



A Guide to the Education Authority Engagement Framework

2022

What is the Engagement Framework?

The **EA Engagement Framework** is a way of collecting useful information about the young people that come to your group.

It is a **'tool'** that we can use, as a way of measuring how engaged and involved young people are in group life and can demonstrate what our Beavers, Cubs, Scouts etc take away by coming to group.

Or in other words...the **engagement framework** is a way for us to demonstrate easily the youth work outcomes that the EA would like us to deliver as part of the funding we receive from them.

The Engagement Framework looks at **3** areas that will help you make a decision about where on the framework a young person should be placed:

- 1** How well has the young person **ENGAGED** in group?
- 2** How have they **BENEFITED & DEVELOPED** by being in group?
- 3** How well do they **MAKE DECISIONS** within group?

This guide will help you understand a little more about how the **engagement framework** should be used and provide you with some examples of what different types of engagement might look like.



Before you begin

There are a number of things that we need to think about and do before starting to complete the engagement framework.

Make a **list** of who is in our Group. You should split your young people into their Sections.

Stop and think- look at each young person individually and think about their journey across the last year.

Look back at your attendance sheets, badge records, photos and social media posts. These should help you create a picture of what the young person got up to across the year.

You might also find it useful to meet with other leaders and talk about the young person and all they have done.

Before you begin

Having created a picture of what the young person has been involved in... you may find asking the following questions useful in helping completing the engagement framework.

Does the young person-

- Q** Come often...or only a few times across a month?
- Q** Are they very involved in games and activities or are they more by the side lines?
- Q** Are they vocal about what they want to do or go with the crowd?
- Q** Are they outgoing and get on well with everyone or are they shy and quiet?

Next steps

Contact, Engagement, Active Participation, Maximising Potential

The **engagement framework** has **4** different levels or types of engagement for you to use when determining just what a group member is getting from coming along and taking part:

Contact

Engagement

Active Participation

Maximising Potential



The next few pages will look at what the types of engagement might look like, helping you to determine where on the **engagement framework** a young person may be placed.

Engagement Indicators at a glance

Contact

How they engage-

Attends 2-3 nights a month

Tends to stay with own friends

Takes part in some activities etc.

How they benefit-

Chance to grow in confidence and other personal development

Able to have positive relationships with others

Take part in activities that benefit themselves and their health

How they make decisions-

Can make decisions based on what they want to do

Takes an interest in shaping their own journey themselves

Engagement

How they engage-

Attends most evenings & mixes well with others

Takes part in activities, badge work and short programmes

Gets on well with Scouters in the Group

How they benefit-

Confident, communicates well with others

Gains life/ work skills, shows resilience & problem solving

Enjoys activities and works well as part of a team

How they make decisions-

Can make decisions for themselves

Can think about others when making a decision

Engagement Indicators at a glance

Active Participation

How they engage-

Attends all group meetings

Actively working towards completing badges and taking part in short and long programmes

How they benefit-

Confident, communicates well with and for others

Shows resilience, problem solving and leadership traits

Can speak up and be vocal in shaping their own journey

How they make decisions-

Can recognise what things they need for themselves

Can positively influence and speak up for others

Maximising Potential

How they Engage-

Involves themselves in how the Group runs

Shapes and leads activities for others

Uses own initiative to help and engage with others

How they benefit-

Confident, communicates well with and for others

Shows resilience, problem solving and leadership traits

Can speak up and be vocal in shaping their own journey

An 'active citizen'- aware of how they impact on and can help others

How they make decisions-

A positive influence on others and advocates on their behalf

Represents the Group and helps shape others experiences

Examples of Engagement

Contact

Kris comes **once or twice** a month to group; he likes to **meet up with friends** and takes part in the **planned** activities & games. He has said he loves keeping fit and healthy and that when he comes in to group he **generally** feels good. He's **not** all that bothered about what badges he does and **doesn't really like** to take part in big group activities.

Engagement

Beth attends **most days**, likes to meet up with her friends, but **mixes well with others**. She gets on well with the leaders and loves taking part in activities and games. She has completed two badges and has **chosen more** to pursue. Beth enjoys learning about Health & Wellbeing and being creative and **loves being part of a team**.

Active Participation

Robyn comes to **all meetings** and takes part in every activity... They are always first to sign up for **all programmes** and loves working on getting their badges. Robyn mixes well with everyone and has a real interest in **developing their skills**. Robyn's **confidence & ability** to work well within a team has really developed and they are **always encouraging of others**.

Maximising Potential

Kieran loves to come every week. He has a great circle of friends and is always first to **help new members join** in with games and activities. He likes to **work with leaders to plan activities** and have his say in what the group might work toward. Kieran has been **creating** an 'Online Safety' course and is **going to help deliver** this to the other members in the group.

Completing the Engagement Framework

Now that you have taken the opportunity to **reflect** and **think** about each of the young people in your sections and group;

You are now able to complete the **Engagement Framework**. Working across your list of names, begin to assign which level of **engagement** best reflects the young person-

Contact. Engagement. Active Participation or Maximising Potential

You can **only assign one level** of engagement against each young person so it is up to you to **use your judgement** which type of engagement best suits the young person.



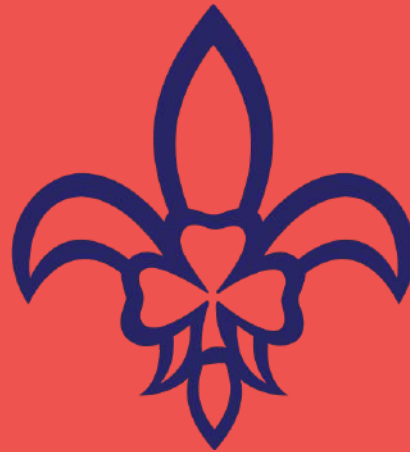
For more information about the EA Engagement Framework and Uniform Organisations please visit:

<https://sfni.org/ea-engagement-framework-support-video/>

<https://www.eani.org.uk/publications/engagement-framework-guidance>

Alternatively for further support and guidance contact Scout Foundation Northern Ireland Programme Lead at programmelead@SFNI.org





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