

Wild Work Stepping Stones

Youth Programme

Case Study



Wild Work is a SECAD initiative

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The Stepping Stones Programme

Background and Methodology

Wild Work's **Stepping Stones** Youth Programme is based on the concept of experiential learning within and about nature. Experiential learning simply means learning from experience or by doing, a concept which first gathered attention in the mid-nineteenth century as attempts were made to move away from traditional formal education and towards a system more inclusive of other methods of immersive instruction (Keeton & Tate, 1978; Schwartz, 2012). Two main forms of experiential learning exist: field-based experiences and classroom-based learning. The **Stepping Stones** programme takes the form of a field-based experiential learning pathway, the oldest and most established form of the learning concept. A key aspect of experiential learning is the methodology by which subjects are approached, as being connected to many other subjects, rather than "walled off" in their own areas (Schwartz, 2012). The **Stepping Stones** Programme therefore seeks to communicate the concept that nature is intrinsically linked with all other aspects of the modern world, from business to industry, education to wildlife conservation. As is typical of experiential learning, the learning outcomes of the **Stepping Stones** sessions continue to be varied and unpredictable, offering learners the chance to play a critical role in assessing their own learning. Students are in control of their own learning, rather than responding to being told what to do and when to do it, and the instructor hands much of the responsibility to the student. The experiential learning process encompasses a series of working principles which must be present for an experience to qualify as experiential, including those outlined by Schwartz (2012):

- A mixture of content and process: Striking a balance between the experiential activities and underlying content or theory.
- Absence of excessive judgement: Creating a safe space where students can work through their own self-discovery.
- Engagement in purposeful endeavours: Learning activities must be personally relevant to the student to allow them to fulfil the role of "self-teacher".
- Encouraging the "big picture" perspective: Activities should enable students to make connections between what they are doing and the world, teaching them how to see the relationships that connect complex systems.
- The role of reflection: Students should be enabled to reflect on the learning experience and gain insight into themselves and the ways in which they interact with the world.
- Creating emotional investment: Students should be completely immersed in the experience and not only doing what they feel is expected or required of them.
- The re-examination of values: A space that has been made safe for self-exploration should enable students to begin to analyse and potentially alter their own values.
- Learning outside one's perceived comfort zones: The learning experience is enhanced when students are given the opportunity to step outside their perceived comfort zones, both physically and socially.

The **Stepping Stones** programme aims to utilise the natural environment as a “hook” with which those experiencing marginalisation within our society may be engaged, allowing them to approach other services and their own personal development with confidence and motivation. Those experiencing marginalisation come from diverse backgrounds, have different interests and like to communicate and engage in a number of ways: there will therefore never be a successful one-size-fits-all method of engagement. It should be offered in many formats and employ a suite of mechanisms and processes to reach as many people as possible. Nature and biodiversity are powerful tools for learning and engagement which have been utilised in Scandinavian countries for years and are now coming to the fore in Britain also. The **Stepping Stones** programme provides an attractive outlet for spending time outdoors, engaging in nature in a relaxed manner which allows the students to remain fully in control of their learning, thus increasing their willingness to engage. Wild Work hopes that by introducing students to the natural world the positive effects on confidence, motivation and communication skills which have been witnessed in others may provide the **Stepping Stones** participants with equal opportunities to take control of their own personal development through further engagement with other services, offered both within SECAD and further afield.

Beneficiaries

As is typical of other experiential learning activities, the **Stepping Stones** programme is of particular benefit to:

- Mature learners who find themselves removed from the traditional classroom and require the motivation obtained from contextual learning to enable them to re-enter academia.
- The learner/participant who needs to experience a subject on a personal level before developing the motivation to learn.
- The learner who finds learning within the formal classroom difficult, and requires alternative learning methods in order to succeed.
- Any person who may benefit from having hands-on examples to bolster their traditional learning.
- Minority learners/participants who aspire to enter non-traditional professions and occupational areas.



Benefits of Nature for Health and Education

Numerous studies indicate the positive effects spending time in nature has on human mental and physical health. Improved short-term memory and concentration, sharper thinking and creativity, and reduced levels of stress may all be considered benefits obtained from time spent outdoors. Nature is therefore increasingly being recognised as a key free and generally widely accessible resource with a multitude of mental, emotional and cognitive benefits.

Nature may also be used to inspire self-motivation in students, allowing them to learn more effectively. Participating in outdoor education programmes has been proven to increase feelings of competency and intrinsic motivation to learn in students. In particular, outdoor education has proven most beneficial to those students who find traditional classroom learning more challenging, and where they may frequently be viewed as “underachieving”.



Our Target Group – The Garda Youth Diversion Project

The target group for the **Stepping Stones** pilot programme conducted in Midleton included youths engaged with a local **Garda Youth Diversion Project (GYDP)**. GYDPs are local, community-based projects co-funded by the Irish Government and the European Social Fund as part of the ESF Programme for Employability, Inclusion and Learning 2014-2020 which aim to have a direct impact on the reduction of youth crime within the communities they service (Irish Youth Justice System, n.d.). The youths referred to the **Stepping Stones** programme through the GYDP were identified as early school-leavers or at risk of leaving school, as well as having engaged in anti-social behaviours which may result in trouble with the law. Most GYDPs help their participants develop a sense of community, as well as enhancing their social skills, through various activities centred on education, employment training, sport, art and music, among many others (Irish Youth Justice System, n.d.). In addition to helping the participants in terms of their wellbeing and personal development, the **Stepping Stones** programme, through the GYDP, also sought to utilise activities centred on nature and biodiversity to help the participants develop a sense of belonging in the community, thereby supporting their relationship with their community.

The design and rollout of the **Stepping Stones** programme involved collaboration with a number of different stakeholders. SECAD staff including William O'Halloran (Wild Work Development Officer), Toni McCaul (Programme Manager) and Barry O'Sullivan (Tús Supervisor) worked in conjunction with youth leaders from a local GYDP to pilot the **Stepping Stones** programme in Midleton. All **Stepping Stones** sessions involved interacting with site hosts and collaborators who were free to develop appropriate tours which they believed would be most beneficial to the participants and provide them with a memorable and interesting experience. The programme participants themselves were also involved in the design of certain parts of the programme: freedom was given to the youths from the start with regard to certain activities they would like to do, places they would be interested in seeing, etc. Allowing the participants to feel that their opinions were heard and considered with regard to the design of the programme contributed to encouraging their engagement throughout the **Stepping Stones** sessions.

The **Stepping Stones** Programme – Midleton Pilot Programme

Description, Rollout and Delivery Structure

The pilot for Wild Work's **Stepping Stones** programme was run between 11th July and 8th August 2018. "My Place" community centre in Midleton formed the base for the programme, where each session began and ended. Each session was structured similarly: participants and Wild Work staff would meet at My Place and travel to the site of interest for the day, before returning to My Place in the afternoon. The following paragraphs detail the impact of each **Stepping Stones** session during the Midleton pilot programme. Key takeaways from each session are described, as well as the experiences of the beneficiaries, structure of the sessions, logistics, etc.

Week 1: Session 1– Ballyannan Woods

The theme for the first week of the programme was "**Wildness and Community**".

In advance of the session, the two group leaders from the Garda Youth Diversion Project (GYDP) had recommended that we spend as little time as possible inside and to keep things as informal and engaging as possible. The session commenced at 'My Place'. Simple friendly introductions were made over a cup of tea and the plan for the programme was introduced. An emphasis was placed on explaining to the participants that they were helping us to shape how the programme would run and they were thanked for their participation. We asked that they commit to the full programme and the GYDP leaders said that there would be a certificate for those who completed the course and that as a reward, the group would get to go on a trip away.

The group then went outdoors and explored Midleton from a Wild Work perspective. This involved a trip up along the Owenacurra river towards SECAD and then a quick bus ride over to Ballyannan Woods for the second part of the session. Effectively we visited places where Wild Work have ongoing projects locally and where young people interact with the local landscape, particularly in terms of social/anti-social activities such as wild swimming, camping and drinking.



The first place we went was under the 'bridge', a local hang out spot for youths. Here we encountered additional youths and used the opportunity to get the young people to tell us about nature in what we called 'their place'. An interesting conversation was had about ducks and otters. The act of going to this place where young people hang out seemed very effective in breaking the ice with the group.

At this location, the group met with SECAD's Tús Biodiversity Team workers. They learned of opportunities to do nature related work placements on the Tús initiative; details of the work carried out by the Tus biodiversity officers; why they do it and how much they care about nature locally.

One participant showed a keen interest in bees and said he would potentially like to get into working or volunteering on something to do with pollinators.

In the woods, the participants shared local folklore stories and we went on to find an excellent place to catch butterflies. Some time was spent speaking about our wild hunter gatherer past and how we have distanced ourselves from nature in recent times. The group got to see ancient oak woodland, and this helped to create a nice link with the past.



The final part of the session involved creating a group contract at 'My Place'. Group contracts are commonly used in youth work to set out a code of behaviour/rules for how everyone would like the programme to run. The contract was created with everyone's input. Normally this might be done at the beginning of a session, but it worked best in this situation being introduced after we had some initial experiences as group.

Week 1: Session 2 – Ballyvergan marsh & Pilmore, Youghal

A printed version of the group contract was signed by everyone. The group then travelled to the Youghal area and visited Pilmore Strand, Ballyvergan Reedbed and the Collegiate Church of St. Mary and its gardens.

At Ballyvergan bird hide, we met Tommy, a local fisherman on SECAD's Rural Social Scheme (RSS). Tommy is working on implementing a biodiversity action plan at Ballyvergan that was developed by Wild Work on behalf of Youghal Tidy Towns.



The trip to Youghal area gave the group further examples of wild places that community volunteers care for. At the church, there was a tour taking place and this led to us having a conversation around tour guiding. It emerged that one of the youths could speak Spanish and we spoke of opportunities that skill could lead to.

We learned about the importance of old buildings for wildlife and saw examples of places that could be improved for nature in terms of the way they are managed.



Week 2: Session 3 – GSK

The second week of the Stepping Stones programme was themed around "Business and the Environment".

Visits were organised to two large pharmaceutical companies which were current clients of "Wild Work". The first visit of the week was to GlaxoSmithKline (GSK). GSK has a number ecologically important features on or close to their Cork campus. Rather than touring the factory itself, the aim of the visit was to view these ecological features and learn how a large company like GSK can work to help nature.

Our guide for the visit was Environmental Compliance Officer Mark, who spoke to the group about GSK's responsibility and commitment to protecting the surrounding environment.

Mark also shared with the group his journey from geology student at UCC to *Environmental Compliance Officer* at a large multinational company, showing how varied careers for people in the environmental sector can be. The tour took the group along Lough Beg, a brackish water lagoon and salt marsh habitat with abundant bird life. A stop in the bird hide next to the lagoon gave the opportunity for the participants to recall and try to spot some of the bird species they had learnt about in the previous week's session. The walk way for the tour is well used by GSK staff as part of a competition to increase the number of steps they take during the day. The group had to make way several times for walkers, but it was a good opportunity to make the link between using outdoors and physical health and to show how both could be incorporated into a daily routine.



Week 2: Session 4– Pfizer

A visit to Pfizer's Ringaskiddy plant was organised where participants were encouraged to engage with EHS staff while learning about the *Corporate Social Responsibility* of a large company with regard to promoting biodiversity on-site and minimising its impact on the environment. The participants were provided with a detailed tour of the plant, both inside the production and maintenance areas and outside in the more natural settings within the site. Various different features of Wild Work interest were



observed throughout the visit, such as the site of a Ringed Plover nest, and the participants were thus able to see first-hand the efforts being made by the company to reduce any negative impacts on the environment. The visit was kept at a relatively fast pace, maintaining interest and keeping spirits high throughout; the timing was also helpful in that mobile phones were not allowed on site for safety reasons during the shutdown period. Dermot Kelly, a senior EHS specialist at the company who led the tour, drew the participants in through engaging them in discussions of how the daily work at a pharmaceutical plant compares to fictional representations often seen on TV shows familiar to the youths.

The ability to have relaxed conversation with Dermot and all figures of authority within the plant increased engagement significantly among the participants. The visit was successful in sparking an interest in one participant in particular to perhaps work on the Environment, Health and Safety (EHS) team within a large-scale business in future.

Week 3: Session 5– Fota Wildlife Park and Gardens

This week was themed around “Food, Farming and Conservation”.

The session began with a recap on the previous weeks visits which reminded the participants of the potential areas of interests discovered during the week themed around “Business and the Environment”. Tús Biodiversity Team Leader Barry offered the participants an interactive tour of the gardens which featured different species of exotic plants before moving to the wildlife park to see the animals. The session was particularly exciting for the participants, many of whom share a love of animals and one in particular who aspires to work with horses in the



future. The interactive nature of the tour, being allowed to touch and smell the plants for example, combined with the naturally intriguing theme for the visit, meant that engagement on the topic of food and conservation was relatively easy to achieve. The visit proved to be rather long, however, and feedback given suggested that the session should be split into two separate days in future to allow for more time engaging with the different topic areas.

Week 3: Session 6 – Dairy Farm

Maurice’s farm in Youghal was chosen to introduce the group to a large, working dairy farm. Maurice started the tour by showing the group around the cattle feeding stations and the milking parlour. There was plenty of questions and comments showing great interest and engagement from the participants. The second part of the tour took the group out into the fields to view the cows. Maurice explained how sophisticated farms had become in using digital technology. After a question about ear tags from one participant Maurice was able to show, on his phone, details of when the cow had given birth and last had vaccinations.

Next Maurice took the group to see his thoroughbred horses and their foals, allowing the participants to feed them grain. One participant, who was probably the least engaged during the programme, responded very positively to this activity showing a level of maturity and gentleness not typically displayed during the

programme. The farm visit allowed the group to see where the food they consume comes from and how much work that involves. The way the participants engaged with Maurice and the level of interest shown throughout the day suggested that this was a very successful activity.

Week 4: Session 7 – School of BEES, University College Cork

This week of the programme was themed around “Education, Research and Learning”.

A visit to University College Cork’s School of Biological, Earth and Environmental Science was organised for this theme. The participants were led throughout the North Mall campus by Odhran, a PhD student in the Geology department, who offered an insight into life at the third-level institution and provided the youths with an interactive session on the areas of research within the School of BEES. Odhran’s revelation that he continues to work through this PhD despite suffering from dyslexia resonated with one



participant in particular who experiences the same learning difficulty, and contributed to the creation of a positive outlook on education for the future.

Two participants took a keen interest in a lab session exploring the work of a professional geologist which led to a dip in the levels of engagement of other participants, for whom the relatively quick pace of the session needed to be maintained. During a rest period two of the participants actively discussed their interest in the week’s theme and ideas and plans they had for obtaining further qualifications, potentially in the field of geology following their experience of the day’s workshop. All participants then offered positive feedback on the impact the **Stepping Stones** continued to have on their personal and professional development and were enthusiastic about the number of areas of interest they had discovered through the programme.



The session concluded with a tour of the biology labs where the participants saw the research behind many of the areas witnessed during the previous week’s sessions on “Food, Farming and Conservation”, thus creating the link between it and the theme of “Education, Research and Learning”.

Week 4: Session 8 – Green Campus Tour, University College Cork

The group returned to UCC for a tour of the main campus by Green Campus intern Bryan. The aim of the tour was to introduce the group to the university campus in a relaxed way using the themes and concepts of nature, to which they had become accustomed to in the previous weeks. Bryan spoke to the group about significant trees on campus including the Giant Redwoods and took the group to see the Swift boxes that UCC has installed.



An interesting opportunity arose when the group stopped in Aula Maxima. This room has oil portraits of past university presidents hanging on the walls. It was pointed out by one of the **Stepping Stones** leaders that all of the presidents were white men. This led to a conversation of how universities are striving to become more diverse, not only gender and racially diverse, but socially diverse, and the opportunities that afforded sections of the population that do not typically attend third level education. During the campus tour one participant expressed their interest in studying at UCC, even asking about funding and courses. The geology lab session the previous day was mentioned as a particular highlight for this participant.

Week 5: Session 9 – Ballyannan Woods

The final week of the **Stepping Stones** programme centred on “Sharing Stories and the Future”.

Ballyannan Woods was chosen as a location to revisit as a means of communicating to the participants how far they had come in their development throughout the programme since the first week when they visited the same location. A relaxed session was conducted deep within the woodland whereby participants focused on enhancing their teamwork skills by building a life-size fort made from natural materials found within the woodland. The participants were forced to debate and discuss their different ideas for the design and location of the structure, ensuring that they were fully engaged with the entire process from start to finish. During the building of the fort two participants were found to have disengaged and so efforts were made to reengage them in the activity.



The session concluded with a walk through the woods and a short stop to clean up a campsite, removing rubbish from the area and re-kindling the old fire. The hands-on activities conducted during the session were enjoyed by all participants and ensured engagement was relatively easy to maintain throughout. The day ended with a sense of accomplishment at the completion of the programme and positive feedback from the participants having realised their achievements throughout the five weeks and discovered new paths to follow for the future.

Target Group – Description and Profile

Table1. Information on the target group for the **Stepping Stones** pilot programme conducted in Midleton.

Midleton Pilot Programme - Target Group Information					
Group number:	5				
Participant:	1	2	3	4	5
Gender:	Male	Male	Female	Female	Male
Age:	15	15	17	16	16
Present for all sessions:	Yes	Yes	Yes	No	No
Attending full-time education:	No	Yes	No	Yes	No
Area of residence:	Midleton catchment and surrounding area				
Behavioural information:	Engaged in anti-social and potentially illegal behaviour; referred through GYDP				

The target group for the **Stepping Stones** Midleton Pilot Programme included 5 participants, of which 4 attended the course at least part-time. One person who agreed to participate on the course never attended. The participants ranged in age from 15-17 and consisted of an equal number of both genders. They were from Midleton town and the surrounding catchment. Two participants, are no longer attending school; the other two are still engaged in full-time education. All participants were referred to the **Stepping Stones** programme through a local Garda Youth Diversion Project.

Outcomes

The **Stepping Stones** pilot programme can be termed to be a success, based on participant and leader feedback as well as the level of enhanced engagement visible in the individuals concerned. It highlighted how biodiversity-related experiential learning wellbeing programmes can engage “hard-to-reach” or “hardly reached” individuals. Many of the participants seemed to gain confidence from participating in the programme. Their personal and professional development was evident to both themselves and to the Wild

Work SICAP officers. The majority identified an area of interest through the programme which they hope to pursue in future, whether that be as a new pastime or a full-time job/educational pathway.

Two participants expressed a strong interest to pursue a degree qualification in the areas of geology or zoology. Another participant, who expressed a desire to obtain a job in the area of health and safety, described the **Stepping Stones** programme as *'the first course he will have ever passed in his life'*, a huge personal achievement. While this programme preceded the introduction of a distance travelled tool, it is foreseen that future **Stepping Stones** programmes will feature the use of a tool, designed by SICAP officers, which may be used to measure soft outcomes and 'distance travelled'. It is hoped that this tool will help show evidence of progression by **Stepping Stones** participants and further support Wild Work's drive to help people through nature.

To aid their continued progression the officers have designed a **Stepping Stones** Personal Journey Planner, the basis of a personal action plan for all **Stepping Stones** participants, identifying all areas of interest explored during the programme and the pathways which they may take in order to pursue these interests to whichever level they see fit. Recommendations are made, such as how SECAD can help them prepare to achieve their goals through further supports available on the SICAP programme. As well as identifying the potential outcomes stemming from their exploration of these new interest areas, the journey planner helps the participants identify the 'steps' required.

Engagement Process and Approaches Used

Engagement throughout the **Stepping Stones** programme focused on making the participants feel relaxed and in control of their own learning and experience throughout the sessions. Relaxed atmospheres have been shown to provide the optimal conditions for learning. For this reason, participants were encouraged to be themselves, act normally, yet with respect, and get involved in the learning experience, rather than being told to sit still and listen. The relaxed atmosphere of both participants and staff contributed to building a feeling of trust among the group, and made participants feel more comfortable engaging with and enjoying the programme.



As with other experiential learning programmes, the **Stepping Stones** sessions provided varied and unpredictable outcomes in the form of “teachable moments”. The **Stepping Stones** programme is loosely based on material taught through the QQI Level 3 course in Community Participation/Eco-Community Development, however sessions allowed for flexibility with regard to the material taught, and welcomed opportunities that arose whereby the facilitator or a participant themselves could provide insight to others in the group on a topic that captured the groups attention, though wasn’t necessarily included in the original lesson plan. These “teachable moments” were worthwhile in exploring, often evolving into full-blown discussions which the participants felt comfortable contributing ideas and opinions to, as they found the brief digression enjoyable and meaningful.

Successes

The **Stepping Stones** pilot programme in Midleton featured many successes and challenges.

The small group size of 4 individuals per session was especially useful for maintaining engagement throughout the sessions, as it was relatively easy to keep pace with all participants and realise when their interest was getting lost. Each session was kept to a relatively short time of 4 hours which was more effective, and allowed for greater engagement, than a shorter session of 2 or 3 hours. The programme itself was also only 5 weeks in length which proved helpful for both Wild Work staff and the participants: it is felt that a longer programme would prove a challenge logistically and make it harder for participants to stay motivated to complete all sessions. Designating My Place in Midleton as a base location, which participants were already familiar and comfortable with, as well as making use of the SECAD van as a means of transport, meant that sessions usually ran smoothly with regard to organisation and flexibility.

The variety of places which were visited meant that every participant gained a chance to discover a new area of interest. Furthermore, the relaxed nature of each session was effective for encouraging the young people to participate in the programme. The delivery of the entire programme by one facilitator, William O’Halloran, meant that relationships could be established, and a level of trust earned between him and the participants.



The participants were also given responsibility and choice in deciding how the programme was to be designed and run: they were encouraged to contribute ideas on what they would like to do for certain sessions and a group contract drawn up during the first session detailed the rules the group had to follow, what type of behaviour was allowed, what time the programme would start and finish, and many other aspects of each session.

The two **Garda Youth Diversion Project leaders** found the programme extremely beneficial to their own work. They found that they had a chance to observe the young people in a different way than they normally do and that the atmosphere created in the programme led to the young people sharing some interesting information about themselves, which was helpful in terms of the leaders being able to work more effectively going forward.

Challenges and Opportunities for Change

Feedback from participants and Wild Work staff on the challenges met during the course of the programme will be used to enhance future **Stepping Stones** programmes. A number of challenges were met through the course of the programme which provide opportunities for change.

The length of each session, typically 4 hours, proved too short logistically yet also too long as one continuous session without a break. A longer session including enough time to eat a proper lunch may prove more beneficial for the participants, who found it difficult to engage when they were not provided with a break to relax and eat. An extra hour added to each session would shorten the programme to 4 weeks, which may prove effective at enhancing engagement beyond the levels observed during this 5 week programme.

A budget allowing for a minimum amount of money per day to be spent on each participant has been suggested as a means of integrating food into the programme in a more effective and meaningful manner. Lack of food or opportunities to obtain it throughout the course of the site visits meant that engagement could either dip or be completely lost. Aside from meeting the participants most basic needs, food was found to create an atmosphere which brought the participants together and created conversation amongst the entire group. It may also be used as a means of 'tying the programme together' through creating links between different sites, such as the milk produced on Maurice's farm and the ice cream served in Fota Wildlife Park and Gardens. As a method of teaching, food could prove to be extremely useful, and consideration should be given to providing a means of allowing for its meaningful integration into the programme.

Certain sessions, such as that conducted at Fota Wildlife Park and Gardens, could be split over the course of two days rather than completed during one to ensure that participants have enough time to explore the areas at a deeper level, instead of simply skimming the surface due to time constraints.

Certain sessions also saw extra participants, such as SECAD and GYDP staff, accompany the youths on their visits. While having a greater number of people certainly contributed value to the experience for all, consideration should be taken in future as to the number of extra people present, as it was observed that engagement of the participants was at its lowest level during sessions where they felt outnumbered.

Furthermore, no formal system of measurement was used to track the participant’s personal development during the course of the programme: ideally, future programmes should ensure that a method of measurement is used at the beginning and end (at the very least) to track the outcomes for participants. This will be introduced in line with the proposed Pobal Distance Travelled Tool during 2019 iterations of the programme.

Going Forward

The **Stepping Stones** Midleton pilot programme was a success, and it is hoped that future **Stepping Stones** programmes will follow suit. A second programme with six participants is currently underway in Macroom and the design of a third programme for rollout in either Cobh or Youghal for some time in late 2018/early 2019 will begin following the completion of the programme in Macroom.



There has been much positivity surrounding the programme, so much so that the possibility for its rollout beyond the SICAP programme to those interested is being considered. SECAD fully believes that **Stepping Stones** may be used as the ‘bait’ with which hard-to-reach individuals can be encouraged to involve themselves with other services, within SECAD and beyond.

The participants of the Midleton pilot programme will receive their certificates of completion at a ceremony held in SECAD whereby they will present a video diary of their time on the programme and speak to the SECAD Board of Directors. It is hoped that these participants will become advocates for the **Stepping Stones** programme and inspire others to engage with it.



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