Residential and Outdoor
Learning Service Provision - Moving Forward (2017)
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I am pleased to launch this document, which provides a new framework for the delivery of the Education Authority’s Outdoor Learning Service.

This model has been developed by the EA Youth Service, following detailed consideration of submissions received from key stakeholders on service delivery as part of a consultation on residential and outdoor education. The EA wishes to bring forward this revised model of service delivery, which will improve the educational experiences and outcomes for our children and young people and transform Outdoor Learning throughout the region.

The EA is committed to providing quality services that support our children and young people’s education based on the assessed need and will work in partnership with colleagues from the community and voluntary sector. Together, we will strive to continue to make significant progress in improving services for children and young people.

The ultimate goal is to improve the educational outcomes for all children and young people engaged with and through the youth service. I believe that this model of Outdoor Learning will contribute to positive long-term outcomes for children and young people throughout Northern Ireland.

Dr C Mangan

Director
Children & Young People’s Services
1.1 The Review of Residential and Outdoor Education commenced on 1 July 2015. This review was a key action arising from the DE Policy ‘Priorities for Youth’ (2013). As a result of this proposed action, the EA tasked the Central Management Support Unit (CMSU) and the Corporate Development Officers (CDO) to carry out a review of the residential and outdoor education centres (catered and self-catered). As part of the engagement process between 1 July 2015 and 31 January 2016 the views of a wide range of providers, users and other interested bodies were sought. This engagement phase informed the EA’s initial recommendations, which were reflected in the consultation.

1.2 These recommendations were put forward for public consultation from 8 November 2016 to 6 February 2017. The consultation considered the current profile of the 8 outdoor and residential centres, which are managed by the EA, as well as other recommendations related to service improvement.

1.3 However, there was a business focus on location, occupancy, revenue per centre, as well as an analysis of the maintenance backlog. While elements of the review made reference to youth work practice, from the outset the review had an undue focus on the factors that were relevant to value for money.

1.4 The consultation attracted considerable interest with a significant media, union and political focus on the proposed closure of 4 outdoor education centres. The then Minister wrote to the EA requesting that at the end of the consultation, the views of consultees would be considered, as well as any alternatives that were put forward by the respondents.

1.5 When the consultation ended, officers in the Youth Service worked to analyse the responses. It became clear that the focus on what the review intended to do needed to change. Through this process a significant shift of emphasis occurred with consideration of the wider needs of children and young people. As we move forward the review of residential and outdoor education will have enhanced benefits for our children and young people within the Youth Service. There will also be service enhancements for other young people who are supported through the Children and Young People’s Services Directorate. This was an opportunity not just to alter the profile of outdoor residential centres and outdoor education but to transform the delivery of youth services in the best interests of our children and young people.
1.6 The public consultation generated a number of responses and these have been collated and the findings are provided in a report entitled ‘A report on the Consultation of the Review of Residential and Outdoor Education’. This report can be accessed at www.eani.org.uk. The EA would like to acknowledge and thank those who have responded to the consultation document. This has enabled us to revise the recommendations and to bring forward proposals, which we believe will transform the outdoor learning service, in the best interests of our children and young people.
2.1 The EA is committed to the following principles, which will underpin a new transformative model of service delivery at which our children and young people are at the centre. These principles will set the foundation for working with our children and young people to develop their skills and to support them to optimise their personal and social development as they transition into adulthood. These are identified as follows:

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.

Developmental – We know that the needs of our children and young people change over time. As the youth service designs, plans and delivers programmes in the future, they will reflect the developmental needs of children and young people.

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.

Equity of access in relation to the programme delivery model – as the EA moves forward, the need to bring consistency of service delivery is essential.

Partnership working – The framework for future provision will provide enhanced working with the voluntary and community sectors and will strengthen our connections with schools.

Inclusive – We want to ensure that we create extended opportunities for inclusion so that we are responsive to the needs of Section 75 groups.

Making connections – We want to strengthen the experiential learning, formal and non-formal curriculum for our children and young people.

Outcomes focused – As we want the best outcomes for our children and young people, there is a need for clear local evidence in terms of what is working to meet need, based on how our children and young people are responding to interventions.
3 Policy Context

3.1 The EA recognises that transforming services must be delivered within the context of DE policy, particularly “Priorities for Youth”, as well as recognising the vital role of the youth service in other key policy areas including Shared Education and Community Relations Equality and Diversity (CRED).

3.2 In this context, the Regional Assessment of Need has informed the number, type and location of the future provision. The positive impact of this will be detailed in section 5 of the document.

3.3 As the EA moves forward, the integration of youth service skills with those of other professional staff will contribute to other Children and Young People’s Services programmes for vulnerable and targeted young people. This will be based on assessed need and delivered through progressively integrated frameworks of service delivery with other EA services.
4.1 On the basis of the consultation and analysis, the following 6 themes were identified as part of a future proposed model of service delivery. As we move forward with the development of these key themes, our children and young people will be central to the design and implementation of this transformational model.

4.2 **Theme 1 – The Development of Specialist Outdoor Learning Provision**

The physical environment in Northern Ireland (NI) provides opportunities to develop specialist outdoor learning and residential provision. This will be linked with specialisms and activities that will meet a continuum of need so that existing outdoor education centres will, in future, develop specialist themes, which are linked to their environment. This can extend from participation and enjoyment through to staged accreditation routes, including National Occupational Standards and Accreditation.

4.3 **Theme 2 – The Development of Partnerships with Schools and Youth Organisations**

In order to enhance this partnership the youth service will extend the peripatetic instructor support to schools attending Outdoor Learning Centre provision. This will facilitate the development of a stronger connect with schools so that young people will have extended opportunities for accreditation. For some young people this will provide accreditation opportunities that may not previously have been accessible to them. Peripatetic instructors will also facilitate and support programmes and interventions with local youth organisations, increasing outdoor learning opportunities.

4.4 **Theme 3 – The Development of Partnerships with the Voluntary Sector**

Partnership with the voluntary sector enables the EA to maximise the provision and opportunities available to our young people and minimise any potential for duplication. These partnerships will extend to share access to training and professional development opportunities, so that the capacity of youth services is enhanced across the region.

4.5 **Theme 4 – The Development of Volunteering Opportunities**

The EA will develop relevant and appropriate training and accreditation routes for young adults and volunteers, in partnership with the voluntary sector. This will provide improved opportunities for our young adults to become volunteers within the service, whilst enhancing their personal skills and competencies. For others this will provide opportunities to obtain
accredited qualifications, which will enhance their employment opportunities within the youth service and beyond. Over time, this will assist the EA with the succession planning for Outdoor Learning Instructors, as part of the EA’s workforce development strategy.

4.6 **Theme 5 – Increased Flexibility in Relation to Access to Services and Provision**

In addition to Residential Outdoor Learning provision the EA’s Youth Service will extend opportunities and experiences for our young people through a blended model of support. This would include self-catering centres in partnership with other organisations in rural areas. It would also include the development of Activity Centres, which will host peripatetic instructors who will facilitate bespoke programmes for local schools and youth groups.

4.7 **Theme 6 – Reducing Bureaucracy and Administration**

The EA recognises the need to reduce bureaucracy and administration, whilst modernising the service. The EA will provide a comprehensive central booking portal which will provide the information to facilitate schools and youth organisations to seek and book provision to meet their needs; whilst embedding processes to capture the outcomes and educational achievements of our young people in an outcomes framework.

These themes are summarised in a model of delivery (see Appendix 1).
5.1 Moving forward, the EA has developed a model of delivery, which is based on the feedback from the consultation, considers the regional assessment of need and the youth service’s active role within the development of Shared Education.

5.2 Currently, the EA has 8 Residential and Outdoor Learning Centres and 3 self-catering residential centres throughout the region. However, we will provide a wider range of provision to enhance the opportunities for our children and young people to have access and participate in a wider range of programmes.

5.3 Moving forward, the EA will be offering increased provision, which extends the youth service offer to youth groups and schools, whilst avoiding duplication of service delivery. As we transform the delivery of this provision, a wider range of options are now available to children and young people. These can be summarised as follows:

- EA Specialist Outdoor Learning Centres (residential and catered)
- New EA Outdoor Learning Centre Partnerships
- New EA Outdoor Learning Centres (Day)
- EA Self-catered Outdoor Learning Centres.

In addition to this provision, peripatetic instructors will enhance the outcomes achieved.

5.4 The expansion of this provision can be created within the existing youth service estate and can be summarised as follows.
Table 1: 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>EA Specialist Outdoor Learning Centres</td>
<td>Delamont, Co Down</td>
<td>Water based activities, working with young people at risk</td>
</tr>
<tr>
<td></td>
<td>Gortatole, Co Tyrone</td>
<td>NI Schools Curriculum support, adventure activities</td>
</tr>
<tr>
<td>EA Outdoor Learning Centre Partnerships</td>
<td>Shannaghmore, Co Down (In partnership with Greenhill YMCA)</td>
<td>Mountaineering &amp; land based training, curriculum links, progression routes for young people, volunteering &amp; instructors development</td>
</tr>
<tr>
<td></td>
<td>Woodhall, Co Antrim (In partnership with Corrymeela)</td>
<td>Developmental group work, youth staff training, curriculum links, diversity</td>
</tr>
<tr>
<td>EA Outdoor Learning Centres (day)</td>
<td>Conlig, Co Down</td>
<td>Cycling, water based activities and use of urban outdoor environment</td>
</tr>
<tr>
<td></td>
<td>Epicentre, Co Armagh</td>
<td>Cycling, hillwalking and use of urban outdoor environment</td>
</tr>
<tr>
<td></td>
<td>Ballycastle, Co Antrim</td>
<td>Coastal activities, hillwalking and use of urban outdoor environment</td>
</tr>
<tr>
<td>EA Self-catered Outdoor Learning Residential Centres</td>
<td>Corick, Co Tyrone</td>
<td>Self-programming</td>
</tr>
<tr>
<td></td>
<td>Ballyhome, Co Antrim</td>
<td>Self-programming</td>
</tr>
</tbody>
</table>

5.5 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.

5.6 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.

5.7 At this stage, the EA does not plan to continue to use the Ardnabannon Centre.
6.1 Theme 1 - The Development of Specialist Outdoor Learning Centres (residential and catered)

6.1.1 There are currently eight catered residential Outdoor Residential Centres located across Northern Ireland. As part of the way forward, the EA plans to retain seven of the centres to support the delivery of children and young people’s services. These seven centres will have different and specialist functions to support the wider assessed needs of our children and young people as well as supporting their wider participation in more general programmes. In some cases, this will extend beyond youth service provision.

6.1.2 As part of the development of specialist outdoor learning centres delivered by the youth service, future provision will be based at 4 locations - Gortatole, Delamont, Shannaghmore and Woodhall. Whilst universal programmes of development and support will be delivered in these centres, it also provides the opportunity for specialisms to develop in line with the local environment and natural resources available.

6.1.3 In Delamont, Shannaghmore and Woodhall, the occupancy rate can be increased by extending the number of days the provision will be open to seven days per week. The development of seven day opening and partnership working will ensure that the residential opportunities for young people are higher than previously.

Table 2: EA Specialist Outdoor Learning Centres (residential and catered)

<table>
<thead>
<tr>
<th>OUTDOOR LEARNING CENTRE</th>
<th>County</th>
<th>Specialism</th>
<th>Staffing Composition</th>
<th>Days of Opening</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gortatole</td>
<td>Co Fermanagh</td>
<td>Adventure challenges and curriculum links including field studies</td>
<td>Existing</td>
<td>5</td>
</tr>
<tr>
<td>Delamont</td>
<td>Co Down</td>
<td>Water based activities; Working with young people at risk</td>
<td>Delamont and Killyleagh</td>
<td>7</td>
</tr>
<tr>
<td>Shannaghmore</td>
<td>Co Down</td>
<td>Mountaineering and land based training; Adult training; Curriculum links; Progression routes for young people and volunteering; Instructor development</td>
<td>Shannaghmore, Ardnabannon and Killowen</td>
<td>7</td>
</tr>
<tr>
<td>Woodhall</td>
<td>Co Antrim</td>
<td>Developmental Group work; Youth staff training; Curriculum links; diversity</td>
<td>Woodhall and Bushmills</td>
<td>7</td>
</tr>
</tbody>
</table>
6.1.4 Gortatole Outdoor Learning Centre (which has extensive onsite facilities and access to Marble Arch Caves) will work to provide a curriculum support programme for schools over 5 days and during term time. The rich ecological environment supports the development of environmental and field studies in particular. During the summer the youth service will engage with the centre staff to promote adventure activities and camping (on and off site), supporting the Together Building United Community (TBUC) Camp Programme.

6.1.5 Delamont Outdoor Learning Centre (which is an extensive site for high development potential and has direct access onto the Strangford Lough) will work to provide a curriculum support programme for schools and youth service over seven days including school holidays. The service delivery will focus on water-based activities (sailing, canoeing, paddle boarding etc.) including relevant training and accreditation for young people as well as working with young people at risk. This development will be achieved by amalgamating the staff from Killyleagh to Delamont with the further utilisation of the Killyleagh site to meet the needs of children for whom alternative teaching arrangements are required.

6.1.6 Shannaghmore Outdoor Learning Centre (which has direct access on to the Mournes) will provide service delivery over seven days including school holidays. The service delivery will focus on land-based activities and, in particular mountaineering.

6.1.7 Woodhall Outdoor Learning Centre (which has access to a natural lake, wilderness village and team challenge activities) will focus on developmental group work, the support of the Northern Ireland Curriculum and will provide service delivery over seven days including school holidays.

6.2 Theme 2 - The Development of Partnerships with Schools and Youth Organisations

6.2.1 The number of Peripatetic Instructors will be increased throughout Northern Ireland, strategically located throughout the region. Each instructor will have access to a base which will allow them to have equipment at hand, permitting them to develop outdoor learning in the location or near to where young people live, supporting both schools and youth organisations. The instructors will develop local resources and sites and work in partnership with the local schools, communities and organisations to enhance the development of outdoor learning in both urban and rural communities.

6.2.2 This service will also enhance and support the schools and youth organisations who attend Outdoor Learning Services; particularly those who have extended opportunities for accreditation. For some young people this will provide accreditation opportunities that may not necessarily be accessible to them.
6.3 Theme 3 - The Development of Partnerships with the Voluntary Sector

6.3.1 Statutory centres will partner with voluntary organisations to increase choice for users whilst adding richness to the curriculum delivery and maximising resources.

6.3.2 Partnerships with voluntary organisations, particularly YMCA (Greenhill) and Corrymeela Community, allow the recruitment and development of volunteers and enhanced understanding and engagement with diversity.

Table 3: EA Outdoor Learning Centre Partnerships

<table>
<thead>
<tr>
<th>OUTDOOR LEARNING CENTRE</th>
<th>County</th>
<th>Partnership</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shannaghmore</td>
<td>Co Down</td>
<td>In partnership with Greenhill YMCA</td>
</tr>
<tr>
<td>Woodhall</td>
<td>Co Antrim</td>
<td>In partnership with Corrymeela Community</td>
</tr>
</tbody>
</table>

6.3.3 Shannaghmore Outdoor Learning Centre will partner with Greenhill YMCA – to provide outdoor learning provision. The partnership will also focus on workforce development for instructors deployed in both the statutory and voluntary sector and will provide the relevant and appropriate accreditation or qualifications.

6.3.4 Woodhall Outdoor Learning Centre will partner with the Corrymeela Community - with a focus on developmental group work; curriculum links focusing on diversity, shared education and the key theme of living well together.

6.4 Theme 4 - The Development of Volunteering Opportunities

6.4.1 The new structure for Outdoor Learning has identified the need for high quality training for volunteers as fundamental to the development of the service. Training will be offered on a regional basis with identified centres taking forward specialist areas within the ‘EA Levels of Training and Recognition in Outdoor Learning’. The courses on offer will include Personal Proficiency, Basic Outdoor Leadership and Intermediate Outdoor Leadership linked to national accreditation as appropriate.

6.4.2 Delamont Outdoor Learning Centre will specialise in the development of water-based training. It will provide excellence in open canoeing, kayaking and sailing. Delamont will work in partnership with the relevant National Governing Bodies to ensure training is delivered to the highest possible standard and meet the needs of the Outdoor Learning Model.
6.4.3 Gortatole Outdoor Learning Centre will provide training in caving for instructors including volunteers at the Marble Arch Caves.

6.4.4 Shannaghmore Outdoor Learning Centre will be a centre of excellence in the development of training for land-based activities; it will have responsibility for hillwalking, orienteering and climbing training. Additionally, Shannaghmore will be responsible for the development of training for activities such as bouldering, adventure walks, coasteering and high ropes courses. Although not governed by National Governing Bodies, they require additional training input and information.

6.4.5 The Volunteer Instructor Training Initiative will be delivered in partnership with Greenhill YMCA. This will be a 2-year programme with up to 20 places for young people aged 16-25 years. This initiative will allow a route of progression into Outdoor Learning for young people who may not have previously considered it as a career choice.

6.4.6 This course will be developed on a residential basis with a bursary allocation for participants. It will include youth work and Outdoor Learning qualifications. The programme will provide placements in all centres and in the second year participants will have the opportunity to specialise in a particular outdoor discipline e.g. canoeing. There will be a focus will be on Community Relations Education and Diversity to enhance community understanding.

6.4.7 Woodhall Outdoor Learning Centre will have responsibility for delivery of training for instructors and youth workers in a range of activities and programmes to enhance the experience of young people accessing outdoor learning. There will also be opportunity for the centre to offer such activities to schools and youth organisations. Woodhall, in partnership with Corrymeela, will provide training to address issues of diversity, shared education and living well together.

6.5 Theme 5 - Increased Flexibility in Relation to Access to Services and Provision

6.5.1 Schools and youth service will have increased flexibility in terms of choice and access to instructors. This is due to the development of 3 new day Outdoor Learning Centres and the retention of 2 self-catering opportunities.

6.5.2 Outdoor Learning Centres (Day):

6.5.3 Outdoor Learning Centres use their location as a base for an instructor to develop provision within a specific area. Within these centres a Peripatetic Instructor will work with local groups to develop opportunities for young people to experience Outdoor Learning in their own locality.
6.5.4 The centres will develop physical activities based on the environment, creating innovative challenges on and off-site which do not require significant travel time for local schools and youth organisations.

6.5.5 Outdoor Learning allows the creative use of the centre’s grounds for challenging group and individual activities.

6.5.6 Centres will have access to other equipment, which can be used to generate interest in the outdoors through curriculum-based programmes, e.g. photography and filmmaking.

Table 4: EA Outdoor Learning Centres (Day)

<table>
<thead>
<tr>
<th>OUTDOOR LEARNING CENTRE</th>
<th>FOCUS</th>
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</thead>
<tbody>
<tr>
<td>Conlig, Co Down</td>
<td>Cycling; water based activities; use of outdoor environments; link to school curriculum</td>
</tr>
<tr>
<td>Epicentre, Co Armagh</td>
<td>Cycling; use of outdoor environment to support field studies which are linked to the school curriculum</td>
</tr>
<tr>
<td>Ballycastle Shared Education Campus, Co Antrim</td>
<td>Use of outdoor environment including coastal activities; link to school curriculum</td>
</tr>
</tbody>
</table>

6.5.7 **Self-catered Outdoor Learning Centres:**

6.5.8 The EA proposes to retain 2 Self-catered Outdoor Learning Centres at Ballyhome, Co Antrim and at Corick Residential Centre, Co Tyrone.

6.5.9 Each centre provides basic equipment and users of the centres can access Instructional staff when required.
Table 5: EA Self-catered Outdoor Learning Centres

<table>
<thead>
<tr>
<th>SELF-CATERING OUTDOOR LEARNING CENTRE</th>
<th>FOCUS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ballyhome, Co Antrim</td>
<td>Self-programming</td>
</tr>
<tr>
<td>Corick, Co Tyrone</td>
<td>Self-programming</td>
</tr>
</tbody>
</table>

6.6 Theme 6 - Reducing Bureaucracy and Administration

6.6.1 The youth service will develop an online booking portal, which will facilitate and promote the Outdoor Learning Service whilst capturing proportionate outcomes and evaluations from service delivery. This portal will promote choice, facilitate bookings and therefore reduce administration.

6.6.2 Central Booking Facility:

6.6.3 A new central booking facility will be created to allow schools and youth organisations to explore the possibilities of all voluntary and statutory Outdoor Learning Centres. Priority bookings will be given to first time users when centres are over-subscribed and to young people from areas assessed as most in need.

6.6.4 The charging for the service will be consistent across all centres. The Outdoor Learning Centres and peripatetic provision will be provided at no cost to the school or youth organisation.

6.6.5 There will be a standard cost set for each booking based on what is requested. In line with existing practice, priority will be given to youth groups registered with the EA and schools within NI, which have direct links with the EA. Charges for the residential services are detailed below:

- Youth group/school registered with EA Standard rate
- Youth group/school not registered with EA Standard rate + 25%
- 3rd Level Education Institution Standard rate + 50%
- Youth group/school from outside Northern Ireland Standard rate + 100%

Preferential rates will be offered for bookings:

- which have young people from members of particular Section 75 groupings and those young people in receipt of Free School Meals
- where the youth organisation or school who is accessing the residential centre for the first time or are returning after a period of at least 5 years
• which occur in the off-peak season, from mid-November to mid-February; this will bring regional consistency.

6.6.6 A Bursary will be available to groups, which have numbers of young people who would not normally have access to the Outdoor Learning Centres.

6.6.7 Monitoring and Evaluation:

6.6.8 Monitoring and evaluation of the service will improve performance and measure results of the Outdoor Learning Service. This process of monitoring and evaluation will be facilitated through the on-line booking portal.

6.6.9 A key action will be to commit to following the European Framework for Quality Management (EFQM) as a tool for driving quality and continuous improvement in Outdoor Learning Centres.

6.6.10 Monitoring and evaluation will consider:

1. Overall service delivery to determine the achievement of key performance indicators, including number of participants, number of volunteers, numbers achieving accreditation and overall satisfaction with service delivery
2. Programme delivery measuring the extent to which the aims and objectives of each programme have been met
3. Individual Participation, using the Engagement and Outcomes Framework to measure the progress young people attain over a set period of time (see Appendix 2 and 3).

6.6.11 An Annual Report highlighting outcomes will be available as part of the Regional Youth Development Plan.

6.6.12 Accreditation would be sought to demonstrate excellence in service delivery in Outdoor Learning such as the Gold Award, or Adventure Award providing national recognition.
7.1 The EA will develop an implementation plan to transform the model of service delivery commencing in January 2018.
8 Impact and Conclusion

8.1 The Impact of this new model of Outdoor Learning

8.2 This Outdoor Learning Service will have a positive impact on the educational opportunities of our young people, as well as distinct advantages for the sector and for Children and Young People’s Services:

8.3 For young people, it will:
   - Provide specialist centres with increased capacity to meet their needs
   - Provide access to developmental and accreditation opportunities which they may not otherwise have had
   - Provide opportunities to develop skills and gain qualifications in Outdoor Learning in order to become volunteers
   - Promote the participation of young people in the design and planning of their programmes
   - Facilitate the voice of young people in the future planning and delivery of the Outdoor Learning Service

8.4 For Instructional Staff, it will:
   - Promote professional opportunities for staff to work in a range of settings, enhancing the professional capacity and development of the staff team
   - Reduce the administrative burden, allowing them to devote more time to delivery
   - Make available the EA Voluntary Exit Scheme if staff wish to apply

8.5 For Youth Groups and Schools, it will:
   - Provide a better service in terms of self-designed programmes to meet the needs of the young people, and their desired outcomes

8.6 For Children and Young People’s Services, it will:
   - Promote the development of partnerships with schools and youth organisations
   - Enable savings to be reinvested within the youth service and Children and Young Peoples Services, enhancing delivery and outcomes
   - Provide opportunities to deliver other services at the Killowen site
   - Facilitate the use of Bushmills and Killyleagh sites to address the unmet needs for children ill and at home; supporting Exceptional Teaching Arrangements and EOTAS provision.

8.7 For the Outdoor Learning Sector, it will:
   - Develop partnerships with the voluntary sector to maximise the opportunities available to our young people, and share training and professional development opportunities
- Develop volunteering opportunities for young adults to assist in succession planning for Outdoor Learning Instructors
- Provide specialist provision linked to the *natural* environment

8.8 **For Raising Standards, it will:**
- Promote the development of a partnership between our young people, the voluntary and statutory sector
- Provide built in review and assessment processes to measure impact for participants
- Maximise the resources available reducing duplication of services
- Provide quality standards through the commitment to follow the European Framework for Quality Management (EFQM)
- Provide a single online booking portal, minimising the administration whilst enhancing uptake and supporting programme planning.

8.9 The EA has identified the positive impact of this new model of service delivery. In addition associated risks to the implementation of the service have been identified and reduced or mitigated (for details see Appendix 4).

8.10 This EA Outdoor Learning Service will maximise the natural environment and enable specialisms to be developed in particular areas; ensuring that there is significant choice for schools and youth groups to design and deliver a programme that best meets their needs.

8.11 The following diagram outlines the overview of Outdoor Learning Provision.
### Overview of Outdoor Learning Provision

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

---

Model for Residential and Outdoor Learning
Appendix 1

Development Process for Outdoor Learning

Implementation Committee
(Multi-agency including staff & young people)

Development of a strategy & practice for residential and outdoor learning based on proposals

Assessment of training needs for staff & volunteers (NI Curriculum & Model for Effective Practice)

Development of practice, piloted & reviewed (Statutory & Voluntary)

Evaluate Targets & Outcomes Achieved
Appendix 2

Engagement Framework - Guidance note

The Engagement Framework
The Engagement Framework (overleaf) is an outworking of the Department of Education’s Priorities for Youth policy, which emphasised the need for new and proportionate ways to demonstrate outcomes of youth work. Its development has been underpinned by an extended process of research, dialogue, consultation and piloting.

Categories of Engagement
The Engagement Framework describes four categories of engagement in youth work, from ‘Contact’ to ‘Maximising Potential’. Looking back over the past year, you are asked to assign each young person you work with to the most appropriate category, based on his/her engagement in your youth group/unit/project. It is important to note that there is no right or wrong response, only your considered judgement based on your knowledge and first-hand experience of the young people you work with.

Indicators of Engagement
The indicators of engagement are set out under three headings:

i. Intensity and commitment of engagement;
ii. Distance travelled for children and young people; and
iii. Children and young people’s influence in decision making.

You can choose to use one of the sets of indicators to help you assign each child or young person to a category of engagement. Or, just as each child or young person is different and will be engaging differently in your club, unit or project, you can move between the sets of indicators in order to assign young people to the most appropriate category of engagement.

How to use the Framework
If you work as part of a team we would strongly recommend you complete the Engagement Framework with your team of youth work staff and volunteers. This helps break the task down and keep it proportionate. Also, in this way you can use the framework as a self-evaluation and planning tool, and it contributes to your quality assurance process. Equally you may choose to engage children and young people themselves in the process.

Starting with a list of your total membership, break it down into the age groups or sections you normally organise your club, unit or project around. Then consider each child or young person individually, and, using the indicators of engagement (overleaf) briefly reflect on the extent to which he/she engaged in, benefitted from and/or decided on what activities and services he/she took part in over the past year.

Of course, not all young people’s engagement will be constant over the past year, so you are asked to use your professional judgement to decide on the most appropriate category for each child/young person.

Count each child or young person in one category only.

<table>
<thead>
<tr>
<th>Engagement category</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contact</td>
<td></td>
</tr>
<tr>
<td>Engagement</td>
<td></td>
</tr>
<tr>
<td>Active participation</td>
<td></td>
</tr>
<tr>
<td>Maximising potential</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
</tr>
</tbody>
</table>

The TOTAL number should be equal to the total number of your membership.

Supporting Documentation
Whilst not required when returning the completed Engagement Framework, you are asked to retain the evidence-base which helped you assign young people to the most appropriate category of engagement. For example, session plans, session observation sheets, participant portfolios, satisfaction surveys, reports, records of badge work, awards, attendance records, photos, videos, scrapbooks, or displays, end of session ‘happy sheets’, etc.

You simply keep any supporting documentation you have in the normal way.

Also, you should retain, for future reference, moderation or inspection, any documentation or evidence you have which demonstrates how you completed the Engagement Framework in your club/unit or project.
## The Engagement Framework

<table>
<thead>
<tr>
<th>Categories of Engagement</th>
<th>Intensity and commitment of engagement</th>
<th>Distance travelled for children and young people</th>
<th>Children and young people’s influence in decision making</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contact</td>
<td>• Attends, e.g. to meet friends and takes part in social, creative, recreational or sport activity</td>
<td>• Enhanced Personal Capabilities • Improved Health and Well-being • Positive relationships with others</td>
<td>• Makes personal decisions on participation in activities designed by others</td>
</tr>
<tr>
<td>Engagement</td>
<td>• Engages in, short term, group programmes • Makes new relationships</td>
<td>• Enhanced Personal Capabilities • Improved Health and Well-being • Developed thinking, life &amp;/or work skills • Positive relationships with others</td>
<td>• Contributes to decision making with others relating to a specific programme or activity</td>
</tr>
<tr>
<td>Active Participation</td>
<td>• Participates in planned, long term, group work programme with youth work outcomes</td>
<td>• Enhanced Personal Capabilities • Improved Health and Well-being • Developed thinking, life &amp;/or work skills • Positive relationships with others • Increased Participation</td>
<td>• Actively involved in assessing needs, decision making, planning and problem solving either around a single activity or within the club, unit or project generally</td>
</tr>
<tr>
<td>Maximising potential</td>
<td>• Participates in the design and/or delivery of programmes or activities for self and others, including evaluation • Acts in a leadership role • Involved in the unit/club/project to their maximum ability</td>
<td>• Enhanced Personal Capabilities • Improved Health and Well-being • Developed thinking, life &amp;/or work skills • Positive relationships with others • Increased Participation • Active Citizenship</td>
<td>• Positively influences others, advocates on behalf of others • Takes on a representative role within and/or beyond the your club, unit or project e.g. in governance arrangements or as part of a local or regional youth council or forum</td>
</tr>
</tbody>
</table>
Appendix 3

Framework of Expected Outcomes

As required in Priorities for Youth, sectoral partners have developed a Framework of Expected Outcomes, which are generic to all types of youth work provision. They are presented in the form of six capability-based outcomes (see statements in bold below), and include measurable indicators relating to each outcome (the bullet point lists below each outcome statement).

The development of the Outcomes Framework has been underpinned by an extended process of research, dialogue and stakeholder consultation; including two substantive reviews of research that confirms the connection between good quality youth work and the expected outcomes, and in turn their connection to enhanced educational outcomes.

The six outcomes reflect the central concern of youth work, i.e. the personal and social development of young people, and in this way the Framework is directly compatible with ‘A Model of Effective Practice’.

<table>
<thead>
<tr>
<th>INDIVIDUAL</th>
<th>GROUP/COMMUNITY/ SOCIETY CONTEXT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enhanced Personal Capabilities</td>
<td>Development of positive relationships with others</td>
</tr>
<tr>
<td>• Self-awareness</td>
<td>• Ability to work with others (teamwork)</td>
</tr>
<tr>
<td>• Confidence and self-esteem</td>
<td>• Positive peer relationships</td>
</tr>
<tr>
<td>• Empathy</td>
<td>• Positive relationships with adults</td>
</tr>
<tr>
<td>• Resilience</td>
<td>• Engagement with others from diverse backgrounds</td>
</tr>
<tr>
<td>• Managing feelings</td>
<td>• Respect for difference</td>
</tr>
<tr>
<td>Improved Health and Well-being</td>
<td>Increased participation</td>
</tr>
<tr>
<td>• Satisfaction with life/self</td>
<td>• Sense of belonging to community</td>
</tr>
<tr>
<td>• Awareness of health issues (sexual, physical and/or mental)</td>
<td>• Communication between young people and adults</td>
</tr>
<tr>
<td>• Ability to make healthy choices (reduction in risk taking behaviours/ reduced substance misuse)</td>
<td>• Influences others, advocates on behalf of others or takes on a representative role</td>
</tr>
<tr>
<td>Development of thinking skills, life and work skills</td>
<td>Active citizenship</td>
</tr>
<tr>
<td>• Decision making</td>
<td>• Volunteering (local and international)</td>
</tr>
<tr>
<td>• Planning and problem solving</td>
<td>• Awareness of local &amp; global issues</td>
</tr>
<tr>
<td>• Leadership and communication</td>
<td>• Social action</td>
</tr>
<tr>
<td>• Creativity</td>
<td>• Employment, Education or Training</td>
</tr>
</tbody>
</table>

It is important to emphasise that the Framework of Outcomes is not a definitive list of all potential outcomes of youth work. Nor is it expected that everyone who engages in a unit, club or project will progress in all of the outcome areas or against every indicator. Rather, the Framework articulates a core of outcomes which are common to all types of youth work provision, and which can therefore be proportionately demonstrated and measured.
TRANSITION TO OUTDOOR LEARNING SERVICE  
RISK ASSESSMENT

Risk Management
The identified risks involved in transition to the new Outdoor Learning Service are outlined in the table below, along with actions as to how the identified risks will be reduced or mitigated.

<table>
<thead>
<tr>
<th>Risk no.</th>
<th>Detail of Risk</th>
<th>Mitigating Action</th>
<th>Risk Owner</th>
<th>Risk Dashboard</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Loss of management and staff expertise within the Outdoor Learning Service</td>
<td>The Outdoor Learning Service clearly identifies management and staff expertise requirements to deliver the new model.</td>
<td>Assistant Director</td>
<td>Inherent Risk Score 20</td>
</tr>
<tr>
<td>2</td>
<td>Reduction in services to Schools and Youth Organisations.</td>
<td>The Outdoor Learning Service clearly identifies a revised model of provision to schools and youth organisations, which focuses on identification of clear priorities, educational outcomes and provides sufficient capacity. The new model provides additional choice and further options for service delivery.</td>
<td>Assistant Director</td>
<td>Inherent Risk Score 20</td>
</tr>
<tr>
<td>3</td>
<td>Unwillingness of staff to accept revised model of delivery.</td>
<td>This new model of delivery provides promotional opportunities and opportunities for re-deployment as well as application to the EA Voluntary exit scheme. Revised roles and responsibilities identified for the Outdoor Learning Service will be negotiated and agreed with the remaining individual staff members.</td>
<td>Assistant Director</td>
<td>Inherent Risk Score 20</td>
</tr>
</tbody>
</table>
4 Lack of strategic alignment with any broader regional restructuring. Lack of strategic alignment with any broader regional restructuring. The Outdoor Learning Service is fully compatible with and strategically aligns with broader regional restructuring proposals. The proposed model of delivery supports the development of Children and Young People’s Services within the Authority and works in Partnership with the Schools Development Service.

Assistant Director
Inherent Risk Score 16
Residual Risk Score 6

5 Increased travel time and costs associated with greater geographical spread. Increased travel time and costs associated with greater geographical spread. The Outdoor Learning Service delivery model is designed to match provision in specific geographical areas with staff according to their work base / home base.

Assistant Director
Inherent Risk Score 12
Residual Risk Score 8

6 School and youth organisations expectations not aligning with the model of service delivery. School and youth organisations expectations not aligning with the model of service delivery. The new model of service delivery and the remit of staff is being clearly communicated to all schools and youth organisations across the EA Region and including the voluntary and community sector, in advance of implementation of change.

Assistant Director
Inherent Risk Score 20
Residual Risk Score 9

Risk Matrix

<table>
<thead>
<tr>
<th>LIKELIHOOD</th>
<th>IMPACT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 UNLIKELY</td>
<td>MINOR 1</td>
</tr>
<tr>
<td>2 REMOTE</td>
<td>MODERATE 2</td>
</tr>
<tr>
<td>3 POSSIBLE</td>
<td>SIGNIFICANT 3</td>
</tr>
<tr>
<td>4 PROBABLE</td>
<td>MAJOR 4</td>
</tr>
<tr>
<td>5 ALMOST CERTAIN</td>
<td>CRITICAL 5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LIKELIHOOD</th>
<th>IMPACT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 UNLIKELY</td>
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</tr>
<tr>
<td>2 REMOTE</td>
<td>MODERATE 2</td>
</tr>
<tr>
<td>3 POSSIBLE</td>
<td>SIGNIFICANT 3</td>
</tr>
<tr>
<td>4 PROBABLE</td>
<td>MAJOR 4</td>
</tr>
<tr>
<td>5 ALMOST CERTAIN</td>
<td>CRITICAL 5</td>
</tr>
</tbody>
</table>

The Risk Matrix is used to assess the likelihood and impact of various risks associated with the model of service delivery.