

ETB Outdoor Education and Training Provision

A strategic framework for the sector
2021 - 2023.



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The purpose of this document is to outline the exciting and purposeful contribution that ETB Outdoor Education and Training Centres can play in contributing to and enhancing education and training in Ireland.



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ETB Outdoor Education and Training Provision.

A strategic framework for the sector 2021 - 2023.

1. Introduction

In 2020, a Sectoral Review of ETB Outdoor Education and Training Provision was completed. The review was circulated for discussion and subsequently working groups were established under the auspices of ETBI to progress the recommendations. Following considerable internal discussions and meetings between members of the Outdoor Education and Training Network, the Department of Education and Skills, Department of Further and Higher Education, Research, Innovation and Science (DFHERIS) and other stakeholders, it was proposed that the management and funding of the ETB Outdoor Education and Training Provision come under the remit of FET (Further Education and Training). Additionally, it was proposed that a strategic framework be developed to help guide this transition and to articulate a vision for how Outdoor Education and Training Centres could develop.

A working group representative of all ETBI Forums was established to oversee the development of the strategic framework and to ensure the final document is representative

of all stakeholders. The purpose of this document is to outline the exciting and purposeful contribution that ETB Outdoor Education and Training Centres can play in contributing to and enhancing education and training in Ireland.

This year represents fifty years since the opening of the first Outdoor Education and Training Centre in Achill and presents an opportunity to generate a more cohesive and collaborative outdoor sector and to grow the contribution and profile of ETB Outdoor Education and Training Provision. Building on the expertise established over the last 50 years and outlining a vision for the future will ensure that the sector remains relevant and continues to drive change in outdoor education and training during the next stage of its development. This strategic framework reimagines the role of Outdoor Education and Training Centres, clarifies their purpose and identifies their core values. The document presents a vision for how Outdoor Education and Training Centres can help support the aims of Future FET while providing more focussed provision to the primary and post-primary sector.



New and innovative educational programming will require new and innovating thinking in terms of funding. Responsibility for the Outdoor Education and Training Centres is being transferred from the Department of Education funding to the Department of Further and Higher Education, Research, Innovation and Science with the restructure of the present funding arrangement where existing Department of Education funding of €2.28 Million will go directly from the Department of Public Expenditure and Reform (DPER) to the Department of Further and Higher Education, Research, Innovation and Science (DFHERIS) and thereafter to SOLAS. The funding would be distributed from SOLAS through the FET Directorate of the ETBs to the Outdoor Education and Training Centres.

This Strategic Framework document has come together through a process of consultation with the Working Group, and through reference to two key documents; *the National Further Education and Training Strategy Future FET: Transforming Learning and the Sectoral Review of ETB Outdoor Education and Training Provision (Hannon and O'Callaghan, 2020)*. The Strategic Framework can only be delivered by working in partnership with the many stakeholders with an interest in ETB Outdoor Education and Training Provision.

The strategic framework is focussed on the thirteen Outdoor Education and Training Centres and Services outlined below;

Table 1 - The establishment of the OETCs

Centre Name	Original VEC	Present ETB	Year Established
ACHILL OETC	County Mayo	Mayo Sligo Leitrim ETB	1971
BALTINGLASS OETC	County Wicklow	Kildare and Wicklow ETB	1994, funded: 2002
BIRR OETC	County Offaly	Laois and Offaly ETB	1981
OETC, THE BURREN	Co Clare	Limerick and Clare ETB	1981
CAPPANALEA OETC¹	Co Kerry	Kerry ETB	1981
CDETB OE SERVICES	City of Dublin	City of Dublin ETB	1973
FASTNET OEC	County Cork	Cork ETB	2006, recognised 2012
GARTAN OETC	County Donegal	Donegal ETB	1988
OETC, KILFINANE	County Limerick	Limerick and Clare ETB	1985
KINSALE OETC	County Cork	Cork ETB	1981
PETERSBURG OETC	County Galway	Galway and Roscommon ETB	1989
SHIELBAGGAN OETC	County Wexford	Waterford and Wexford ETB	1979
TANAGH OETC	County Monaghan	Cavan and Monaghan ETB	1992, Funded: 2002

¹From the 1 September 2020, Cappanalea was designated the outdoor education and training campus for Kerry College, from that date, this campus is being funded similar to other FET Centres transitioning from a self-financing model.

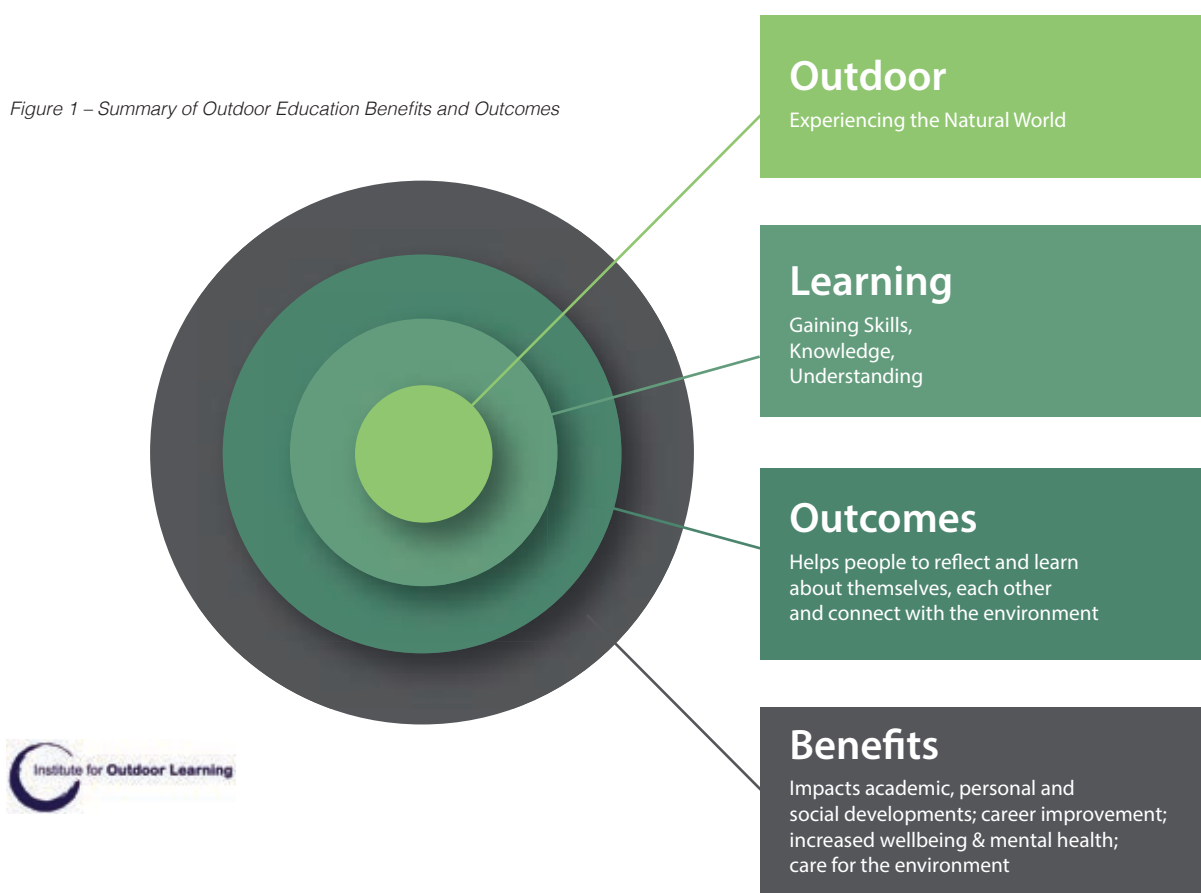
2. What is Outdoor Education and Training?

In order to create a shared understanding of the activity being addressed in this strategic framework the definition used by the Outdoor Education and Training Network of the ETBI is adopted which states:

“The use of adventure activities and the outdoors as a catalyst and medium for learning, personal and interpersonal development and fostering an awareness, respect and action for the environment.”

The Institute of Outdoor Learning is a UK based organisation and they have captured some elements of the definition above in diagrammatic form that helps summarise the learning outcomes and benefits of outdoor education and training.

Figure 1 – Summary of Outdoor Education Benefits and Outcomes



What is an ETB Outdoor Education and Training Centre (OETC)?

Historically, many ETB OETCs were established in old VEC schools with others being developed in more remote areas in repurposed buildings. Nine of the thirteen OETCs provide residential outdoor education and training experiences whilst in the City of Dublin ETB, Outdoor Education and Training takes the form of a support service and has no centre.



3. The case for the move to FET

This strategic framework document sets out an ambitious agenda for the development of ETB Outdoor Education and Training Provision as Outdoor Education and Training Centres. The sector starts this journey from an excellent base. It provides 100,000 participants with educational and developmental experiences in the outdoors, offers a broad range of programmes for participants in every age bracket and has built a depth of experience and expertise in its provision.

In the fifty years since the first Outdoor Education and Training Centre was established each centre and service has developed, out of necessity, its own set of management procedures with its regional ETB. An important element in the sector's ability to act as, and to be identified as, a coherent group, will be a consistency and clarity across all the ETBs in the approach to governance, oversight, regularised systematic reporting, strategic support and the application of policies.

It is the considered conclusion of the Outdoor Education Working Group that the future of Outdoor Education and Training Provision is best served under the auspices of FET with the transfer of their staffing, management, core funding and governance moving into the newly formed Department of Further and Higher Education, Research, Innovation and Science (DFHERIS).

In considering the proposed move to the DFHERIS, all parties acknowledged that there will be the need for a transitional period in which further consultation with both departments takes place to identify the key issues of concern and to focus all stakeholders on identifying the best ways for the sector to progress.

The decision to move Outdoor Education and Training Provision from the Department of Education (DoE) to DFHERIS was ultimately a Departmental decision, however the Working Group believe that there is a strong rationale for this move, which is now presented.

The Rational for Moving Outdoor Education and Training Provision under FET

Both FET and the Outdoor Education and Training Sector share similar strategic emphasis and there is a strong alignment in their strategic objectives. This alignment is compelling around the themes of **Building Skills** and **Fostering Inclusion**, which are both strategic pillars of the Future FET document and also key outcomes of the outdoor education and training process.

Both FET and the OETCs highlight the importance of **sustainability** with The Future FET strategy observing *“that FET programmes should be updated to embed a sustainable development focus”* and that ... *“critically, there should be emphasis on ensuring that all FET provision is used to develop critical climate change and environmental knowledge, and that FET Centres are based on a strong sustainability ethos”* (SOLAS, 2020). Outdoor education and training provision is particularly suited to playing a leading role in education for sustainability and examples from Scotland underline the success of this approach (Christie & Higgins, 2020).

Another area of shared emphasis is the development of **meta skills**. The Future FET document remarks that *“meta skills will be critical to prospering in the future world of work, and all vocational FET offerings must contain components that build capability in areas like complex problem solving, critical thinking, creativity and people management, providing FET graduates with labour market skills or preparing them to succeed if they transition to higher education”* (SOLAS, 2020). The development of meta skills has a long association with outdoor education and training provision and is referred to in most meta-analysis of outdoor education and training provision (Hattie, *et al.*, 1997, Richmond, *et al.*, 2018, Rickinson, *et al.*, 2004).

FET outdoor education and training is genuinely holistic and supports emotional, behavioural and intellectual development, which can help participants to lead fulfilling lives, gain self-esteem, become responsible members of the community and contribute to the world of work. Outdoor Education and Training Centres will create valuable experiences for all FET participants through which they can develop a sense of self, independence, confidence, creativity and empathy towards others. This type of personal development is increasingly important in the world of work and also for a balanced and satisfying life outside work. Outdoor education and training courses have a long tradition of focusing on the development of personal characteristics such as self-discipline, initiative and resilience and of creating experiences that cultivate participants' capacity for decision-making and problem-solving skills. Through these experiences, participants get to learn 'how to learn' and this is a crucial attribute in a rapidly changing world.

Finally, the non-formal, experiential nature of the **pedagogy** in outdoor education and training aligns with the approach to education offered in the Community Education Programmes and with the training ethos in the apprenticeship programmes under FET.

The move to FET and Consistency of Management and Governance

Prior to the transition, outdoor education and training provision within the ETBs was managed under the Director of Schools or the Director of FET depending on the ETB region. The realignment of outdoor education and training provision into FET facilitates a consistent management and governance structure across all regions. There is an opportunity to reimagine outdoor education and training within FET and integrated within the ETBs and with a consistent funding and management structure. Aligning the valuable work that is ongoing in the centres with the FET goals of inclusion, sustainability and building skills will help develop outdoor education and training provision without taking from the educational role of this provision in enhancing and supporting the school curriculum for young people.

The move to FET as a means to realise Key Policy Goals

Outdoor education and training is an approach to learning which provides a mechanism through which Outdoor Education and Training Centres can address the policy areas of Education for Sustainability and of Wellbeing. Through outdoor education and training experiences, learners develop a sense of place and belonging to their local, national and global community, with a deep connection to the natural world. The Outdoor Education and Training Centre weaves together global citizenship, sustainable development education and outdoor learning to create coherent, rewarding and transformative learning experiences.



4. A Review of Present Provision

In this section the key findings from the Sectoral Review of ETBI Outdoor Education and Training Centre (Hannon and O Callaghan, 2020) are presented.



Of the sixteen ETBs, eleven have an OETC. Two ETBs have two centres which results in there being a network of **thirteen** OETCs nationwide.



Each year **100,000 participants**, including primary school, post-primary school, community, and FET participants, benefit from outdoor education and training experiences provided by the OETCs.



This service costs the state **€2.07 million** - state subvention accounts for **36%** of the OETCs overall income with **64%** being self-financed.



The baseline data for the OETCs indicate a day capacity of **1480** participants and a residential capacity of **628**. The largest area of provision remains that of Transition Year Programmes (**22%**).



There are **257** staff employed in all categories within the thirteen OETCs. **75%** of staff are involved directly in instruction or teaching. **52%** of this grouping is employed on a seasonal (**40%**) or casual basis (**12%**). **72%** of staff are male.



The review recorded many excellent initiatives around **inclusion**. Research demonstrates that the role of adventure experiences for those at the periphery of society can be profound.



In the fifty years since the first centre was established each centre and service has developed, out of necessity, its own '**ecosystem**' of **procedures and governance** with its regional ETB.



According to the review, teachers, parents and principals **hold OETCs in high esteem** however; work needs to be done on creating awareness of OETCs and on their differentiated provision from commercial providers of outdoor recreation.



The sector has a good **safety** record and, according to the survey, is generally perceived as being safe by teachers, parents, and principals.



The range of activity already undertaken by OETCs in **Education for Sustainability (EFS)** and in the promotion of biodiversity shows the potential they have for supporting and leading national initiatives in this area.

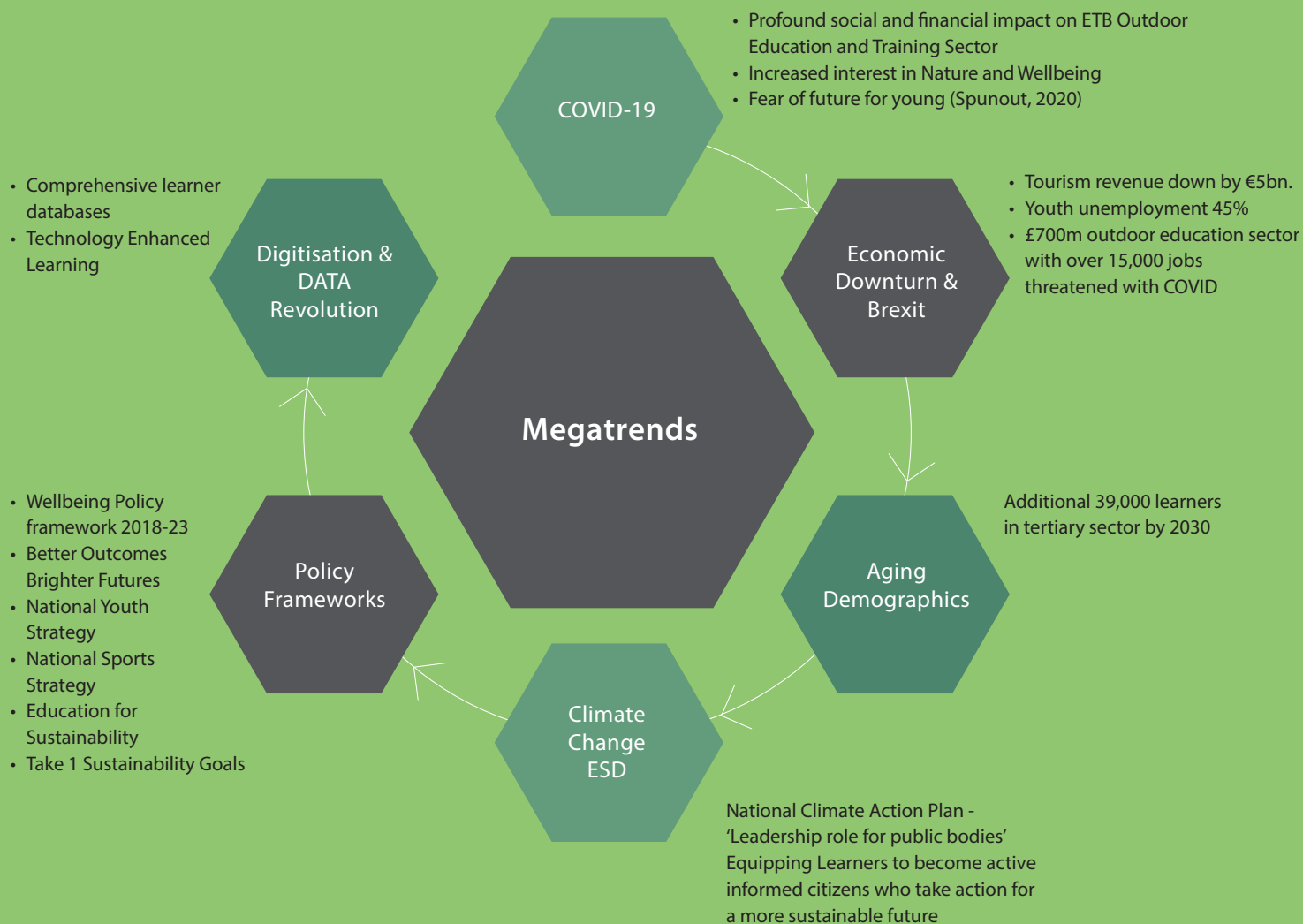


FET Training: The OETCs currently offer a range of programmes within the FET sector ranging from Level 5 and 6 offerings in Outdoor Sport and Recreation, Outdoor Activity Instructor Traineeships, Coastal Guiding, Regional Guiding and Inland Angling.

5. The Evolving Environment

The context in which outdoor education and training is being delivered is continually changing and is impacted by global trends and events. COVID-19 has caused widespread disruption across society and has impacted the outdoor sector worldwide and in Ireland. ETB Outdoor Education and Training Provision faces the challenge of planning for a changing context and evolving to meet new demands and a rapidly changing society. Planning for what some have described as 'Megatrends' will involve change if the sector is to remain relevant and impactful. The diagram below summarises these megatrends.

Figure 2 - The Evolving Environment



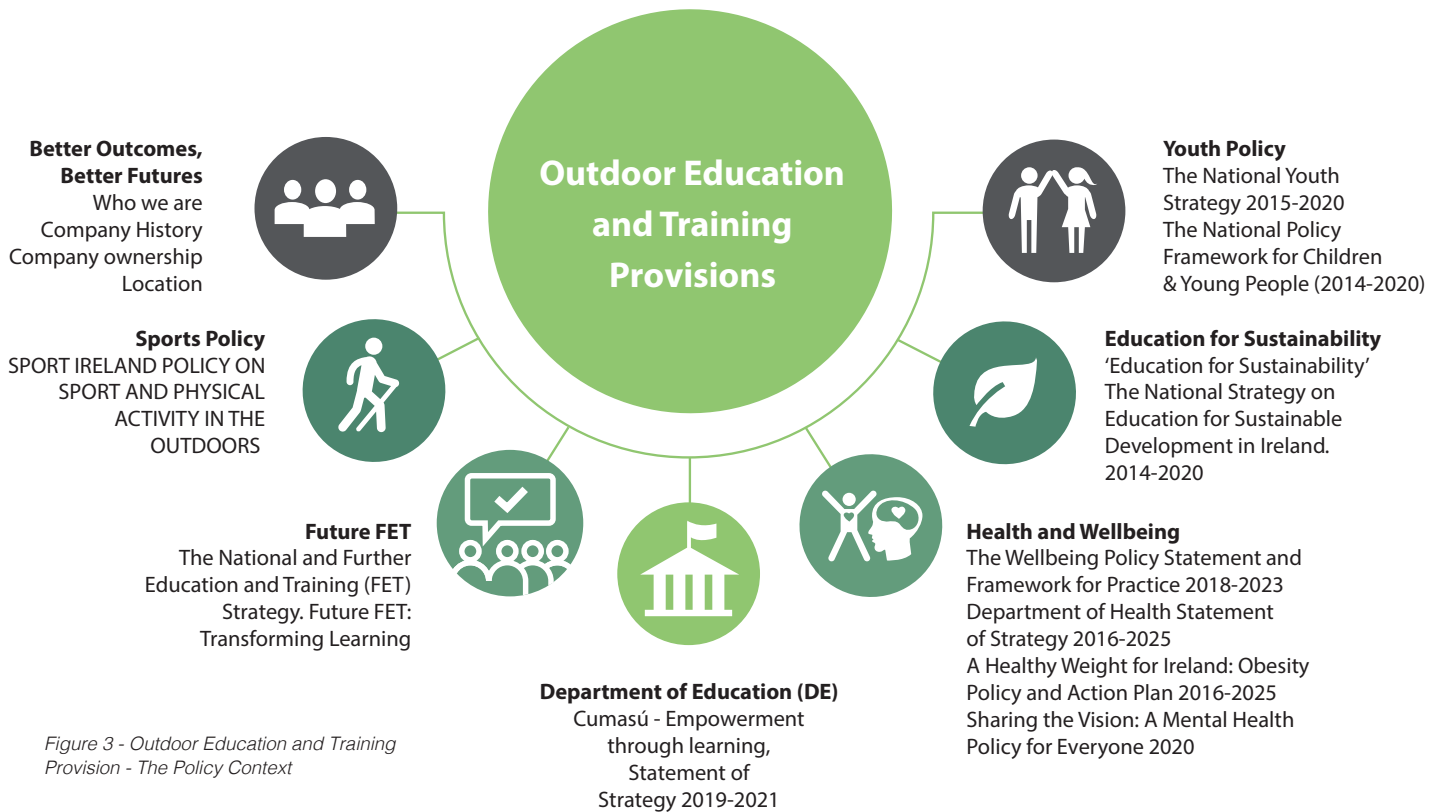


Figure 3 - Outdoor Education and Training Provision - The Policy Context

6. The Policy Context

ETB Outdoor Education and Training can support and align provision in the service of the state. Policy in the areas of Health & Wellbeing, Education, Sustainability, Youth and Sport has been identified and linked to research that outlines how carefully planned outdoor education and training experiences can address many of these policy goals. The policy framework Better Outcomes Brighter Futures takes a 'whole-of-Government' effort to improve outcomes for young people. Those working in outdoor education are well positioned to address its core aim of "creating high quality learning experiences that challenge each person to realise their potential". Evidence suggests that outdoor education can "help learners to develop social and emotional competence, in order to build resilience, self-efficacy and empathy" (Richmond, *et al.*, 2018).

The National Further Education and Training (FET) Strategy, *Future FET: Transforming Learning* is very significant. The close alignment of the FET strategic priorities with the learning outcomes most associated with outdoor education and training is marked. The FET priorities of **Fostering Inclusion** and **Building skills** are also a key focus of Outdoor Education and Training as are the development of **Meta skills** and the building of self-confidence.

The Department of Education and Skills (DES) 2019-2021 (now called the Department of Education DoE) stresses inclusion as a key priority. Outdoor education has a track record of engaging with learners impacted by social disadvantage and has in more recent years made the inclusion of those with special educational needs an important aspect of their provision. The DE strategy

aims to intensify the relationships between education and the wider community. This goal underlines the importance of the OETCs becoming an integral component of the educational infrastructure and of embedding their provision within their host communities.

The Wellbeing Policy Statement and Framework for Practice 2018–2023 outlines how young people "learn more effectively... if they believe in themselves and feel acknowledged and supported". Outdoor education research notes improvements in pupil's engagement with learning, concentration and behaviour, as well as positive impacts on health and wellbeing as a result of outdoor education (Marchant, *et al.*, 2019).

In policy related to Outdoor Recreation, Sport Ireland notes how fortunate Ireland is in having high quality countryside and outdoor spaces for people to take part in a variety of outdoor recreational sporting activities. The Outdoor Recreation Action Plan for Northern Ireland notes the need to ensure that access to green space and opportunities for enjoying the outdoors must be improved for all sections of the community. The Action Plan also notes how landscapes must be protected through sustainable and sensitive planning. The policy observes that engaging people with the natural environment is "crucial so that they feel a strong sense of ownership of the environment and a desire to look after 'their patch' is engendered". This final observation underlines critical links to Education for Sustainability which could be the greatest challenge facing education and the broader society.

7. Vision for the ETB Outdoor Education and Training Provision as Outdoor Education and Training Centres.

Outdoor Education and Training Centres will provide high-quality, transformative outdoor education and training experiences that are inclusive, accessible, affordable and sustainable.

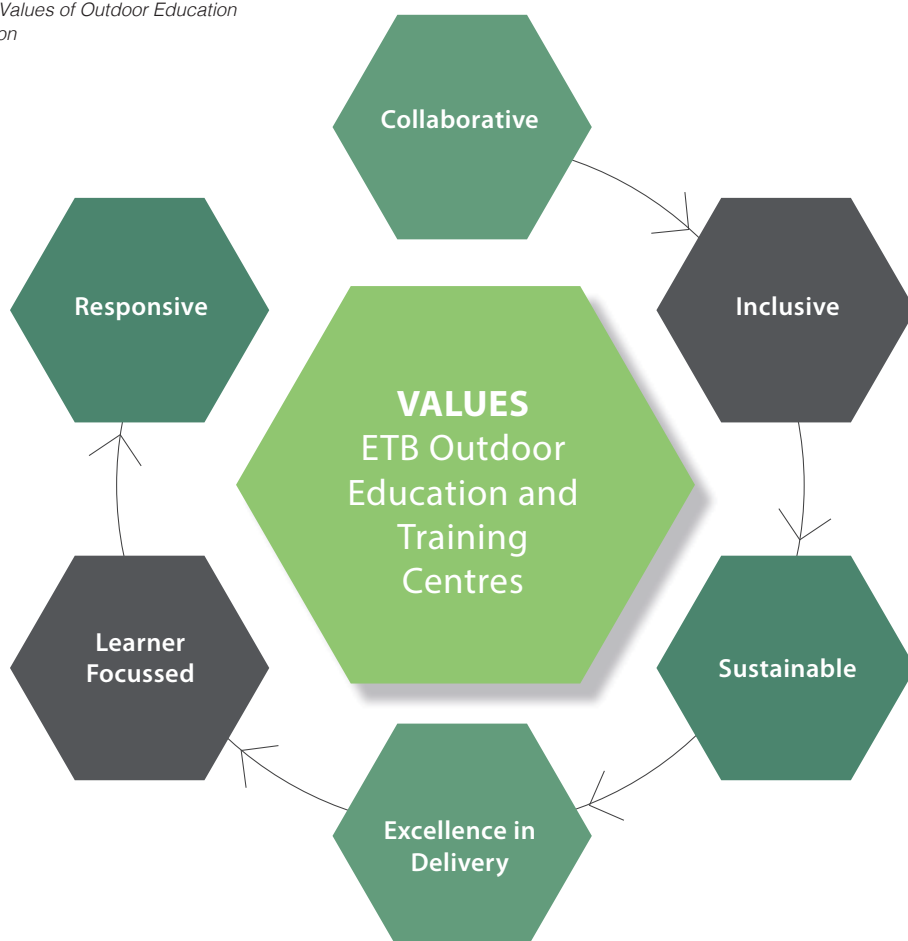
We aim to provide learning experiences in the outdoors that focus on personal and social development and that create a connection to, and care for the natural environment.

We aim to be a driving force for the development of high-quality outdoor education and training experiences empowering participants, at all stages of their lives, to develop the personal and social skills necessary to be active citizens, effective employees and drivers of change for a better environment and a more sustainable future.

Core Values of Outdoor Education and Training Provision

The Core Values outlined here underpin the ethos of the ETB Outdoor Education and Training Provision as Outdoor Education and Training Centres. They guide the direction of the strategy and are the values against which the sector judges itself.

Figure 4 - The Core Values of Outdoor Education and Training Provision



8. Mission and Aims

Our mission as an Outdoor Education and Training Centre is to provide participants with a transformative outdoor experience that will contribute to their personal, social and physical development which will develop their environmental stewardship empowering them to reach their full potential and to contribute to society. We aim to be the preferred provider for outdoor education and training experiences in Ireland, known for the quality of our provision.

Within the three-year period ETB Outdoor Education and Training provision will:

Provide **life-long learning experiences** in the outdoors that will challenge and develop participants at all stages of their lives, and which connect with and support their learning at schools, in training, at college and in the community.

Build on their reputation nationally and internationally as **dynamic and learner focused**, and which seeks to facilitate high-quality outdoor learning experiences for all.

Enable access and opportunity for a **diverse range of participants** to high-quality outdoor learning experiences.

Attract, support and encourage **highly talented and qualified outdoor education staff**.

Invest in buildings and equipment to consolidate and strengthen current provision.

Collaborate with agencies, enterprises and the community to maximise the impact of the outdoor education and training experiences provided.

Establish its reputation as a **leader in Education for Sustainability** which can support and extend this learning in FET, in schools, and through the Take 1 programme.

Provide opportunities for participants to develop their **Wellbeing** through a life-long interest in being active in nature.

9. Pillars of the Strategic Framework



Enabling Themes

Learner Centred Provision

- Enhance evaluation of learning of all programmes
- Use innovative evaluation methods to capture 'softer' outcomes
- Where possible deliver outdoor programmes close to where learners live to help root provision in learners' place and community.

Staffing and Networks

- Cross-outdoor sector PD
- Cross-FET PD integrating with regional initiatives
- Create communities of practice cross-FET & Outdoor
- Connect staff training to national initiatives

Data Management

- Enhance data management systems to demonstrate learner engagement & achievement
- Use Digital Badges and Micro-Credentialing or equivalent to acknowledge achievements
- Identifying unit costing of Programmes
- Demonstrate participation from target cohorts

Capital Infrastructure

- Address deficits in buildings and equipment across outdoor sector
- Consolidate provision to effective programmes.
- Invest to encourage specialisation and accommodation of OETC's to their regional context while maintaining coherence across ETB Outdoor Education and Training sector.

Figure 5 – Strategic Pillars and Enabling Themes of Outdoor Education and Training Provision

10. The Future as an Outdoor Centre and Training Centre

An overview is provided here of what ETB Outdoor Education and Training Provision would look like in an Outdoor Education and Training Centre. This overview translates the aspirations within each strategic priority area into reality in terms of programme provision.



Figure 6 - The Future as an Outdoor Education and Training Centre

11. The Outdoor Education and Training Centre – how it will change.

This strategic Framework is about changing and developing provision. In addition to a clearer educational focus in its provision to the primary and post-primary sector, the Outdoor Education and Training Centres will change to provide a greater focus on FET provision in the following areas:

Education for Sustainability

The Sustainable Development Goals will be a key focus of The Outdoor Education and Training Centre. The Outdoor Education and Training Centre will provide CPD for teachers and trainers to help them to think about, plan for, and implement, Education for Sustainability in their own practice. Programmes for participants will inspire them to develop the confidence, skills, knowledge, values and attitudes to thrive and develop.

Teacher and Youth Leader Training

Training courses will be provided on an ETB regional basis for teachers and youth leaders who wish to develop outdoor instructional skills.

Meta Skills Development

A structured experiential programme targeted on developing meta skills will be offered to all participants and FET trainees on the Outdoor Education and Training Centre or as part of outreach provision.

Induction Programmes for all FET Participants

Induction Programmes will be facilitated as required at the outset of all FET Programmes on the Outdoor Education and Training Centres. These programmes will focus on developing the transversal skills, emotional competencies and team-working skills that will be required for participants to successfully complete their FET programmes.

Wellbeing

The Outdoor Education and Training Centres will provide wellbeing programmes to support programme provision at all levels within FET in the area of wellbeing. The Outdoor Education and Training Centres provide an environment and activities that foster positive relationships that are central to health and well-being.

Community Education Programmes

Outdoor Education and Training Centres will collaborate with Further Education and Training Centres to develop programmes in the outdoors that build self-confidence and self-esteem for those with low skills or a negative experience of formal education. The programmes will provide a stepping-stone to further learning, qualifications and rewarding work.

12. Transformation Roadmap

The success of the transformation journey for the ETB Outdoor Education and Training Centres to become Outdoor Education and Training Centres will be dependent on careful planning. To set this planning in motion seven priority areas of transformation were identified (Fig. 7) and working groups were created to address each of these areas. Each working group consisted of the Directors of the Outdoor Education and Training Centres along with the joint chairs of the Outdoor Education Network and support staff from ETBI. A key aim was established for each priority area and thereafter a roadmap detailing the necessary actions required was identified. These actions are summarised in the table below (Table 2).

The seven areas of priority are interconnected and mutually dependent. Changes and development in the area of curriculum will require innovation, and has implications for human resources, finance and governance. It is envisaged that the working groups will meet regularly to monitor progress on the roadmap actions. To monitor progress, the Bookerplex² learner database used by the OETCs has been enhanced and will be used to provide outcome-based evidence for each priority area. All learner data will be captured on the PLSS³ system and the associated financial reporting will be processed through FARR⁴. This data capture process is further detailed later in this section.

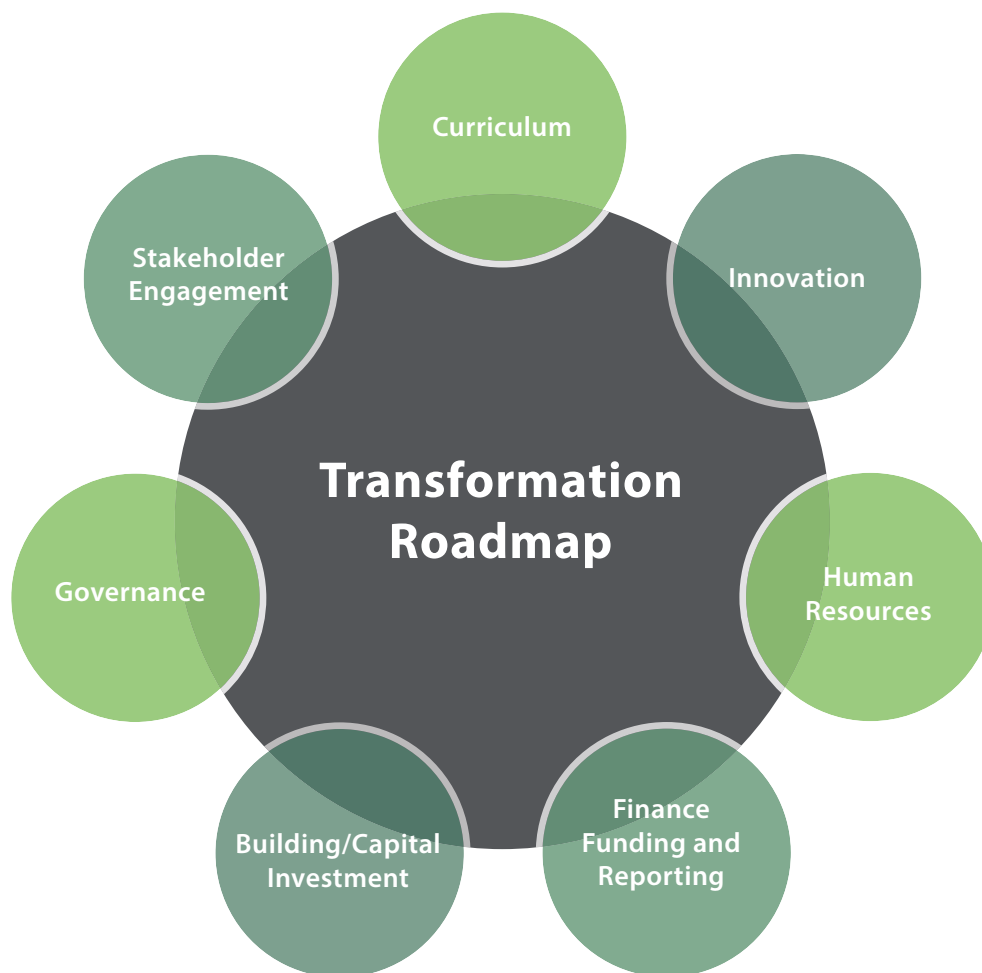


Figure 7 - Seven Priority Areas for Transformation

² BookerPlex is a powerful and secure online booking and invoicing application, which has been enhanced to capture learner demographics for the Outdoor Education and Training Centres.

³ The Programme Learner Support System (PLSS) is a joint project between SOLAS (the National Further Education and Training Authority) and Education and Training Boards Ireland (ETBI). PLSS is a suite of software applications that are designed to provide an integrated approach to the collection and processing of personal data of users of PLSS and FET programmes funded through SOLAS, and the outputs, outcomes and performance of such programmes.

⁴ The Funding Allocations Requests and Reporting (FARR) system was developed for utilisation in the planning and funding process. FARR is a web application linked to a database which has the capacity to capture quantitative data in a questionnaire format.

Table 2 - Transformation Roadmap

Key Area	Aims	Roadmap Actions
Curriculum	To consolidate current delivery and to develop new innovative FET programmes and curricula to be delivered in all ETB OETCs.	<ul style="list-style-type: none"> - Build, develop and strengthen relationships between the OETCs and FET provision. - Develop Communities of Practice across a range of FET areas – Youthreach, Apprenticeships, Traineeships, VTOS⁵, BTEI⁶, etc. - Design and deliver staff seminars and in-service training on the potential of OE for personal development, self-reflection and well-being. - Strengthen the personal development, self-reflection and well-being potential for learners through cross-curricular approaches using outdoor education. - Frame FET provision under prescribed headings: FET Whole Module Delivery, FET Module Support, Staff Training Support, OE Training for Educators, Education for Sustainability and Environmental Education.
Innovation	To promote outdoor education programmes as an innovative means to develop transversal skills and an understanding of sustainability	<ul style="list-style-type: none"> - Map current FET provision to identify learning outcomes that can be delivered or supported through the medium of outdoor education. - Collaborate with the ETB TEL⁷ sector to design innovative evaluation methods. - Collaboration with Community Education to identify training opportunities and needs. - Establish links with Environmental NGOs to design and deliver Education for Sustainability. - Develop teacher and leader training.
Human Resources	To develop agreed staffing structures consistent across all ETBs with a consistency of funding for proposed posts	<ul style="list-style-type: none"> - Agree staffing structure consistent across all ETBs. - Map current staff structure in each OETC. - The allocation of instructional hours for curriculum provision will rest with each ETB. - Relevant CPD and upskilling to be identified for instructional staff (five-year plan). - Acknowledge & include dual approach of CDETB, Fastnet Marine) & other OETCs. - Agree new staff structure for new curriculum. - Establish wider staff needs and need for recruitment. - Operational Guidelines to be generic across all OETCs
Finance, Funding and reporting	To develop and implement a consistent organisational structure across all ETB Outdoor Education and Training Centres	<ul style="list-style-type: none"> - OETCs will take a consistent approach to funding allocation within the centres. - SOLAS variable funding for FET course provision will be requested through the FARR returns on an annual basis by ETBs. - School provision will continue to be subsidised by the existing DoE allocation. - Other self-financing educational and training provision will continue. - OETCs will take a consistent approach to reporting appropriate to Schools and FET procedures.
Capital Investment	To develop a capital investment plan.	<ul style="list-style-type: none"> - Enable OETCs to apply for funding through FET Capital Programme, FET Devolved Capital, FET Maintenance and Refurbishment - Devise joint funding applications across OETCs as was done in the Sport Capital application in 2009. - Accessibility Audit of all buildings & facilities - Each ETB will conduct a building audit in line with other FET Centres and identify where upgrades to facilities are required.
Governance	To develop and implement consistent governance guidelines and policy across all ETB OETCs	<ul style="list-style-type: none"> - OETCs will participate in a review of governance structures. - OETCs will align with FET governance guidelines and policy. - Governance structures will be consistent across OETCs to underpin high quality provision and the generation of outcome-based data. - OETCs will strengthen generic operating guidelines.
Stakeholders	To engage collaboratively with stakeholders to inform the work of the OETCs	<ul style="list-style-type: none"> - Stakeholders to be identified and mapped. - Stakeholder engagement process to be agreed. - Formalise collaboration with appropriate stakeholders by implementing agreements in the form of Memorandums of Understanding or Service Level Agreements.

⁵ Vocational Training and Opportunities Scheme (VTOS). This scheme provides a range of courses to meet the education and training needs of unemployed people.

⁶ The Back to Education Initiative (BTEI) provides part-time further education courses mainly for people who have not completed the Leaving Certificate or equivalent qualification.

⁷ Technology Enhanced Learning (TEL) is concerned with the effective use of technology to improve the student learning experience.

13. The FET Outdoor Education Curriculum.

Earlier in this Strategic Framework (Section 11) the important areas of curriculum that could be effectively delivered through the medium of outdoor education were identified as Education for Sustainability, Teacher and Youth Leader Training, Meta Skills Development, Induction Programmes, Promotion of Wellbeing and finally the support of Community Education Programmes.

The means by which these elements of curriculum could be delivered or supported by the OETCs was considered by the working groups. These elements of curriculum that could be facilitated by the OETCs in terms of 'Whole Module Delivery' or as 'Supported Module Delivery' are outlined below (Fig. 8). In the planning of the Transformation Journey an emphasis was placed on having a consistent mechanism for learner data capture and on the means of supplementary financial reporting. Careful adherence to these existing FET systems would place the Outdoor Education and Training Centre as an integrated entity within the ETB infrastructure and enable the centres demonstrate outcomes-based evidence. For learner data capture, the PLSS system will be used with the primary responsibility for the entry of that data resting with those primarily responsible for Module delivery (Table 3).

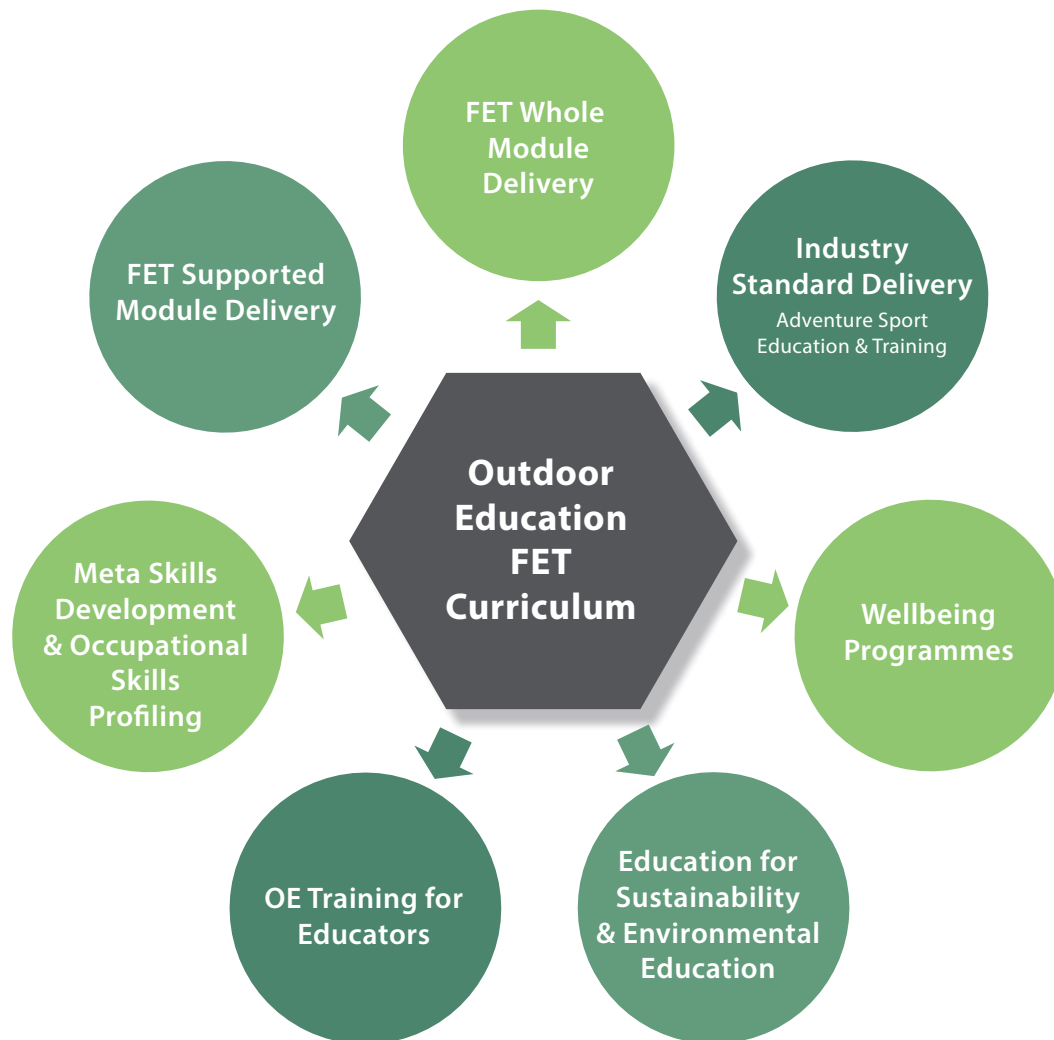


Figure 8 - OETCs and the FET Curriculum Delivery

14. Learner Data Capture

An important aspect to operating effectively as an Outdoor Education and Training Centre will be the ability to track learner progress in an integrated way that is learner and performance centred and that helps facilitate Learning Pathways within FET, from school to FET and from FET to Higher Education. OETCs are increasingly familiar with capturing learner data on the PLSS system and using FARR for financial reporting and funding requests. The recent enhancement of Bookerplex and the consistent use of PLSS and FARR within the OETCs will help create a strong evidence base of data regarding the seven priority areas and enable data driven decision making. This data can be used to account for the performance of the OETCs, track the extent of their transformation, ensure accountability and enable a better understanding of the outcomes and impacts of outdoor education and training. The learner data capture procedures are outlined below (Table 3).

Table 3 - Learner Data Capture

Strand	Learner Data Capture	Supplementary financial reporting
Supported Module Delivery	Learner data will be captured on PLSS by the FET centre primarily responsible for the Module	Bookerplex corresponding with FARR return
Whole Module Delivery	Learner data will be captured on PLSS by the OETC or by the Centre primarily responsible for the course if the OETC is only delivering one module	Bookerplex corresponding with FARR return
Industry Standard Delivery	Learner data will be captured on PLSS by the OETC or by the centre / programme primarily responsible for the course	Bookerplex corresponding with FARR return
Sustainability and Environmental Delivery	Can be Whole Module Delivery or Supported Module Delivery with Learner data captured on PLSS.	Bookerplex corresponding with FARR return
OE Training for Educators	Learner data will be captured on PLSS by the OETC or by the Centre / Programme primarily responsible for the course	Bookerplex corresponding with FARR return
Wellbeing Programmes	Learner data will be captured on PLSS by the OETC or by the Centre / Programme primarily responsible for the course	Bookerplex corresponding with FARR return
Meta Skills and Occupational Skills Profiling	Supported Module Delivery. Learner data will be captured on PLSS by the centre / programme primarily responsible for the course	Bookerplex corresponding with FARR return

15. The Primary and Post-Primary Curriculum

Primary and Post-Primary Programme delivery will continue as the OETCs continue with their Transformation to Outdoor Education and Training Centre. It is envisaged that this provision will be directly subsidised as outlined in section 16. The key areas of curricular support to schools and of programme delivery are noted below (Fig. 9). Learner data will be captured using PLSS and Bookerplex and returned to the ETB providing further outcome-based evidence of the transformation process. Self-financing provision will continue, with learner data being similarly recorded. The table below shows the learner data capture (Table 3).

Figure 9 - Outdoor Education School Curriculum

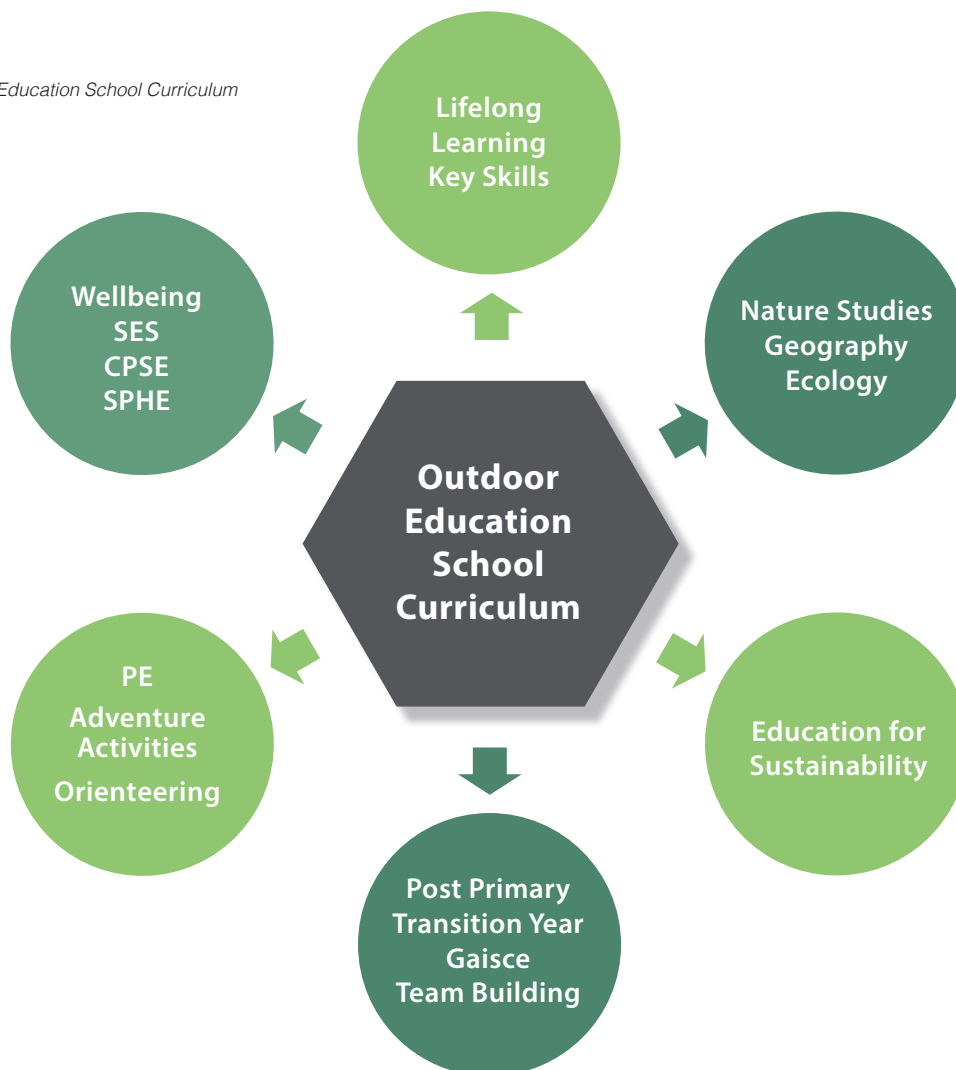


Table 4 - Learner Data Capture and Reporting for Schools Provision

Strand	Learner Data Capture	Supplementary financial reporting
Primary School	PLSS & Attendance Sheets at the OETC	Bookerplex
Post Primary School	Attendance Sheets at the OETC	Bookerplex
Self-Financing Courses and Programmes	Attendance Sheets at the OETC	Bookerplex

16. Funding and the Outdoor Education and Training Centre.

As noted in the introduction, new and innovative educational programming requires new and innovative funding solutions. It is proposed that the funding for the Outdoor Education and Training Centres is designed to reflect the nature of their educational and training provision.

Historically funding of €2.28 million came from the Department of Education and was distributed through the ETBs to be allocated to the Outdoor Education and Training Centres. In general, this allocation helped to fund the 'core posts' of Manager, Senior Instructor, Administrator and Caretaker.

Following the transition, the funding of €2.28 million will go directly from the Department of Public Expenditure and Reform (DEPR) to the Department of Further and Higher Education, Research, Innovation and Science (DFHERIS) and thereafter to SOLAS. SOLAS will distribute this funding through the ETB's FET Directorate for the funding of the Outdoor Education and Training Centres. The funding, administration and reporting will all come under one Department. The current funding that will be transferred to SOLAS will be utilised for salaries and delivery of programmes.

As noted in Future FET, the National Further Education and Training Strategy, the key to successful development in relation to skills, pathways, and inclusion will be the evolution of FET facilities. It is envisioned that the OETCs will become integrated centres of FET that can serve as a beacon of outdoor-based learning excellence. The OETCs would serve as a community resource, with facilities used for a range of societal and cultural purposes and be the obvious 'go to' place to access outdoor education and training for primary and post-primary schools.

Funding of Programme Provision

The funding for the provision of summer camps and provision to scout, guide, and youth organisations would be subsidised through self-financing where appropriate. Funding for programme provision for the Outdoor Education and Training FET Curriculum would be requested through the FARR allocation. The Outdoor Education and Training Centres would continue to have a strong role in primary and post primary education, supporting stronger awareness of FET and outdoor education pathways and opportunities.



17. Implementation and Review.

Agreeing the Strategy

Realigning provision as an Outdoor Education and Training Centre offers an opportunity to define ETB Outdoor Education and Training Provision as a single cohesive concept. Adapting a new structure within FET offers the ETB Outdoor Education and Training Provision a chance to consider the direction it wants to take and to seek broad agreement from stakeholders. This document sets out a proposed strategic framework.

Implementing the Strategy

There can be an exciting future for Outdoor Education and Training Centres under FET administration and management that can build on the strong foundations of 50 years of Outdoor Education and Training Centres in Ireland. A clear strategy for Outdoor Education and Training provision that aligns with government, DE and FET goals will result in agile, relevant and focussed provision of outdoor education and training for all. Partnership and engagement with stakeholders are fundamental to its implementation and to its success.

Communicating the Strategy

Communicating the strategy widely is important to demonstrate that Outdoor Education and Training Centres can play a significant part in the learning journey of all participants, building their range of personal skills, their feelings of citizenship and their connection and care for their environment. Outdoor Education and Training Centres can benefit from the ETB branding as part of a concerted and innovative communications campaign to articulate its purpose, values and vision and to demonstrate what it can offer to all students, trainees and to society.

Reviewing the Strategy

A reviewing mechanism is a crucial part of any strategic framework. It is recommended that the strategy be established for a **three-year** period with clear agreed targets and that there is a mid-term review after **eighteen months**.



Guiding quotations from the source material:**Education for Sustainability**

The National Strategy on Education for Sustainable Development aims to ensure that education contributes to sustainable development by equipping learners with the relevant knowledge (the 'what'), the key dispositions and skills (the 'how') and the values (the 'why') that will motivate and empower them throughout their lives to become informed active citizens who take action for a more sustainable future.

'Education for Sustainability' The National Strategy on Education for Sustainable Development in Ireland, 2014- 2020."

"It is important that we measure the wider benefits of learning through FET, and those which have an impact at an individual level for the learner. These can relate to improved learner confidence, empowerment and engagement; increased appetite for additional study; community development; and enhanced societal engagement and integration."

Future FET 2020

" ...The Review concludes that there is robust evidence of the value of Learning for Sustainability in attainment, personal development and environmental stewardship."

The Impact of Learning for Sustainability on Educational Outcomes: A Summary of Findings, 2020 (Scottish Government)

"A member of the workforce will be unlikely to prosper in their career unless they are equipped with essential core 'meta skills' in areas like complex problem solving; emotional intelligence; creativity; service orientation; and cognitive flexibility."

Future FET 2020

"In all this change, FET must be cognisant of the broader purpose of learning, which goes beyond meeting the skills of the economy. FET also facilitates personal development, vibrant and integrated communities, and a commitment to social justice that defines Ireland today. This must remain a core part of its fabric."

Future FET 2020

"There was clear evidence that participating in outdoor sports has distinct positive effects on general mental health, quality of life experiences, happiness and a sense of life satisfaction."

The BOSS Project 2019



Appendix 1

Implementation Action Plan

The purpose of this document is to outline how the Strategic Framework document has been translated into a series of defined, timebound and measurable actions. This process of translating the Strategic Framework into actions has been undertaken by four ETB Outdoor Education subgroups under the actionable areas of:

- Curriculum and Innovation,
- Human Resources and Capital Investment,
- Finance, Funding and Reporting,
- Stakeholders and Governance

In this overview of the Implementation Action Plan each of the four actionable areas is addressed in turn. Within each actionable area, actions are identified with the purpose of these actions outlined. Key Performance Indicators (KPIs) have been identified by the OETC Network for each of the actionable areas. KPI are time-bound against each quarter with metrics for indicating progress and will be tracked and evaluated by the network on ongoing basis.

Key Area - Curriculum and Innovation	
Action	Purpose
1. Build, develop and strengthen relationships between the OETCs and FET providers.	<ul style="list-style-type: none"> • To increase the engagement with FET providers and to increase the level of new outdoor education provision within FET. • Explain and demonstrate the role that Outdoor Education can play in achieving many of the Learning Outcomes within FET
2. Develop Communities of Development across a range of FET areas including: Youthreach, Apprenticeships, Traineeships, VTOS, BTEI etc.	<ul style="list-style-type: none"> • To establish Communities of Practice within the FET Sector to integrate Outdoor Education Pedagogies and expertise across FET for the mutual benefit of providers and for improved services to learners. • To identify where outdoor education can meet FET needs and, in these cases, to align OE provision with FET training needs. • To share resources and develop best practice.
3. Design and deliver staff seminars and in-service training on the role and potential of OE to deliver across a range of outcomes.	<ul style="list-style-type: none"> • To update and inform all Outdoor Education staff about the potential of outdoor education to deliver across a range of developmental and educational outcomes. • To provide this CPD training on a shared training platform to ensure a high and uniform standard of CPD delivery. • To create awareness for OE staff of the impact of Outdoor Education pedagogies across a range of learning outcomes.
4. Strengthen the personal development, self-reflection, and wellbeing potential for students and learners through cross curricular approaches using outdoor education.	<ul style="list-style-type: none"> • To identify the core 'meta skills' in areas like complex problem solving; emotional intelligence; creativity; service orientation; and cognitive flexibility that are central to the Future FET strategy. • That Outdoor Educators become familiar with the revised Wellbeing Policy Statement and Framework for Practice and demonstrate how Outdoor Education pedagogies can support work in both primary and post-primary education in this area. • To develop outdoor education programmes that focus on the personal development for Primary and Post Primary students with particular focus on supporting the development of Key Skills and SPHE learning outcomes.
5. Frame OE provision under prescribed headings for Post Primary & Primary provision.	<ul style="list-style-type: none"> • To identify where current outdoor education meets curricula needs and to ensure that this current provision is appropriately categorised under those headings used with primary & post-primary curricular, and policy documents. • To identify areas within the curriculum that could be addressed by the OETCs e.g. Senior Cycle PE

Action	Purpose
<p>6. Mapping and Framing OE FET provision under prescribed headings:</p> <ul style="list-style-type: none"> • FET Whole Module Delivery, • FET Supported Module Delivery, • Staff Training Support, • OE Training for Educators, • Education for Sustainability and Environmental Education, • Wellbeing Programmes, • Meta Skills Development and Occupational Skills Profiling • Induction Programmes 	<ul style="list-style-type: none"> • To identify where current outdoor education meets FET needs and to ensure that this current provision is appropriately categorised under those headings used within FET. • To identify where outdoor education provision could meet FET needs in the future and plan to align OE provision, where appropriate, with FET training needs. • Identify learning outcomes where enhanced delivery can be provided through experiential outdoor education. • Confirm unique position of OETCS to provide immediate, rich, and memorable learning delivered through experiential outdoor education.
<p>7. Collaboration with Community Education to identify training opportunities and needs.</p>	<ul style="list-style-type: none"> • Promote potential of outdoor education within lifelong learning.
<p>8. Establish high quality outdoor education Induction Programmes accessible for all FET Learners.</p>	<ul style="list-style-type: none"> • To build on the established track record that OETCs have in providing high quality induction programmes and to tailor this expertise to meet the needs of FET learners.
<p>9. Design innovative evaluation tools that can measure and document the impact of outdoor education programmes.</p>	<ul style="list-style-type: none"> • To measure and publicise the impact of outdoor education programmes. • To use TEL expertise to assist the capture the unique immediate learning experiences in an outdoor environment for reflection and review.
<p>10. Establish links with Environmental NGOs to design and deliver environmental education and Education for Sustainability.</p>	<ul style="list-style-type: none"> • Establish OETCs as key partners in delivering Environmental programmes and confirm unique position of OETCs to provide expertise, water safety and safe supervision of environmental education programmes in an outdoor setting.
<p>11. Present the OETCs as venues for teacher, leader training and for lifelong activity participation.</p>	<ul style="list-style-type: none"> • Establish OETCs as training hubs for outdoor, environmental, and other related training. • Promote OETCs for lifelong learning participation in outdoor and adventure activities.
<p>12. Provide greater opportunities for placement for University Internships/ Trainee Placements for students /trainees from home & abroad.</p>	<ul style="list-style-type: none"> • To establish mutually beneficial relationships with Colleges and Universities in Ireland and internationally. • To encourage the dissemination of the latest perspectives on high quality outdoor learning pedagogies. • To explore whether there could be opportunities for third level students to research and evaluate the impact of outdoor education in Ireland to build up an evidence base for effective practice. • To enhance supervisory skills of core OETC staff and involve them in action research. • To create greater visibility for the outdoor education that takes place in the OETCs in the broader educational landscape. • To develop the skill set of students and to identify good staff for future employment.

Key Area - Human Resources and Capital Investment

Action	Purpose
1. Develop consistent staffing structures across all ETBs.	<ul style="list-style-type: none"> To provide consistency in staffing structures across all ETBs. Develop and adapt the current staffing structures to accommodate the new curriculum. Identify those areas that require additional staffing or additional CPD
2. Definition of Qualification Criteria for Instructors & Pay Scales for same.	<ul style="list-style-type: none"> To provide clarity of about the role and responsibility for qualified Instructors with reference to their qualifications. Establish roles and responsibilities for instructors with Traineeship and those with relevant degree in addition to the NGB qualifications. To establish a clear link between any staffing changes and the new curriculum and programmes.
3. To establish a 5-Year Funded Professional Development Programme for upskilling staff across all Departments within the OETCs.	<ul style="list-style-type: none"> To develop a programme of CPD to upskill staff to meet the challenges of delivery a new curriculum into Schools, FET and Community Education. To create options for permanent staff that wish to pursue qualifications at L7, 8 or 9 that are relevant to their role and responsibility in the OETC. That OETC Directors consult with permanent OETC staff to create individual continual professional development programmes that align personal interests, OETC centre deficits and the strategic framework. To build on the excellent safety record and to continue to promote Safe Practices across all Departments within the OETCs.
4. Develop new Posts of responsibility in area of Field Studies/ Biodiversity/ Climate Action / Education for Sustainability.	<ul style="list-style-type: none"> To provide more specialist programmes and accredited courses across all OETCs. To use of the natural environment in which outdoor education programmes are offered to enhance environmental knowledge and pro-environmental behaviour.
5. To establish Tutor / Coordinators for the delivery of QQI L4, 5 & 6 Outdoor Recreation Courses & Stand-Alone Independent Modules/Awards	<ul style="list-style-type: none"> To develop and recognise staff with the required skill set to act as Tutors/ Coordinators for QQI programmes at L4,5, and 6. To identify and designate staff with the required skill set to develop and coordinate standalone independent modules and awards.
6. Provide greater opportunities for placement for University Internships/ Trainee Placements for students /trainees from home & abroad.	<ul style="list-style-type: none"> To establish mutually beneficial relationships with Colleges and Universities in Ireland and internationally. To encourage the dissemination of the latest perspectives on high quality outdoor learning pedagogies. To explore whether there could be opportunities for third level students to research and evaluate the impact of outdoor education in Ireland to build up an evidence base for effective practice. To enhance supervisory skills of core OETC staff and involve them in action research. To create greater visibility for the outdoor education that takes place in the OETCs in the broader educational landscape. To develop the skill set of students and to identify good staff for future employment.
7. To take a coordinated approach to funding applications across OETCs.	<ul style="list-style-type: none"> To enable OETCs to benefit from a collaborative funding application approach which could enable them save on replication and benefit from economies of scale
8. To carry out a building & land audit of each OETC to establish priority of capital investment and to carry out current urgent repairs.	<ul style="list-style-type: none"> To carry out a building and land audit to prioritise capital investment. To involve respective ETB Land & Buildings Officer in this audit and to have risk assessment and accessibility embedded into the process. To ensure each building meets current Health and Safety statutory legislation requirements and is aligned to respective safety statements. To ensure OETC buildings are accessible for all.

Action	Purpose
9. Carry out an audit of the Technology Hardware Resources, Broadband connections & infrastructures at the OETCs.	<ul style="list-style-type: none"> To ensure that staff and students have the resources and connections to implement current software systems and deliver on-line learning as required.
10. Develop a Capital Investment Plan to build "INTELLIGENT /SMART" OETCs.	<ul style="list-style-type: none"> To make all OETCs fit for purpose with view to have classrooms & labs suitable for delivery of increased range of classroom-based FET courses. To have more energy efficient and environmentally friendly buildings to meet targets set by the government's CLIMATE Action Plan. To develop a better understanding of the reasons for reduced energy buildings. That the OETCs can avail of funding for the zero energy buildings To encourage the ETBI and DES to partner with other Departments to address the address capital investment.

Key Area - Finance, Funding & Reporting

Action	Purpose
1. To agree a consistent approach to funding allocation within the OETCs.	<ul style="list-style-type: none"> Develop and implement a consistent organisational structure across all ETB Outdoor Education and Training Centres. Develop and agree a consistent funding allocation across the OETCs that is approved by the Department of Education (DoE), Department of Further and Higher Education, Research, Innovation and Science (DFHERIS), SOLAS and ETBI.
2. Agree consistent approach to the funding of staff to deliver programmes.	<ul style="list-style-type: none"> To Develop and implement a consistent funding model to pay the salaries of instructional staff delivering programmes.
3. Agree consistent approach to the funding of non-pay costs associated with programme delivery.	<ul style="list-style-type: none"> Develop and implement a consistent funding model towards non-pay operating costs across all OETCs.
4. Agree appropriate usage categories to capture the different types of service provision.	<ul style="list-style-type: none"> All courses and programmes will be captured under specific usage headings for reporting purposes.
5. Agree consistent approach to financial reporting across all OETCs.	<ul style="list-style-type: none"> Develop and implement a consistent financial reporting structure across all ETB OETCs.
6. Agree consistent approach to usage reporting appropriate to Schools and FET procedures	<ul style="list-style-type: none"> Develop and implement a consistent reporting procedure across all OETCs.

Key Area - Governance and Stakeholders

Action	Purpose
a. Review of OETC governance structures and to develop and implement consistent governance guidelines and policy across all ETB OETCs.	<ul style="list-style-type: none"> To review the governance of OETCs to assess if current structures are adequate and comply with structures required by FET. Review operational policies considering amalgamation under FET to reflect this alignment and ensure compliance with policy and strategy. OETCs will strengthen generic operating guidelines to ensure quality and consistency of approach.
b. Ensure that any IT requirements relating to governance and policy are in place in all ETB OETCS.	<ul style="list-style-type: none"> To ensure that governance and policy are in place across all ETB OETCs and are underpinned by an appropriate IT platform. To ensure that governance structures will be consistent across all OETCs to underpin high quality provision and the generation of evidence for outcome-based data.
c. To identify and map stakeholder engagement with internal stakeholders.	<ul style="list-style-type: none"> To identify and map those stakeholders pivotal to the transition of the OETCs present context to their new structures under FET. To engage collaboratively with internal stakeholders to highlight the amalgamation of the ETB OETCs under FET and the changes to policies, structures, and future work of the OETCs.
d. To identify and map stakeholder engagement with external stakeholders.	<ul style="list-style-type: none"> To identify and map those key external stakeholders that need to be aware of the transition of the OETCs present context to their new structures under FET. To engage collaboratively with external stakeholders to highlight the amalgamation of the ETB OETCs under FET and the changes to policies, structures, and potential future work of the OETCs.
e. To consider a re-launch and the creation of a group 'brand' for the ETB OETC in their new context under FET	<ul style="list-style-type: none"> To explore the costs and benefits of a re-launch of the OETCs in their new operational context under FET. The purpose of this action is to explore the benefits and costs of collaboration and the creation of a group 'brand' and to explore what impact this might have on both marketing and promotion of the extended services provided by the OETCs under FET.

Action Plan Overview

Year 2021				
Quarters	Curriculum and Innovation	Human Resources and Capital Investment	Finance Funding and Reporting	Stakeholders and Governance
2021 Q2	<ul style="list-style-type: none"> a. CPD/TEL sub group to be established. b. Environmental sub group to be established. 	<ul style="list-style-type: none"> a. Mapping of current staffing structures across OETCs. 		<ul style="list-style-type: none"> a. Identify the relevant internal stakeholders such as FET/ Training Centre Directors, AEOs, Centre Directors (Youthreach, VTOS, other). b. Agree engagement with internal stakeholders in terms of outline programme delivery, operational detail, reporting and financial structure. c. Generate a generic 'outline' presentation for stakeholders to ensure consistency of message across the sector.
2021 Q3	<ul style="list-style-type: none"> a. CPD Subgroup to identify and develop CPD for OE staff that can be provided nationally. b. Create SharePoint for existing exemplar programmes. c. Discuss training needs with local Community Education Centre Coordinator and Centres / Hubs. d. Subgroup to establish links with Environmental Agencies, LAWPRO, CARO. 	<ul style="list-style-type: none"> a. Consistent approach to safety record keeping and safety procedures across all OETCs. b. Present analysis of the cost of running new courses in environmental education. c. Designate staff to act as Tutors/Coordinators for QQI programmes. d. Designate staff to coordinate standalone independent modules. e. Identify two areas of operation where joint funding applications could work effectively. f. Complete the building and land audit. g. Further improve / enhance all OETC buildings to meet current Health and Safety statutory legislation requirements. 	<ul style="list-style-type: none"> a. Recommended that all OETCs adopt Bookerplex as a reporting system to deliver standardised and consistent reporting. b. Agree usage categories / headings to be adopted by all OETCs. c. Conclude whether additional specific subcategories within Bookerplex are required to capture different FET usage. 	<ul style="list-style-type: none"> a. Review and outline the current situation regarding governance structures, guidelines, and policy. b. To record and report any IT issues that impact on the smooth implementation of governance and policy in interim report. c. Create an online survey to capture response(s) to OETCs amalgamation into FET. d. Identify the relevant external stakeholders under following sectors: <ul style="list-style-type: none"> i. Building skills and enhancing learning ii. Education for Sustainability iii. Promoting Health and Wellbeing iv. Fostering Inclusion. e. Prioritise external stakeholder engagements into short, medium, and longer term. f. Generate a generic 'outline' presentation to ensure consistency of message across the sector for external stakeholders.

Year 2021				
Quarters	Curriculum and Innovation	Human Resources and Capital Investment	Finance Funding and Reporting	Stakeholders and Governance
2021 Q4	<ul style="list-style-type: none"> a. Map current Schools Provision. b. Map Current and Potential FET Provision. c. OETCS to run Briefing for FET Coordinators. d. Create Communities of Development (COD) within FET. e. Identify exemplar schools programmes for sharing. f. Identify areas for expanded provision to FET. g. New CPD/TEL subgroup to develop CPD. 	<ul style="list-style-type: none"> a. OETC senior staff in each OETC to undertake training in mentoring / supervisory skills. b. To initiate process for the emergency works. c. To align the OETC's operation to meet an average 7% annual reduction in greenhouse gas emissions over the three years of this implementation plan 2021-2023. 	<ul style="list-style-type: none"> a. Ensure new categories will be captured in the Bookerplex system and make the appropriate adaptations. b. Ensure that usage and corresponding financial reports can be exported effectively from Bookerplex in a consistent way across OETCs. 	<ul style="list-style-type: none"> a. Consider the marketing and publicity around the promotion of the OETCs under FET and consider the creation of a group 'brand' reporting back to Network. b. Ensure that OETCs governance structures and policy guidelines are aligned with FET across all ETB OETC. Present an interim report to reflect any issues or inconsistency in generic operation guidelines. Present report on governance along with recommendations for any changes needed to current practice. c. To ensure there is quality provision and consistency of data across the sector. The Stakeholder and Governance Subgroup will identify and agree areas of mutual engagement with external stakeholders. d. Report back on the process and progress with stakeholder engagement.

Year 2022

Quarters	Curriculum and Innovation	Human Resources and Capital Investment	Finance Funding and Reporting	Stakeholders and Governance
2022 Q1	<ul style="list-style-type: none"> a. First regional COD takes place. b. Each OETC to become space/hub for Community Education. c. Develop standardised FET Induction Programme. d. Familiarisation / CPD training for OE Staff. e. CPD subgroup to liaise with other bodies re evaluation. f. Identify appropriate technologies to enhance evaluation. g. Evaluation tools developed to measure impact of OE. 	<ul style="list-style-type: none"> a. Review Circular M60/2002 in the context of strategic framework. b. To draw up phased plan to have all OETC buildings made accessible. c. Survey OETC buildings for an effective broadband connection by Q1 2022. 	<ul style="list-style-type: none"> a. Agree on a process for variable funding through FARR returns. b. Agree on the parameters of self-financing educational and training provision. 	
2022 Q2	<ul style="list-style-type: none"> a. Training in evaluation completed by OETC staff. b. Plan for further curricular development in schools programme. 	<ul style="list-style-type: none"> a. All OETC staff involved in some level of CPD. b. Establish how OETCs could be used as National Centres of Building Excellence to promote sustainability agenda. 		
2022 Q3	<ul style="list-style-type: none"> a. Increase the uptake of Specialist Programmes in the broad area of environmental education by 15%. b. Increase the uptake of Accredited Courses by 10%. 		<ul style="list-style-type: none"> a. Collect and analyse the non-pay operating costs of each OETC and compare this data to actual usage. Collect and analyse the instructional costs of each OETC and compare this data to actual usage. b. Develop and implement a consistent formula for calculating standard instructional contact hours. 	
2022 Q4	<ul style="list-style-type: none"> a. Design training for NGOs staff working in outdoor settings. b. EFS Training for OETC staff c. Supervisory / mentoring training for senior staff d. Increase FET provision by 15%. 	<ul style="list-style-type: none"> a. Application of the agreed staffing structure across OETCs. b. Increase the completion rates for trainees/Interns on programmes by 10%. 	<ul style="list-style-type: none"> a. Agree a baseline and appropriately aggregated level of instructional cost funding and non-pay funding for each OETC. b. Agree the core staffing, instructional hours and non-pay budget required to deliver programmes and curriculum to primary, post primary and FET students. c. Agree the funding allocation approach across all ETBs. 	

Year 2023				
2023 Q1	a. Have established regular contribution to ETBI newsletter.	a. Review requirements and parameters for relevant qualifications for all new permanent OETC instructional staff.	a. Identify staffing deficits and required skill sets and recruit / upskill appropriately qualified staff to deliver programmes.	
2023 Q2		a. 25% of all OETC staff involved in upgrading qualifications. b. Increase number of interns / trainees that successfully move into workforce and/ or stay within the OETC.		
2023 Q3	a. Targeted in-service training offered to tutors	a. To increase the uptake of Accredited Courses by 10% by Q3 2022.		
2023 Q4	a. Increase OETC FET Provision by additional 10% b. Increase completion rates on FET courses			



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