

EA Engagement Framework at a Glance

For groups registered and in receipt of funding from EA

The three indicators below are provided to help you assign an engagement category to each child/young person.

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ENGAGEMENT CATEGORY	Nos <i>(not names)</i>
Contact	
Engagement	
Active Participation	
Maximising Potential	
TOTALS <i>this should add up to the total number in your membership.</i>	

INDICATORS



TIP! Check out the guidance over-page for descriptions of each of the indicators - these will help you assign each child and young person to a category on the framework.

Your Records

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	CONTACT	ENGAGEMENT	ACTIVE PARTICIPATION	MAXIMISING POTENTIAL	MY REASONS
A	✓				Note here in this column why you assigned each young person A, B, C or D etc to a category and where the evidence is retained to support this.
B		✓			
C			✓		
D				✓	
Totals	Total numbers in each category here are recorded on the Engagement Framework (top left), which will be on your EA reporting form (NIYSA or YSI)				

Retain some evidence to support your allocation - this could be on a spreadsheet or in your organisation's database.

- EXAMPLES OF EVIDENCE:**
- attendance register
 - badge work records
 - awards gained
 - participation in camp, Enrolment, Battalion/District/County events, fundraising etc.
 - squad marks
 - cups at annual display time
 - photos/videos showing participation in competitions/events,
 - press clippings
 - social media

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This is an annual reflective exercise, designed to standardise reporting from all types of youth groups. There is no right or wrong answer! It is a snapshot of a young person in a moment in time.

Why?

- ✓ It's a Policy Directive of the Department of Education as laid down in Priorities for Youth.
- ✓ It can be used to promote the value of youth work to a range of external stakeholders/investors.
- ✓ It will help you and the EA articulate the value and initial impacts for children and young people of participation in youth service provision.
- ✓ It will help you identify alternative and or further opportunities for enhancing engagement, participation and learning.

CATEGORY OF ENGAGEMENT Choose from any column or row the descriptor which best suits, to help you assign a category of engagement to a Child/Young Person.	INDICATORS OF ENGAGEMENT: Consider each child/young person individually - reflect on the extent to which he/she engaged in (col1 indicators), benefited from (col 2 indicators) and/or decided on what activities and services he/she took part in (col 3 indicators) over the last year. Not all will be constant over the year; you allocate at that point using your professional judgement.		
	① Intensity and Commitment of Engagement	② Distance Travelled for Children and Young People	③ Children and Young People's Influence in Decision Making
CONTACT	Attends to meet friends and takes part in social, creative, recreational or sport activity.	Enhanced personal capabilities. Improved health and well-being. Positive relationships with others.	Makes personal decisions on participation in activities designed by others.
ENGAGEMENT	Engages in short term, group programmes. Makes new relationships.	Enhanced personal capabilities. Improved health and well-being. Developed thinking, life and/or work skills. Positive relationships with others.	Contributes to decision making with others relating to a specific programme or activity.
ACTIVE PARTICIPATION	Participates in planned, long term, group work programme with youth work outcomes.	Enhanced personal capabilities. Improved health and well-being. Developed thinking, life and/or work skills. Positive relationships with others. Increased participation.	Actively involved in assessing needs, decision making, planning and problem solving either around a single activity or within the club, unit or project generally.
MAXIMISING POTENTIAL	Participates in the design and/or delivery of programmes for self and others, including evaluation. Acts in a leadership role. Involved in the unit/club/project to their max ability.	Enhanced personal capabilities. Improved health and well-being. Developed thinking, life and/or work skills. Positive relationships with others. Increased participation. Active citizenship.	Positively influences others, advocates on behalf of others. Takes on representative roles (within or beyond the club) in governance arrangements or as part of a local or regional youth council or forum.