

## OE-007 - Dyfodol i'r laith

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Senedd Cymru | Welsh Parliament

**Bil arfaethedig – Bil Addysg Awyr Agored (Cymru) | Proposed Outdoor Education (Wales) Bill**

Ymateb gan Dyfodol i'r laith | Evidence from Dyfodol i'r laith

Are you (your organisation) currently a provider of outdoor education?: No

*This document provides a translation of correspondence received in Welsh only*

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# Proposed Outdoor Education (Wales) Bill

## Consultation: Response form

**Name:** Click or tap here to enter text.

**E-mail:** Click or tap here to enter text.

**Are you submitting this response in a professional or personal capacity?:**

<input type="checkbox"/> <b>Professional capacity (including on behalf of an organisation)</b>	<input type="checkbox"/> <b>Personal capacity</b>
Are you responding on behalf of an organisation? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Age: <input type="checkbox"/> I am under 13 years old <input type="checkbox"/> I am aged 13 to 17 <input type="checkbox"/> I am aged 18 or over and wish my contribution to be anonymised <input type="checkbox"/> I am aged 18 or over and happy for my name to be published with my contribution
Are you (your organisation) currently a provider of outdoor education? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	In what capacity are you responding? <input type="checkbox"/> Child / Young person <input type="checkbox"/> Parent / Carer <input type="checkbox"/> Other

If professional, or a provider of outdoor education, your role and the name of organisation for which you are responding:

Dyfodol I'r Iaith

## Consultation questions

1. How important is outdoor education to children and young people's overall education and development?

- Very important
- Quite important
- Don't know
- Not very important
- Not at all important

2. What are the main benefits to children and young people from having a residential outdoor education experience? Please list your top three benefits:

**1. Worthwhile experiences that are good for mind and body.**

**2. Increase awareness and understanding of one's square mile, one's region and Wales.**

**3. Increase Welsh identity and awareness.**

3. Should children and young people have a guaranteed opportunity to participate in a residential outdoor education experience, at some stage during their school years, if they wish to?

- Yes
- No
- Don't know

4. Should an opportunity to participate in a residential outdoor education experience, at some stage during their school years, be free of charge on one occasion to pupils?

- Yes
- No
- Don't know

5. What are the main barriers which you believe currently exist to children and young people accessing residential outdoor education experiences? (please tick all that apply)

- Financial constraints
- Health reasons
- Disabilities
- Additional Learning Needs
- Parental anxiety/uncertainty

- Child anxiety/uncertainty
- Other (Please state) – lack of time in schoolschedule
- None

6. Equalities considerations:

Could the proposed Bill have any positive impacts on some children and young people in particular? If so, who and why?

**It could strengthen children's and young people's identity and sense of Welshness and increase comprehension of the ancient relationship between the language and the land, in the names for land features, plantlife and animals, mythology, history, and key individuals in local and national history**

Could the proposed Bill have any negative impacts on some children and young people in particular. If so, who and why? What could this Bill do to mitigate any negative impacts?

**We do not anticipate negative effects if a qualified and experienced trainers is in charge.**

**In terms of equality, we must ensure that Welsh-medium provision is available and that it is no less accessible than English provision.**

**We would also recommend running Welsh language events/courses as a very appropriate way of introducing pupils at English medium schools to Welsh language activities and strengthening language development in the curriculum.**

7. What age do you believe is most suitable for children and young people to be offered an opportunity to undertake a residential outdoor education experience?

- Year 6 (age 10-11)
- Younger (please state)
- Older (please state)
- Not at any age

8. Is four nights/five days the best length for a residential outdoor experience?

- Yes
- No
- Don't know

Please explain your answer and highlight any possible implications from having a standard approach of four night/five day experiences (whether positive or negative).

**A shorter period than this would not be enough for individuals to get the most value and benefit from the experience, but it might be possible to offer two experiences of 2-3 nights rather than a single experience of 4-5 nights. The initial experience should be used as a trigger and means of motivating individuals to enjoy regular outdoor experiences as part of life; it should enrich their lives physically and mentally and increase their pride in their Welshness.**

**We need to ensure that the offer of these experiences does not exceed the ability of children from disadvantaged homes, and that sufficient funding is available.**

9. Do you agree there is a need for legislation to ensure all children and young people are given an opportunity to access a residential outdoor education experience, at some stage during their school years?

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree

10. Is there anything else you would like to say about this proposal?

**We very much welcome this measure and are keen supporters of outdoor experiences for all, especially children and young people. The benefits are extremely broad and extend beyond physical and mental wellbeing alone. They create endless opportunities to educate and to understand more about our square mile, our area and our country and the relationship between the land and the people of Wales in the context of Britain, the European community and the world.**

**Reading through the content of the measure, we note the occasional reference to language and culture, but there is no specific reference to the Welsh language or to indigenous Welsh culture, place names, or the mythology of specific places etc. We provide detail below.**

## **Background and Purpose of the draft Bill**

### **Current position**

10) "They also learn about language, culture and the environment through such visits, with the residential aspect playing an important role in this skill development."

We welcome the references above but believe they should be modified with 'learning about the Welsh and English languages, Welsh culture and the environment'.

Relevance to the Curriculum for Wales and wider Welsh Government policy

1) Outdoor education and its pedagogic approach of direct experience – together with reflection on learning through direct, real-world experience – aligns with and supports the four purposes of the Curriculum for Wales. Furthermore, it helps to develop a sense of one's home area (broadly speaking, a sense of connection to place, land, culture, language and a specifically Welsh identity), which is critical to the Welsh Curriculum.

**We very much welcome the specific references above. Like you, we know that it helps and deepens individuals' experience of their identity and their relationship to the land, as long as the person leading the outdoor experience is familiar with and aware of this context. We refer you specifically to CAMU which is "a campaign to increase, mainstream and promote a truly Welsh experience in the outdoor pursuit sector by Gwynedd, Anglesey and Conwy Welsh language Initiatives and a range of North West Wales based Outdoor Pursuit individuals/ companies. The aim is that everyone who gains outdoor pursuit experiences learn more about Wales' language and culture, history, geography, biology, botany, indigenous Welsh names, myths and legends." In seeking to establish a right to outdoor experiences, it is equally important to ensure that the instructors are linguistically and culturally competent to achieve these key dimensions for young people. We therefore believe it necessary to appraise and validate potential future trainers and to work with CAMU and an organisation such as the Urdd's Outdoor Activity Service to create a module or accreditation that ensures that trainers are aware of these linguistic, cultural, historical and geographical values. This will, no doubt, be a practical matter for after the measure has received its legislative seal of approval, but it is an element of key importance to be considered in practical planning in due course. This is also why the Bill needs to include specific references to ensure that the Welsh language and Welsh culture are given their proper place. This, in turn, will help to strengthen the development of language and history in Welsh-**

**medium education, as will introducing these activities to those who are learning Welsh at English schools.**