Quality Development of Out of School Services: Towards a National Strategy for Out of School Services

July 2013

Summary

- The recently highlighted crisis in standards of care in the early years crèche services is of direct relevance to the out of school service sector as many such crèches/childcare services also offer out of school services for children of primary school age.
- Similar concerns raised as causal factors for concern with standards in the early years sector apply to the out of school services sector – namely, it is frequently low paid, low status, with little regulation and monitoring. These concerns require urgent addressing also for the out of school services sector.
- There is a strategic gap in regulation of services at national level for 6-12 year olds especially. Features of a proposed national out of school services strategy are envisaged as particularly applying to this age group, while also being of relevance for the 4-6 and 13-17 year age ranges.
- Out of school services play a key strategic role in early school leaving prevention. Early school leaving prevention is one of the EU2020 headline targets – the Irish target is 8% early school leaving by 2020
- The National Children's Strategy (2000) gave the following commitment as a proposed action (p.54) 'A national policy on after-school and out-of-school care services will be developed to support the provision of a quality service'. This commitment has not been acted upon almost a decade and a half later.
- There is an excellent training programme developed for the out of school sector as a full FETAC Level 5 / 6 Award. However, this programme has been deactivated in recent times with significant detrimental impact for future quality standards in this sector
- Out of school services are centrally relevant to all 5 outcomes for children defined in The Agenda for Children's Services. The five outcomes state that children will be: Healthy, both physically and mentally; Supported in active learning; Safe from accidental and intentional harm, and secure in the immediate and wider physical environment; Economically secure; Part of positive networks of family, friends, neighbours and community, and included and participating in society.
- The Ministry for Children and Youth Affairs must develop a national strategy for out of school services, with a specific focus on the 6-12 years age group, to ensure the out of school services sector maximizes its potential role for improving the 5 national outcomes for children in The Agenda for Children's Services
- Key themes, guiding principles and structural issues for out of school services are highlighted as key to promoting quality in the OSS Sector through this proposed national strategy.
- The Ministry for Children and Youth Affairs must provide ring-fenced and increased funding for the Out of School Services sector requiring all Out of School Services to be registered nationally with a focus on minimum standards for the 6-12 years Out of School Services Sector
- The Ministry for Children and Youth Affairs must provide regulations through a framework for quality for the 6-12 years Out of School Services Sector

QDOSS network (2006) definition of "Out-of-School Services"?

Out-of-school services refer to a range of structured programmes, clubs and activities for school-age children and young people (4-18) which take place within supervised environments during the times that they are not in school. As such, out-of-school activities can take place before school, after school, at weekends, during lunch hours, and during school holidays. Out-of-school services therefore can be offered in a variety of schools, attached to school and non-school environments, including community centres, child-care centres, places of worship, libraries, and parks etc. Out-of-school services are sponsored by inter alia, statutory and non-governmental agencies, schools, community-based groups, faith-based organisations, and other voluntary sector groups.

The key strategic importance of a national out of school services strategy in the current Irish context:

- The recently highlighted crisis in standards of care in the early years crèche services is of direct relevance to the out of school service sector as many such crèches/childcare services also offer out of school services for children of primary school age. It is also of indirect relevance as similar concerns raised as causal factors for concern with standards in the early years sector apply to the out of school services sector – namely, it is frequently low paid, low status, with little regulation and monitoring. These concerns require urgent addressing also for the out of school services sector.
- There is a strategic gap in regulation of services at national level for 6-12 year olds especially. Features of a proposed national out of school services strategy are envisaged as particularly applying to this age group, while also being of relevance for the 4-6 and 13-17 year age ranges.
- Out of school services play a key strategic role in early school leaving prevention. Early school leaving prevention is one of the EU2020 headline targets – the Irish target is 8% early school leaving by 2020
- Out of school services can also play an important strategic role in support for literacy, maths, science and other subjects.An additional ET2020 target (though not headline target) is that the percentage of low-achieving 15-years olds in reading, mathematics and science should be less than 15%.
- The National Children's Strategy (2000) gave the following commitment as a proposed action (p.54) 'A national policy on after-school and out-of-school care services will be developed to support the provision of a quality service'. This commitment has not been acted upon almost a decade and a half later.
- Government funding, as a result of the Budget, is specifically directed towards school age services which are unregistered, unregulated and exempt from inspections - how does that augur for government accountability and responsibility ?
- There is an excellent training programme developed for the out of school sector as a full FETAC Level 5 / 6 Award. However, this programme has been deactivated in recent times with significant detrimental impact for future quality standards in this sector (see Appendix A)

- The National Strategy for Research and Data on Children's Lives 2011 – 2016 outlines 5 outcome areas of children's lives, which are based on the National Service Outcomes defined in The Agenda for Children's Services. Out of school services are centrally relevant to all 5 of these outcomes for children:
- – The five outcomes state that children will be:

■■ Healthy, both physically and mentally;

■■ Supported in active learning;

■■ Safe from accidental and intentional harm, and secure in the immediate and wider physical environment;

■■ Economically secure;

■■ Part of positive networks of family, friends, neighbours and community, and included and participating in society.

- Additionally, given the recent revelations in the early childhood care sector, it requires recognition that there is a renewed concern with *processes* - processes of communication in the social climate of services for children that are being offered. This concern requires further expression through a more intense scrutiny of these social, relational processes between staff and children as part of a national strategy for out of school services

What QDOSS recommends for the Ministry for Children and Youth Affairs to now do:

- Take control of this sector, especially of services for 6-12 year olds, by requiring all Out of School Services to be registered nationally
- Require minimum standards for the 6-12 years Out of School Services Sector
- Provide regulations through a framework for quality for the 6-12 years Out of School Services Sector
- Provide ring-fenced and increased funding for the Out of School Services sector
- Provide simplified funding strands for the Out of School Services sector
- Develop a national strategy for out of school services, with a specific focus on the 6-12 years age group, to ensure the out of school services sector maximizes its potential role for improving the 5 national outcomes for children in The Agenda for Children's Services

The relevance of Out of School Services to the 5 outcome areas of children's lives in the National Strategy for Research and Data on Children's Lives 2011 – 2016

- ## National Outcome 1: Healthy, both physically and mentally

Mental health
QDOSS recognises the positive effects of Out-of-School services for children and young people's mental health to:
—help students to develop their self-esteem and build resilience
—overcome fear of failure or being ridiculed
— provide an environment to feel and be safe, develop their own thoughts, explore feelings, learn to develop friendship, learn how to handle interpersonal conflict and that children and young people are given time to relax and play.
—overcome the danger of 'fatalism' at an individual and community level, in other words the feeling that 'nothing can be done'; such fatalism is a risk factor for behaviours detrimental to mental health
—provide supportive relations of trust with members of the community as a protective factor for children and young people's life stresses
—provide a climate of positive relations between staff and children/young people in the out of school setting

Issues for consideration in a national strategy for out of school services regarding fostering of children and young people's mental health include:

a) *Out-of-School Services as Part of a Holistic Approach to Prevention of and Intervention in Bullying in School*

QDOSS notes that it is vital to recognise the detrimental impact bullying can have on a pupil/student's self-esteem, psychological wellbeing and school attendance. QDOSS advocates collaboration between schools, out-of-school projects and other local services to target bullying. There is a need for integration of a variety of perspectives and approaches to bullying to ensure continuity of approaches across contexts, and sharing good practice so that the child experiences a caring, nurturing, learning, social environment within and outside the school system. QDOSS advocates that schools and out-of-school services, in developing and revisiting anti-bullying policies, consider the institutional and organisational features of schools and out-of-school projects themselves that can contribute to bullying in the first instance.

b) *Out-of-School Services and a Democratic School Climate in Teacher-Student Relations*

QDOSS recognises the potential for collaboration between Out-of-School Services, schools and other local and national services to enhance positive adult/student relations in schools. QDOSS recognises the need to identify how much collaboration currently takes place so that Out-of-School Services might achieve their potential which extends beyond providing children and young people with some diversion and alternative activities for a couple of hours each week.

c) *The need to facilitate recognition by schools, out-of-school services and private providers of the non-academic benefits of Out-of-School projects and their contribution to children and young people's wellbeing and to enjoyment of learning?*

d) *A More Holistic Approach to Behavioural Issues than Suspensions*

QDOSS recognises the limitations of suspensions as an effective strategy and the need for a more holistic approach to behavioural issues that can include out of school services. The question arises as to how Out-of-School Services can be supported to fulfil their potential for providing a key role in alternative approaches to suspension through helping to provide an individualised learning and support plan.

QDOSS recognises that Out-of-School projects are complementary to therapeutic intervention and that a proportion of pupils and students at risk of early school leaving require therapeutic intervention. However, Out-of-School Services are clearly not adequate as a substitute for therapeutic intervention. QDOSS recognises the need for a national strategy to develop community based multidisciplinary teams, intervening at a family as well as individual level, that can also work onsite in schools and with out of school services. QDOSS notes that such teams would be a key complementary service to Out-of-School projects and need to be developed throughout socio-economically disadvantaged areas in Ireland. It is important to maximise the potential of out of school services to be a signpost to additional support regarding mental health needs.

e) *Out of school services as a protective factor against substance abuse*

QDOSS recognises that a vital feature of drug use prevention is the development of social and emotional skills.
■How can Out-of-School projects work with schools and other local services to support the National Drugs Strategy regarding drug use prevention?

Physical health

The Out of School sector has the potential to support the child's physical health through nutrition and sports programmes.

Children and young people's hunger in school associated with poverty is recognised as a significant and growing problem in Ireland. It is a problem that was already documented in a number of DEIS schools before the current economic crisis and has been exacerbated by the austerity programme.

QDOSS recognises the need for a State strategy to build kitchens in all new school buildings and to develop kitchen facilities in existing facilities.

Continuity and Nutrition
Breakfast clubs fall within the scope of out of school services and are key to an integrated national strategy for out of school services.

Challenges with regard to the issue of nutrition include the following issues:

— the need for structures and funding to be in place to ensure continuity of service to children across breakfast clubs and after school provision so that a regular pattern is established i.e., that they are 4-5 days a week and not 2 days a week
— the need for development of a strategy to develop cooking skills for pupils and to maximise parental involvement in targeted life skills training for children and young people. Are programmes in place to facilitate both children and parents to enhance their knowledge of nutrition, cookery and awareness of the link between good nutrition and other life factors?

Sport is frequently a strong feature of out of school services with obvious benefits for the physical health of children and young people

- **National Outcome 2: Supported in active learning**

For out of school services with an educational focus to consistently support active learning, it is evident that staff must be adequately trained in order to be familiar with how to inculcate active learning principles in children and young people. It cannot be assumed that without a national strategy that staff will have the skills to relate educational material to children and young people's life experience in a relevant and appropriate way, that they will engage them with culturally relevant materials and offer them ownership over their learning goals. The danger is that children and young people will experience education in out of school settings that become reliant on more old fashioned didactic informational methods.

Continuity of Out-of-School Projects from Primary to Postprimary
QDOSS recognises that extracurricular/Out-of-School activities offer opportunities for responsibility and success, decision-making and social skills relevant to active learning and protecting against early school leaving, and that it is extremely important that any such supports at primary level are sustained at secondary level.
Key challenges for continuity that need to be addressed by a national strategy include the following key considerations:
■ Can strategic plans be developed for continuity between those Out-of-School Services at primary level and at postprimary level?
■ How can students be facilitated to remain with the Out-of-School project as they undergo the transition from one school to another?
■ Can there be continuity in Out-of-School Services if the student moves beyond his/her immediate locality or if the student is attending a different secondary school from that of the local one?

Out-of-School Services and a Democratic School Climate in Teacher-Student Relations
QDOSS recognises the potential for collaboration between Out-of-School Services, schools and other local and national services to enhance positive adult/student relations in schools. QDOSS recognises the need to identify how much collaboration currently takes place so that Out-of-School Services might achieve their potential which extends beyond providing children and young people with some diversion and alternative activities for a couple of hours each week.
Regarding active learning in out of school services, key questions require consideration in a national strategy:

■How much genuine consultation with children and young people takes place, rather than simply token gesture consultation that amounts to cooptation?
■ How developed are peer mentoring systems between later and younger years at primary, at postprimary, and between primary and postprimary students respectively?
■ Can strategies for the different levels of mentoring be explored in conjunction with local organisations including Out-of-School Services?

QDOSS recognises that developing a sense of involvement and ownership applies to the physical environment of the school and classroom, and also applies to the physical location of the Out-of-School project itself. There is a need for children and young people to be consulted and given opportunity to express their opinion on how the environment (of school, classroom and Out-of-School location) meets their needs, and on how it could be changed and decorated to reflect their needs and voices.

Out-of-School Services: Children and Young People's Aspirations for their Future
QDOSS recognises the need to explore the potential role that Out-of-School projects can play in offering informal discussions with pupils at later primary level and postprimary students about their hopes and aspirations for the future. Even though children and young people will change their views over time regarding specific careers, QDOSS recognises that developing an individual plan for the student together with the student according to active learning principles:
— seeks to remedy the situation that some students do not realise the consequences of early school leaving until it is too late
— could include time management skills
— provides the opportunity to explore various career options, including clarification of important features of careers e.g., opportunity to help others, chance for choice and initiative in the workplace, variety within the work, salary levels, contribution to the local community, opportunity for travel etc
— can help children and young people's motivation to learn

Curriculum: Centrality of the Arts in Out-of-School Services
QDOSS recognises the centrality of the arts as a core component of after school provision. QDOSS contends that the arts play a key role both with employing culturally relevant materials to improve literacy and with personal expression to overcome fear of failure often associated with literacy issues - to thereby foster active learning. Key challenges include the following questions:
■ How widely is the key resource of creative and visual arts used in school and Out-of-School Services to foster emotional expression and development, as well as in developing self-esteem, problem solving and conflict resolution skills?
■In schools and Out-of-School Services how widely is drama, as well as other artistic media, employed as part of an integrated approach to developing literacy skills?

Curriculum: Literacy

QDOSS recognises the key role Out of School programmes can play in supporting children's literacy attainment not only through homework support but through a variety of programmes which build associated skills.

QDOSS recognises the central importance of supporting adult and community education, of the need for the State to allocate a dedicated family literacy budget as part of promoting parental involvement in enhancing children's literacy.

QDOSS notes the need:

—for ongoing development of collaborative relationships and partnerships between teachers and parents in order to build parents' capacity to nurture their child's reading attainment and proficiency. This can be achieved in very practical ways for example the use of every day reading materials such as magazines, recipes and newspapers.

—for school and community libraries to be adequately resourced and promoted so that they are an accessible student and family friendly facility

—for strategies to be put in place to empower parents whose first language is not English or Irish so that they can be involved in their children's education

— to address the summer slump through evidence based and evidence informed funded programmes

Curriculum: SPHE (Social, Personal and Health Education), School Climate and Continuity

QDOSS recognises the need for ongoing evaluation of the implementation of the SPHE curriculum in all schools and for collaborative practices between schools and out of school service settings in order to provide more effective services. QDOSS recognises the potential for exploration of the role of primary teachers, Out-of-School Service providers and other local services in providing feedback to postprimary school teachers (and vice-versa) about:

— what has and has not worked in creating a supportive climate of trust for pupils

— pupil needs and expectations which need to be sustained at postprimary level to minimise the culture 'shock' of acclimatisation to second level

- **National Outcome 3: Safe from accidental and intentional harm, and secure in the immediate and wider physical environment**

Services need to be staffed by appropriately trained and vetted personnel. Training and support for volunteers, who form an important part of the sector, must be considered in a national strategy for OSS as this has cost and funding implications. Garda vetting must be mandatory

Services need to be open for inspection and regulation against quality standards, including those of health and safety, and Children First.

Monitoring of the social and emotional climate of out of school services is of key concern for the safety of children. One aspect of this monitoring can be through systematic feedback from children and young people, largely absent currently in the sector, for example, based on an adaptation of McKeown's (2001) indicators for family support (see Appendix B).

- **National Outcome 4: Economically secure**

A specific feature of out of school services is its key strategic role as a protective factor against the effects of poverty. Its relevance for meeting the needs of vulnerable children is arguably heightened in the current economic crisis, both regarding provision of food in out of school services as well as engagement in the wide range of potentially beneficial out of school programmes.

Transport Needs
QDOSS notes that transport needs to access Out-of-School Services is an issue across all sectors, urban and rural, due to difficulties with transporting children from school to out-of-school services and associated insurance costs. Transport is a major financial stumbling block for accessibility.

With regard to the issue of economic security/overcoming poverty for children and young people, it is vital to distinguish the level of prevention the out of school service is seeking to intervene at. The following key questions therefore require addressing:

> Who are the target population for a specific service ? Which level(s) of prevention is the OSS provision working at?
> Is it at a universal prevention level – all children in the area, or all children broadly at risk of poverty in the area/school ?
>
> Is it at a selected prevention level – targeting groups of children for specific interventions due to their higher level of need
>
> Is it at an indicated prevention level – targeting individual children for intensive interventions due to their chronic level of need

Which levels of prevention is the OSS service NOT working at so that other services may need to meet that strategic gap ?

- **National Outcome 5: Part of positive networks of family, friends, neighbours and community, and included and participating in society.**

QDOSS recognizes the key strategic role of out of school services to:
— develop positive peer and adult relationships
— promote key lifelong learning goals of active citizenship
—build social capital within communities
—develop a sense of belonging and identity within communities

In order to achieve the potential of Out of School services to meet the outcomes outlined above, the staff will require training in areas such as cultural competence attuned to the needs of children, young people, their families and communities.

Community Development Principles and Out-of-School Services
QDOSS recognises the need for Out-of-School projects to state their commitment to adopting principles of community development. A key question is as follows:
■In socio-economically disadvantaged areas how well in practice do local Out-of-School Services adopt principles of community development, such as representation of local people on service management structures and commitment to local capacity building through employment of local people?
Key challenges to advancing the Community Development role of Out-of-School Services include the following issues:

■How well developed are strategies to develop communication and collaboration between schools, Out-of-School projects and other local services, while respecting the professional boundaries of each?

■ To what extent is the school available to the community as a local resource. The recent OSCAILT report in Limerick found that school settings can play an strategic part in the delivery of Out of School provision in a large number of schools after school hours.

■How can obstacles be overcome to the school being made available to the community as a local resource, obstacles such as insurance and funding for caretakers after school hours?

■Is there to be a State strategy to require that new school buildings be consistently available as a resource for the local community?

■How well developed is the role of Out-of-School projects in developing pupils' and students' pride in their local community and sense of contribution to the local community and wider world?

■How well developed is public recognition at a community level for youth achievements to publicly validate the talents and voices of children and young people?

Out-of-School Projects and Ethnic Minorities

QDOSS recognises the need to ensure that out-of-school services, schools and other community services are genuinely inclusive settings for all students who take part, including ethnic minorities.

Key considerations:

■How well developed is mentoring between Irish students and foreign nationals, as well as with students from the Travelling Community, whether at school or Out-of-School service level?

■How inclusive are local services, including Out-of-School projects, with regard to employment of staff who are from a range of ethnic minorities living in the area?

Out-of-School Projects and Parental Involvement as Part of a Community Development Strategy

QDOSS recognises that Out-of-School projects have a role to play in conjunction with other services in developing parent to parent mentoring, for example, with regard to facilitating parenting strategies for at risk youth and for speech and language development of younger children. Key issues which arise include the following questions:

■ How well established are programmes in which parents become partners and mentors for each other, facilitated by schools and community services, for example with regard to speech and language, literacy and behavioural management issues?

Regarding information gathered from parents, QDOSS note that Out-of-School Services need to have policies on:

— Who has access to this information?

— How this information is shared with other staff members

— Parents' access to their own child's information

Structural issues to be addressed as part of a national strategy for Out of School Services

- Registration of service
- Regulation of service – a national regulatory system needs to be put in place
- Administration – records/policies and procedures
- Statement of values/philosophy/purpose
- Staff/Volunteers – minimum basic training (experience/recognition of their prior learning) / child protection training
- Support infrastructure to help develop appropriate standards needs to include inservice, mentoring, sharing of information
- There is a need for a strategic focus on the needs of specific groups in any national out of school services strategy (e.g., children in poverty, children with special educational needs, mental health difficulties, children in care, ethnic minorities)
- Inspection of service according to national quality standards for 6-12 years old out of school service section, also applicable to other age groups of children and young people
- Training available to parents
- Curriculum Development
- A clear specific funding stream at national level for out of school services
- Restoration of equivalent award to FETAC 5 school age childcare qualification

Continuity of Staff and Career/Professional Development of Staff in Out-of-School Services

QDOSS recognises that relations of trust between staff and children and young people are vital to their psychological wellbeing. Nurturing positive relationships serve as a key protective factor for youth at risk of early school leaving.

As staff continuity is essential in order for these relations of trust to form the following issues arise:

— The need to develop and implement staff retention and recruitment strategies
— The facilitation of a national strategy for staff development and progression examining training and accreditation, employment opportunities and defined career progression in the Out-of-School Service sector

Continuity of Services throughout the Year

QDOSS advocates for a wrap around service for children and young people in order to provide them with comprehensive supports to address their holistic needs. The need to establish comprehensive services has been recognised in other jurisdictions where programmes are put in place to address the summer slump (loss of literacy attainment over summer months). Furthermore, QDOSS believes that Out-of-School services need to be consistently available throughout the Summer and other holiday times to provide a point of stability during a time of changing experiences for children and young people

QDOSS recognise the importance of developing a consistent national and local strategy for funding holiday time projects in socio-economically disadvantaged areas, a strategy coordinated across government departments

Budgetary Needs

QDOSS recognises the need for ring fenced funding, for simplified funding strands and to develop cycles of funding for Out-of-School projects that go beyond merely year to year funding. This is necessary in order to develop quality services which will:
—ensure continuity of relations between Out-of-School project staff and pupils/students
—ensure continuity of relations between Out-of-School project staff and parents and teachers
— enable planning for developmentally appropriate Out-of-School project themes and activities
—fulfil a strategy of continuity of services across transition from primary to postprimary
—allow for career and professional development of staff

QDOSS notes that funding is necessary on a number of levels:
— Investment in human resources
— Infrastructure
— Ongoing training and development
— Ongoing contribution towards equipment and materials
— Development of curricular resources
— Evaluation

Major features of other frameworks (Siolta, National Youth framework) that are transferable to the 6-12 year old age sector

QDOSS recognises the significant developments addressing the younger and older age groups, and contend that significant features of other/existing frameworks (Siolta, National Youth framework) are transferable to the 6-12 year old age sector. These transferable sections include as follows:

National Youth Quality Standards Framework (NQSF)	Siolta Framework
Planning	Rights of the Child
Practice	Environments
Progression	Parents and Families
Monitoring and Assessment	Consultation
Policies and Procedures	Interactions
Governance and operational management	Play
Strategy	Curriculum
Volunteers	Planning and Evaluation
Human Resource Management	Health and Welfare
Collaboration and integration	Organisation
	Professional Practice
	Communication
	Transitions
	Identity and Belonging
	Legislation and Regulation
	Community Involvement

Guiding principles for Out of School Services across the 5 national outcomes for children

In summary QDOSS advocates for programmes and practices that are child-centered, holistic, sustainable and monitored, with training and support for staff.

QDOSS advocates for a Programme that:
- Is developed collaboratively with children/young people - that children will have a voice in matters which affect them and their views will be given due weight in accordance with their age and maturity
- Supports their holistic development
- Encourages participation
- Builds on their interests
- Connects with school work
- Builds on strengths of target groups – not framing them simply in terms of deficits
- Adopts a prevention and early intervention focus

QDOSS advocates for Practices that
- build relationships / supports citizenship
- build a culture of respect, of listening and responding
- support inclusion and participation
- promote positive behaviour
- require cultural competence of staff (including in schools)
- offer empowerment not dependency of parents

Roles in organizational structures
- Services provided are consistent with objectives
- Intervention of sufficient intensity to bring change
- Clear focus on level of prevention that the out of school service is engaging in – universal, selected and/or indicated

- Distinct age cohort focus
- Clear outreach strategy to reach marginalised groups
- Strategy to develop community leaders from marginalised groups
- -Employment of members of marginalised groups in the team
- Clear leadership responsibility with and between agencies for achieving
- Specific goal – not diffusion of responsibility
- -Clear feedback paths from parents
- -Clear feedback paths from students
- -Continuum of supports across ages

Conclusion

QDOSS requests that the Minister for Children and Youth Affairs, Frances Fitzgerald:

 a) **appoint a specific civil servant with responsibility for the 6-12 years age group to lead the development of a national strategy for the Out of School Services Sector**

 b) **establish a working group in conjunction with that civil servant to develop a national strategy for the Out of School Services Sector with a specific focus on services for the 6-12 years age group**

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Appendix A:
Why FETAC SAC programme is important

Two basic reasons why a School Age Childcare (SAC) specific programme is required:

- **Age Range:**
  Childcare programme caters for children 0-6 while SAC covers the age range 6-18 (in reality this translates to 4-12 years)
- **Content:**
  The SAC programme encompasses aspects of development, relationships, health and programme/curriculum which differs substantially from the Childcare programme at Level 5.

Currently there is little access to SAC specific accredited training.

In both private and community SAC services that cater for children in primary school, staff tend to rely on FETAC childcare qualifications.

In 2006 a School Age Award was developed with funding from Dept. Justice, Equality and Law Reform – all childcare funding came through this route at this point in time. A collaborative group researched, developed, piloted and evaluated the SAC programme.

This is the format of Level 5 awards for both Childcare and SAC prior to the Migration of Awards. Childcare award covers the age range 0-6. The SAC award, as can be seen from the modules listed above, cater for the growing holistic needs of the older children.

FETAC Level 5 Childcare Award	FETAC Level 5 School Age Childcare Award (No longer available)

Child Development
Working in Childcare
Early Childhood Education
Caring for Children
Communications
Work Experience
 	
Additional /Special Needs
+ 1 elective module
	Child and Adolescent Development
	    The Developing Child
	    The Developing Adolescent
	    Developing in Society
	
	Health Awareness
	    Health and nutrition
	    Safety
	    Well Being
	    Child Protection
	
	SAC Relationships
	    The Reflective Practitioner
	    Developing Relationships
	    Managing Conflict
	    Collaborating with the wider community
	
	SAC Programmes
	    Collaborative Programme Planning
	    Play, Recreation and Rest
	    Environment, Equipment and Resources
	    Homework/Enrichment
	
	Business Administration
	Communications
	Work Experience
	+ ***1 Elective module*** or module from Level 5 childcare award

Appendix B:

Adaptationof a process framework for contemporary family support analysis (McKeown et al 2001) in Downes et al., (2006) for out of school services context:

How Frequently are the following statements true? Always Often Sometimes Never
I was made to feel welcome by the project - -
I was listened to by the project/club
I was understood by the project/club
I enjoy coming to the project/club -

Statement about quality of staff Always Often Sometimes Never
Staff in the project/club genuinely care about you
Staff in the project/club know how to respect people
You are treated fairly by the project/club
Staff in the project/club are very good at what they do
How has life changed since coming to the project/club Much better Better Same Worse Much worse
Has the project/club lived up to your expectations Yes No
How well do you think the project/club

works with young people Very good Good Neither Bad Very bad

Personal Impact of on Participant
attending a service Very good Good Neither Bad Very bad
Has the project/club been helpful to you - -
Much Better
Same
Better

HOW LIFE HAS CHANGED SINCE COMING TO THE PROJECT
Good
Very Good

THE PERCEIVED HELPFULNESS OF THE SERVICE PROVIDED
Staff competencies participants rated Very good Good Neither Bad Very bad
Approach of staff team
Skills of staff team - -
Project administration -
Size of staff team
Physical facilities - -
Location of premises - -
Facilities and equipment - -
Layout of premises - -
Size of premises - -