**Killyleagh OEC**

63% of the staff are married and 37% are single.

**Killowen OEC**

40% of the staff are married and 60% are single.

**Bushmills OEC**

58% of the staff are married and 42% are single.

### Political Opinion

#### Service Users and Staff

There is limited data available; however the Electoral Commission’s data on the first-preference votes per party in the Northern Ireland Assembly Elections 2017 gives a good guide to political preferences in the province as a whole.

*Table 7: First preference votes per party in Northern Ireland Assembly Elections 2017*

<table>
<thead>
<tr>
<th>Political party</th>
<th>Votes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Democratic Unionist Party</td>
<td>225,245</td>
</tr>
<tr>
<td>Sinn Fein</td>
<td>224,245</td>
</tr>
<tr>
<td>Ulster Unionist Party</td>
<td>103,314</td>
</tr>
<tr>
<td>Social Democratic and Labour Party</td>
<td>95,958</td>
</tr>
<tr>
<td>Alliance</td>
<td>72,717</td>
</tr>
<tr>
<td>Other</td>
<td>81,668</td>
</tr>
</tbody>
</table>
### Ethnicity

**Service Users**

The NI School Census reported that, in 2013/14 there were 11056 pupils from an ethnic group other than ‘white’ in schools in NI. Data from the NI Census 2011 indicated that 1300 of the population identified as Irish Travellers. In the academic year 2015/16, 1012 young people from the travelling community were enrolled in schools within NI.

**Staff**

All staff employed within the OEC are white Caucasian.

### Sexual Orientation

**Service Users and Staff**

Accurate figures are not available on the sexual orientation of the general population, and estimates vary considerably. The Northern Ireland Statistics and Research Agency (NISRA), along with other UK census offices, concluded that the census was not suitable for obtaining such information. The 2011 Census does provide some information, based on same-sex civil partnerships.

Research by HM Treasury shows that from 5%–7% of the UK population say they are gay, lesbian, bisexual or ´trans´ (transsexual, transgendered and transvestites).

The 2010 Northern Ireland Life and Times survey (1,205 adults) reported the figure as only 1%. The Office for National Statistics 2010 report (450,000 respondents) found that in Northern Ireland 92.5% said they were heterosexual and 0.9% of respondents said they were LGB, although 0.4% reported as ´other´ and 6.2% said they didn’t know or refused to respond.

Between 2006 and 2012, there were 715 recorded Civil Partnerships regionally. However, this is not indicative of the LGB population. There are no accurate statistics on sexual orientation in the community as a whole, it is however estimated that between 5% and 10% of the population would identify as lesbian, gay or bisexual.

### 2.3. Qualitative Data
What are the needs and experiences of the groups that are impacted by this policy or decision?

*Are there different needs and experiences for any of the equality groups and what equality issues emerge from this?*

<table>
<thead>
<tr>
<th>Section 75 Group</th>
<th>What are the needs and experiences of the groups as they relate to the policy or decision?</th>
</tr>
</thead>
</table>
| **Age**          | **Service Users**<br>The new model of Outdoor Education Provision will have significantly positive impacts for children and young people using the centres and other provision within the new model.  
A range of principles have been agreed and adopted by EA which will ensure the children and young people’s experiences are enhanced and learning developed, including the following:  
**Child centred** – Young people are at the centre of what we do. The promotion of the youth service curriculum, to support the personal, social development, and resilience of our young people is key.  
**Participation of children and young people** – The voice of our children and young people is central to our planning and delivery of youth services. As we move forward it is expected that our children and young people can access different types of support and programmes. These will be designed and delivered through their engagement and participation.  
**Flexible provision to meet children and young people’s needs** – There is a need to create more options in terms of the types of programmes and interventions for our children and young people that can be accessed through the youth service.  
**Inclusive** – We want to ensure that we create extended opportunities for inclusion so that we are responsive to the needs of Section 75 groups.  
Moreover based on feedback from the public consultation and CRED, Shared Education and Priorities for youth a number of new themes for the new model were agreed and will be implemented, further enhancing opportunities for children and young people.  
- The Development of Specialist Outdoor Learning Provision |
The Development of Partnerships with Schools and Youth Organisations
The Development of Partnerships with the Voluntary Sector
The Development of Volunteering Opportunities
Increased Flexibility in Relation to Access to Services and Provision
Reducing Bureaucracy and Administration

Staff
There may be some impacts for staff that are required to move location as a result of the closure of Ardnabannon and the extension of use of Bushmills, Killowen and Kilyleagh.

These impacts will be explored further during individual engagement with impacted staff with a view to finding individual mitigating actions which suit our staff member’s personal circumstances.

From other equality exercises, EA understand the potential impacts for any staff relocation exercise to be, on the grounds of age:
- increase in travel time and cost may prompt older people to volunteer for early retirement
- if changes in work activity take place younger people may be disadvantaged if specific experience is required
- young people have less access to private transport
- young people tend to earn less thus negative impacts if loss of onsite free car parking
- additional travelling costs have greater effect on young people’s finances

Dependants
Service Users
There is no evidence of a differential impact on the grounds of dependant status

Staff
There may be some impacts for staff that are required to move location as a result of the closure of Ardnabannon and the change of use of Bushmills, Killowen and Kilyleagh. These impacts will be explored further during individual
Engagement with impacted staff with a view to finding individual mitigating actions which suit our staff member’s personal circumstances.

From other equality exercises, EA understands the potential impacts for any staff relocation exercise to be, on the grounds of dependents:

- increase in travel time may mean additional care costs and difficulties in balancing work/life balance (longer working day, doing school run)
- potential negative impacts of changes in facilities (if less local childcare available)
- negative impacts if changes in work patterns are needed
- negative impacts if needs are not taken on board if re-training is necessary
- need to work near home in case of an emergency
- negative impact on part-time workers (mostly female w/dependants) who do two jobs
- negative impacts on part-time workers (mostly female w/dependants) when onsite free car parking is lost
- loss of onsite free car parking means it takes longer to respond to emergencies

<table>
<thead>
<tr>
<th>Disability</th>
<th>Service Users</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The Outdoor Education Estate is varied across individual sites.</td>
</tr>
<tr>
<td></td>
<td>Ardnabannon, which is due to close is a historic site and not build as an outdoor education centre that, whilst compliant and fit to use as a public building, has limits for people with disabilities.</td>
</tr>
<tr>
<td></td>
<td>Killowen is purpose built and is fully complaint.</td>
</tr>
<tr>
<td></td>
<td>Kilyleagh is complaint with DDA requirements and is fit for use as a public building. However this was not purpose built and has limits.</td>
</tr>
<tr>
<td></td>
<td>Bushmills is a former school and is a historic building. Adaptations have been made to the site making parts of the site fully complaint, however there are some limitations with the main building.</td>
</tr>
</tbody>
</table>

**Staff**

There may be some impacts for staff that are required to
move location as a result of the closure of Ardnabannon and the extension of use of Bushmills, Killowen and Killyleagh. These impacts will be explored further during individual engagement with impacted staff with a view to finding individual mitigating actions which suit our staff member’s personal circumstances.

From other equality exercises, EA understands the potential impacts for any staff relocation exercise to be, on the grounds of disability

- attitudes of new colleagues
  - feeling comfortable to advise new colleagues of disability
  - willingness of colleagues to accommodate reasonable adjustments
  - negative impacts if reasonable adjustments made by employer are not carried over
  - stress/worries/anxieties in relation to changes
  - additional travel time

- accessibility of new location is key
  - public transport
  - car parking

people w/ a learning disability are less likely to drive

people w/ a learning disability may need support in adjusting to new office environment

negative impacts if networks/support structures/facilities/services (incl. health) are less accessible

accessibility of new premises

additional adverse impacts if relocation requires moving home

if change in work activity then need to consider whether software is compatible with specialist equipment

if change in work activity requires re-training potential disadvantages

if loss of onsite free car parking negative impacts – need to park close to the building

<table>
<thead>
<tr>
<th>Religious Belief</th>
<th>Service Users</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Schools / youth organisations drive use of the centres, therefore the makeup of the users per annum will be determined by the schools sectors making use of the facilities.

**Staff**

There may be some impacts for staff that are required to move location as a result of the closure of Ardnabannon and the extension of use of Bushmills, Killowen and Killyleagh. These impacts will be explored further during individual engagement with impacted staff with a view to finding individual mitigating actions which suit our staff member’s personal circumstances.

From other equality exercises, EA understand the impacts for any staff relocation exercise to be, on the grounds of religious belief:

- if moved to a less diverse office/location it may not provide the same networks/support/facilities (see also ethnicity)
- if changes in work activity take place some may be unable to undertake certain roles due to their beliefs (eg. some Muslims re. payment/receipt of interest)
- concerns arising from perceptions of personal safety in non-neutral areas / non-accessibility by groups

**Gender**

There is no evidence of a differential impact on the grounds of gender. No Outdoor Education Centres are single sex.

**Service Users**

**Staff**

There may be some impacts for staff that are required to move location as a result of the closure of Ardnabannon and the extension of use of Bushmills, Killowen and Killyleagh. Due to the makeup of staff being predominantly female, any potential impact will be primarily on females, however this is broadly reflective of the wider EA workforce. These impacts will be explored further during individual engagement with impacted staff with a view to finding individual mitigating actions which suit our staff member’s personal circumstances.
From other equality exercises, EA understand the impacts for any staff relocation exercise to be, on the grounds of gender part-time workers (primarily female) experience adverse impacts due to

- increased travel times and costs
- if business needs dictates change in working patterns
- if re-training is required (travel and residential)

negative impacts on part-time workers (mostly female w/dependants) who hold two jobs

some men feel disadvantaged vis-à-vis women when decisions are taken

females make more use of public transport than men

access to off-peak transport for part-time workers (mostly women)

transgender people:

- anxiety/stress re. potential attitudes of new colleagues & line manager
  - feeling comfortable to advise new colleagues/line manager of trans* status
- especially if moved to a less diverse office/location
  - may not provide the same networks/support/facilities

or those in the process of transitioning, anxiety/stress as to stability of support arrangements agreed with the current employer

access routes to new locations might lead through hostile neighbourhoods

<table>
<thead>
<tr>
<th>Marital Status</th>
<th>Service Users</th>
</tr>
</thead>
<tbody>
<tr>
<td>There is no evidence of a differential impact on the grounds of marital status.</td>
<td></td>
</tr>
</tbody>
</table>

**Staff**

There may be some impacts for staff that are required to move location as a result of the closure of Ardnabannon and the extension of use of Bushmills, Killowen and Kilyleagh.
These impacts will be explored further during individual engagement with impacted staff with a view to finding individual mitigating actions which suit our staff member’s personal circumstances.

From other equality exercises, EA understand the impacts for any staff relocation exercise to be, on the grounds of marital status:

- potential impacts on those in civil partnerships linked to their sexual orientation if moved to a less diverse office/location and depending on access routes.

### Political Opinion

**Service Users**

Schools / youth organisations drive use of the centres, therefore the makeup of the users per annum will be determined by the schools sectors making use of the facilities.

**Staff**

There may be some impacts for staff that are required to move location as a result of the closure of Ardnabannon and the extension of use of Bushmills, Killowen and Killyleagh. These impacts will be explored further during individual engagement with impacted staff with a view to finding individual mitigating actions which suit our staff member’s personal circumstances.

From other equality exercises, EA understand the impacts for any staff relocation exercise to be, on the grounds of political opinion

- concerns re. isolation if moved to less diverse office/location
- concerns arising from perceptions of personal safety in non-neutral areas / non-accessibility by groups

### Ethnicity

**Service Users**

As part of EA CRED responsibilities, staff undergo diversity training and are subject to EAs Equal Opportunities Policy. Schools / youth organisations drive use of the centres, therefore the makeup of the users per annum will be determined by the schools sectors making use of the facilities.
### Staff

There may be some impacts for staff that are required to move location as a result of the closure of Ardnabannon and the extension of use of Bushmills, Killowen and Killyleagh. These impacts will be explored further during individual engagement with impacted staff with a view to finding individual mitigating actions which suit our staff member’s personal circumstances.

From other equality exercises, EA understand the impacts for any staff relocation exercise to be, on the grounds of ethnicity:

- if moved to a less diverse office/location it may not provide the same networks/support/facilities (eg. shops/restaurants w/specific dietary options)
- potential for direct/indirect discrimination if moved to less diverse office/location
- in choosing new sites need to consider community services available, racial/religious belief incidents, isolation from wider society of choice, access to public services
- if relocated staff have to move house negative effects if they have to leave support networks

### Sexual Orientation

#### Service Users

There is no evidence of a differential impact on the grounds of Sexual Orientation. As part of EA CRED responsibilities, staff undergo diversity training and are subject to EAs Equal Opportunities Policy.

### Staff

There may be some impacts for staff that are required to move location as a result of the closure of Ardnabannon and the extension of use of Bushmills, Killowen and Killyleagh. These impacts will be explored further during individual engagement with impacted staff with a view to finding individual mitigating actions which suit our staff member’s personal circumstances.

From other equality exercises, EA understand the impacts for any staff relocation exercise to be, on the grounds of sexual orientation
• anxiety/stress re. potential attitudes of new colleagues & line manager
• feeling comfortable to advise new colleagues/line manager of sexual orientation especially if moved to a less diverse office/location
• may not provide the same networks/support/facilities
• access routes to new locations might lead through hostile neighbourhoods
• difficulties in putting forward personal reasons for determining reasonable travelling distance

2.4. Policy / Decision changes

Based on the equality issues that have been identified, what changes (mitigation) can you make to the policy in order to better promote equality of opportunity?

In developing the policy or decision, what changes did you make, or do you intend to make to address any equality issues that you identified?

Any impacts will be explored further during individual engagement with impacted staff with a view to finding individual mitigating actions which suit our staff members personal circumstances. EA aims to get the best possible outcome for staff in any relocation. There will be no compulsory redundancies.

Staff will be offered opportunities, where possible, to move into the wider Youth Service.

All Outdoor Education Centre staff will be reissued with the CRED and EA Equal Opportunities Policies

A marketing campaign will be rolled out, targeting schools and youth centres, promoting the revised service.

Moving forward, as part of the development, each centre will have a capital programme designed, in consultation with young people. A key consideration will be the provision of adequate sleeping accommodation and other facilities to support the needs of LGBTQ young people.

A workforce development strategy is being developed, based on a needs analyses of all members of staff in OECs to ensure EA adequately invests in the workforce, providing for a more effective service provision to young people whilst ensuring a connect between programmes offered and the curriculum for schools and youth service. A key element of the training, will also be ensuing that staff use
appropriate language and have resources to support the CRED and shared education policies and trained on how to support the educational needs of children identified within the code of practice (SEN). This workforce development strategy will be screened.

## PART 3 – GOOD RELATIONS

3.1. Are there any changes to the policy or decision that you would make to better promote good relations?

<table>
<thead>
<tr>
<th>GROUP</th>
<th>Impact on Good Relations</th>
<th>Policy / Decision Changes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Religion</strong></td>
<td>Schools / youth organisations drive use of the centres, therefore the makeup of the users per annum will be determined by the schools sectors making use of the facilities.</td>
<td>All Outdoor Education Centre staff will be reissued with the CRED and EA Equal Opportunities Policies</td>
</tr>
<tr>
<td><strong>Ethnicity</strong></td>
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</tr>
<tr>
<td><strong>Political Opinion</strong></td>
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<td>All Outdoor Education Centre staff will be reissued with the CRED and EA Equal Opportunities Policies</td>
</tr>
</tbody>
</table>
PART 4 – SCREENING DECISION

4.1. How would you categorise the impacts of the policy or decision?
Please refer to guidance notes on categorising impacts

Please select:

<table>
<thead>
<tr>
<th>Impact</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Major Impact</td>
<td></td>
</tr>
<tr>
<td>Minor Impact</td>
<td>X</td>
</tr>
<tr>
<td>No Impact</td>
<td></td>
</tr>
</tbody>
</table>

4.2. Does the policy or decision require a full Equality Impact Assessment?

Please select:

<table>
<thead>
<tr>
<th>Selection</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>No</td>
<td>X</td>
</tr>
</tbody>
</table>

Please provide reasons for your decision

The proposals are a result of listening to feedback from the public consultation and reflecting on the wider needs of children and young people, as well as considering the policy imperatives. The proposed new model is generally considered to have a positive impact for children and young people and enhance their opportunities and experiences.

There are a number of identified potential impacts, primarily for staff in impacted centres, which have been / will be mitigated. Any impacts will be explored further during individual engagement with impacted staff with a view to finding individual mitigating actions which suit our staff members personal circumstances. EA aims to get the best possible outcome for staff in any relocation.
PART 5 – DISABILITY DUTIES

5.1. Does the policy or decision encourage the participation of disabled people in public life? Or is there anything you can do within the policy or decision to encourage participation of disabled people in public life?

<table>
<thead>
<tr>
<th>How does the policy encourage the participation of disabled people in public life?</th>
<th>Is there anything further you can do to encourage the participation of disabled people in public life?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5.2. Does the policy or decision promote positive attitudes towards disabled people? Or is there anything you can do within the policy or decision to promote positive attitudes towards disabled people?

<table>
<thead>
<tr>
<th>How does the policy promote positive attitudes towards disabled people?</th>
<th>Is there anything further you can do to promote positive attitudes towards disabled?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A workforce development strategy is being developed, based on a needs analyses of all members of staff in OECs to ensure EA adequately invests in the workforce, providing for a more effective service provision to young people whilst ensuring a connect between programmes offered and the curriculum for schools and youth service. A key element of the training, will also be ensuring that staff use appropriate language and have resources to support the CRED and shared education policies and trained on how to support the educational</td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

Template developed September 2017
needs of children identified within the code of practice (SEN). This workforce development strategy will be screened.

**PART 6 – HUMAN RIGHTS**

6.1. Are Human Rights Relevant?

<table>
<thead>
<tr>
<th>Article</th>
<th>Relevant Yes/No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Article 2: Right to Life</td>
<td>N</td>
</tr>
<tr>
<td>Article 3: Right to freedom from torture, inhuman or degrading treatment or punishment</td>
<td>N</td>
</tr>
<tr>
<td>Article 4: Right to freedom from slavery, servitude &amp; forced compulsory labour.</td>
<td>N</td>
</tr>
<tr>
<td>Article 5: Right to liberty and security of person.</td>
<td>N</td>
</tr>
<tr>
<td>Article 6: Right to a fair &amp; public trail in a reasonable time</td>
<td>N</td>
</tr>
<tr>
<td>Article 7: Right to freedom from retrospective criminal law &amp; no punishment without law</td>
<td>N</td>
</tr>
<tr>
<td>Article 8: Right to respect for private &amp; family life, home &amp; correspondence.</td>
<td>N</td>
</tr>
<tr>
<td>Article 9: Right to freedom of thought, conscience &amp; religion.</td>
<td>N</td>
</tr>
<tr>
<td>Article 10: Right to freedom of expression.</td>
<td>N</td>
</tr>
<tr>
<td>Article 11: Right to freedom of assembly &amp; association</td>
<td>N</td>
</tr>
<tr>
<td>Article 12: Right to marry &amp; found a family.</td>
<td>N</td>
</tr>
<tr>
<td>Article 14: Prohibition of discrimination in the enjoyment of the convention rights</td>
<td>N</td>
</tr>
<tr>
<td>Protocol 1, Article 1 Right to a peaceful enjoyment of possessions &amp; protection of property</td>
<td>N</td>
</tr>
<tr>
<td>Protocol 1, Article 2 Right of access to education</td>
<td>Y</td>
</tr>
</tbody>
</table>

*If you answered ‘no’ to all human rights considerations, please go to section 7 – monitoring*
6.2. If you have answered yes to any of the Articles, does the policy or decision have a potential positive impact or does it potentially interfere with anyone’s Human Rights?

<table>
<thead>
<tr>
<th>Article number</th>
<th>Positive impact or potential interference?</th>
<th>How?</th>
<th>Any legal issues arise?</th>
</tr>
</thead>
<tbody>
<tr>
<td>P1 A2</td>
<td>Positive impact</td>
<td>The new model enhances young people’s educational opportunities in outdoor settings, therefore enhancing their P2 A1 right.</td>
<td>No</td>
</tr>
</tbody>
</table>

PART 7 – MONITORING

7.1. What data will you collect to monitor the impact of the policy in terms of equality of opportunity, disability duties or human rights compliance?

<table>
<thead>
<tr>
<th>Section 75</th>
<th>Disability Duties</th>
<th>Human Rights</th>
</tr>
</thead>
<tbody>
<tr>
<td>We will monitor the number of staff who undertake training</td>
<td></td>
<td></td>
</tr>
<tr>
<td>We will monitor any section 75 related staff complaints throughout the staff engagement and relocation process</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Moving forward we intend to introduce systems with the facility to monitor priority age bands, gender, sexual orientation, disability, dependants, religious belief, racial group, multiple deprivation and rurality.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
SIGN OFF

Approved Lead Officer:  DR C MANGAN (Director, CYPS)

Policy Screened by:  ARLENE KEE (Assistant Director, Youth Services)

Date:  10 November 2017_version 2 following review