

Explanatory Memorandum: Outdoor Education (Wales) Bill

The proposed title of the Bill

1. The proposed title of the Bill is the Outdoor Education (Wales) Bill ('the Bill').

The proposed policy objective(s) of the Bill¹

2. The purpose of the Bill is to establish a statutory duty on local authorities to ensure that all young people receiving maintained education are provided with the opportunity to experience residential Outdoor Education, for at least one week, at some stage during their school years. The Bill will also establish a statutory obligation for providers of maintained education to be allocated funding to enable them to do this.

3. Outdoor Education has well established benefits for children and young people in their physical and mental health and well-being, personal and social learning, cognitive development, and understanding their place in the world. This has recently been confirmed in Welsh Government (WG) commissioned research, published via Hwb².

4. The Bill seeks to develop a coordinated and funded approach to provide a residential Outdoor Education experience for every child receiving maintained education in Wales, regardless of their socio-economic background, additional learning needs, cultural background or geographical location. This will move Outdoor Education from an enrichment activity to an entitlement component of the curriculum, removing it from the sphere of uncertainty in local authority finance, and ensuring equity for the children and young people of Wales.

¹ As required by Standing Order 26.91B, I consider this policy objective to be consistent with that stated in my pre-ballot information. The additional information under 'Policy Objectives of the Bill' (compared to that included in the pre-ballot information), has been provided so that Members have a greater level of clarity on my thinking as to how the policy objective may be achieved.

² <https://hwb.gov.wales/professional-development/the-national-strategy-for-educational-research-and-enquiry-nserc/research-studies-on-the-impact-of-the-covid-19-pandemic-on-the-welsh-education-system/research-study-6/>

Outdoor Education, the Curriculum for Wales and wider Welsh Government Policy

5. Outdoor Education and its pedagogical approach of direct experience, coupled with reflection on real-world first-hand experiential learning, aligns with, and supports, the four purposes of the Curriculum for Wales. In particular, this works to develop a sense of *cynefin* (roughly translated as a sense of connection to place, land, culture, language and distinctly Welsh identity), presented as an imperative throughout the Curriculum for Wales guidance documents.

6. The Curriculum for Wales (2022) 'Health and well-being' Area of learning and experience (AoLE)³ contains *Statements of What Matters*, which place importance on responding to experiences, decision making and social influences. These are all fundamental to an Outdoor Education pedagogy that is fully realised through an Outdoor Education residential experience.

7. The 'Humanities'⁴ AoLE includes *Statements of What Matters* that place importance on understanding the dynamic processes of the natural world and the impact humans have on these processes, and that self-aware citizens engage with challenges to take ethical actions. In addition, the AoLE guidance regarding 'Considerations for provision of learning experiences' calls specifically for 'a range of opportunities to learn outside...', and 'a range of opportunities to visit and explore...'⁵.

8. During the Covid-19 pandemic and subsequent return to school after lockdown, WG guidance documents contained specific mention of outdoor learning and the health and well-being benefits it brings. Whilst in the context this was concerned with minimising risk of transmission, it also promoted the value of learning outdoors which is magnified during an Outdoor Education residential experience.

³ <https://hwb.gov.wales/curriculum-for-wales/health-and-well-being/>

⁴ <https://hwb.gov.wales/curriculum-for-wales/humanities/>

⁵ <https://hwb.gov.wales/curriculum-for-wales/humanities/designing-your-curriculum/>

9. *Education in Wales: Our national mission*⁶ highlights both equity and well-being under ‘Enabling objective 3’. This Bill would support this objective in that it would enable providers of maintained education to progress the *Whole-school Approach to the physical and mental health and wellbeing*⁷ of their children and young people by providing a statutory, funded mechanism to achieve this.

10. *Climbing Higher, the WG strategy for physical activity*⁸, and *Climbing Higher: Next Steps*⁹ both promote the health benefits of physical activity outdoors, setting out the aims of the strategy which include:

- Wales needs to be more physically active in order to be a healthier nation.
- Wales needs healthy citizens to deliver long-term prosperity.
- Wales needs to maximise the synergy between sport, physical activity and the natural environment.

11. This Bill would develop these concepts of lifelong health and well-being by ensuring that young people have an opportunity to experience Outdoor Education activities. In turn this will have long-term impacts on the health and well-being of the population as they leave school and have a greater opportunity to become healthy adults (also in line with one of the four purposes of the Curriculum for Wales). The mental health and well-being benefits of Outdoor Education residential programmes could reduce the demands on child and adolescent mental health services (CAMHS) in the near future and could also reduce demands on the wider NHS and health care services in the longer term.

⁶ <https://gov.wales/sites/default/files/publications/2020-10/education-in-Wales-our-national-mission-update-october-2020.pdf>

⁷ <https://gov.wales/whole-school-approach-mental-health-and-wellbeing-framework-guidance-impact-assessment-html>

⁸ <https://gov.wales/sites/default/files/publications/2019-06/climbing-higher.pdf>

⁹ <https://business.senedd.wales/CeConvert2PDF.aspx?MID=11734&F=Supporting%20Document%20-%20Climbing%20Higher%20Next%20Steps.pdf&A=1&R=0>

12. The 2021 document, *High Quality Outdoor Learning*¹⁰, which focusses on Wales, suggests that whilst learning in the outdoors, improvements can be made in literacy and numeracy levels. It also suggests clear links between outdoor learning and attainment saying:

'There is no doubt that when effectively integrated into a well-planned learning programme outdoor learning experience can have a positive impact on attainment. Indeed, Estyn recognises that 'High performing schools share a passion and vision for making sure that pupils have plenty of opportunities to be physically active and learn outdoors. They believe that this leads to high levels of engagement and involvement from the pupils, which in turn leads to high standards.'

13. The most recent Active Lives survey results¹¹ demonstrate that whilst younger children are more active in team sports, as people get older they can remain active through activities such as walking, cycling, running and swimming. Although this survey refers to respondents in England as there is no comparative data available for Wales, it is reasonable to suggest that the findings would not be significantly different in Wales. Recent research presented through the British Education Research Association (BERA)¹² suggests significant connections between older people's health, activity levels and the experiences they had as young people in engaging in Outdoor Education. In addition, the mental health benefits of undertaking Outdoor Education residential visits as a young person have been presented in a 20 year-long study from Japan¹³.

14. Currently children take part in Outdoor Education residential visits for a variety of reasons. In particular, they form an important part of many children's experience of transition from primary school to secondary school, developing the organisation, self-reliance and resilience needed to thrive in a secondary school setting. They also learn about language, culture and the

¹⁰ [High Quality Outdoor Learning | Wales council for outdoor learning \(walescouncilforoutdoorlearning.org\)](https://www.wales.gov.uk/docs/walescouncilforoutdoorlearning/2021-04/HighQualityOutdoorLearning.pdf)

¹¹ https://sportengland-production-files.s3.eu-west-2.amazonaws.com/s3fs-public/2022-04/Active%20Lives%20Adult%20Survey%20November%202020-21%20Report.pdf?VersionId=nPU_v3jFjwG8o_xnv62FckOdEiVmRWcb

¹² <https://www.bera.ac.uk/blog/ageing-in-nature-outdoor-learning-as-lifelong-learning>

¹³ Takako Takano (2010) A 20-year retrospective study of the impact of expeditions on Japanese participants, *Journal of Adventure Education and Outdoor Learning*, 10:2, 77-94

environment through such visits, with the acknowledgement that the residential aspect plays an important role in this skill development.

15. During the Covid-19 pandemic and associated business closures the then Minister for Education and then Minister for Economy and Transport said, "adventurous education is unique in a young person's journey through school" and experiences "provide expert-led learning outside the classroom and recognised well-being benefits"¹⁴ in Outdoor Education centres. They also referenced the value they give to the children they serve as well as the communities from which they draw employees, amounting to a £2m sector specific recovery fund, demonstrating the value WG places on residential Outdoor Education provision¹⁵.

Equity in education

16. This Bill seeks to ensure that all children in Wales are given access to an Outdoor Education residential visit at least once in their school career, regardless of the local authority in which they live in and regardless of their family income or demographic.

17. The benefits of Outdoor Education residential visits are very clear, yet there is no universal entitlement for all children and young people in Wales. There were 474,724 pupils in maintained schools in Wales in the academic year 2020/21¹⁶, though there is no official collected or published data which sets out how many of those pupils are afforded this important opportunity for a visit during their school career¹⁷.

18. The Outdoor Education Association Panel Cymru (OEAP Cymru) is the professional association for outdoor education advisers and educational visits. It also represents Local Authorities in Wales by working closely with Welsh Government and relevant stakeholders. An online system for the

¹⁴ [Written Statement: The Welsh Government Statement on Establishing a Fund for the Residential Outdoor Education \(RoE\) Sector \(24 March 2021\) | GOV.WALES](#)

¹⁵ <https://businesswales.gov.wales/news-and-blogs/news/residential-outdoor-education-sector-fund-expression-interest>

¹⁶ <https://statswales.gov.wales/Catalogue/Education-and-Skills/Schools-and-Teachers/Schools-Census/Pupil-Level-Annual-School-Census/Pupils/pupils-by-localauthorityregion-schoolgovernance>

¹⁷ These statistics are for learners attending maintained schools as they make up the vast majority of pupils but the scope of this Bill will include all children receiving a maintained education through the local authority, including those in Pupil Referral Units.

management of educational visits is used across Welsh local authorities. OEAP Cymru members advise that raw data from this system suggests there is a clear shortfall in the number of pupils across Wales able to attend the opportunity to attend an Outdoor Education residential visit.

19. There are 1,473 maintained schools in Wales. Data from OEAP Cymru suggests there were 1,072 Outdoor Education residential visits across Wales in 2022. If each visit represented one school Outdoor Education residential per year and the data demonstrated an even spread of visits across local authorities in Wales, then this would mean that around two thirds of schools in Wales were organising Outdoor Education residential. However, this is not clear cut, and the data is more complex and nuanced.

20. Working with OEAP Cymru, and in advance of the Debate for the Senedd agreement to introduce this Bill, I will provide Members of the Senedd with, and will publish, a statistical paper setting out the most relevant available data in Wales to September 2022.

21. Evidence from OEAP Cymru also suggests significant variations between local authorities in Wales in terms of the opportunities they are able to offer their pupils. Worryingly, it indicates that double the percentage of children who live in the most affluent local authorities attend an Outdoor Education residential visit compared to those pupils in the local authorities with the highest levels of deprivation, as defined by the Welsh Index of Multiple Deprivation.

22. Recent WG commissioned work also reinforces concerns that the approach across Wales is inconsistent. It suggests that frequently the most vulnerable children do not attend due to financial constraints, confirming concerns that Outdoor Education residential visits are seen an ‘enrichment’ activity rather than a fundamental entitlement within the curriculum.

23. *Education in Wales: Our national mission – Update October 2020*, highlighted both equity and well-being as fundamental principles of education in Wales. This Bill would ensure aspects of each are strengthened in our national mission and not subject to the significant pressures on local

authority budgets or the costs of allocations to other competing policy priorities.

24. We know that there are some funds such as the Pupil Development Grant, which is intended to improve the educational attainment of learners eligible for free school meals and Looked After Children. However, it is not intended nor funded to deliver a universal entitlement for all school pupils.

25. The re-alignment in Estyn inspection criteria (with an increasing focus towards subjective achievement rather than objective outcomes) may address concerns that there has been a sole emphasis on academic attainment, but it is unlikely this will have significant impact for a number of years. In the meantime, many children and young people will miss out on the life changing experiences provided by an Outdoor Education residential experience. The term educational attainment can be broadly interpreted but does not always account for the important connection between personal and social learning and objective measures of academic achievement, as demonstrated in work from Scotland¹⁸. This research demonstrated the positive impact on children's achievement after taking part in an Outdoor Education residential.

26. Financial priorities within local authorities change as pressures across services vary. This Bill would ensure equitable provision for all children and young people in Wales regardless of where they live, to ensure that an entitlement to an Outdoor Education residential visit is sustainable.

27. Both WG publications, WG commissioned research cited and independent research from across the globe point to the educational benefits of Outdoor Education residentials, yet it is clear that not all children are able to gain this opportunity. The Bill would ensure equity so this would move towards 100% of children accessing these opportunities.

¹⁸ Beth Christie, Peter Higgins & Pat McLaughlin (2014) 'Did you enjoy your holiday?' Can residential outdoor learning benefit mainstream schooling?, *Journal of Adventure Education and Outdoor Learning*, 14:1, 1-23

Well-being of Future Generations (Wales) Act

28. The Well-being of Future Generations (Wales) Act 2015¹⁹ highlights the need for a healthier Wales, a more equal Wales and a globally responsible Wales, all of which would be supported by the Bill. The health and well-being benefits of being outdoors would demonstrate a key principle of the Act and help young people connect with and understand their natural environment and see value in preserving it.

Current Outdoor Education residential provision in Wales

29. All residential Outdoor Education centres are required to be licensed under the Activity Centres (Young Persons' Safety) Act 1995. Using this as a qualifying criterion, there are approximately 50 residential Outdoor Education centres in Wales. However, less than 5 of these are owned and operated by Welsh local authorities (one authority has 2 centres), with the remainder being split between commercial companies, community interest companies and charities, and centres run by local authorities from England (these are not all exclusive to children from England, but many are).

30. Outdoor Education residential provision has not always been able to be a priority for local authority funding in the last 20 years. The number of opportunities for all children and young people in Wales to benefit from Outdoor Education residential provision appear to have been significantly reduced (perhaps even more so with the impact of the pandemic forcing the closure of many small, independent centres).

31. Local authorities have been unable to support Outdoor Education residential provision for a variety of reasons including funding decisions related to the pressure on schools to focus on educational attainment, and the political will to support an education service which is seen as less profitable where the 'value-for-money' measurement is harder to make and less tangible. This is not in keeping with the Curriculum for Wales' four principles and demonstrates the need for this Bill in order that local authority pressures do not remove this important part of children and young people's education.

¹⁹ <https://www.futuregenerations.wales/about-us/future-generations-act/>

32. During the Covid-19 pandemic shutdown of the residential Outdoor Education sector, those authorities that maintained Outdoor Education centres were able to redeploy staff to LA schools to provide much needed outdoor learning, physical activity and respite from the reduced school routine. In this instance local authorities with Outdoor Education centres demonstrated significantly improved well-being of staff and children²⁰, again, highlighting the value of Outdoor Education.

33. Despite the difficulties caused by the closures and reduction in residential Outdoor Education visits during the pandemic, the variety in types of residential provision present unique opportunities in Wales to provide Outdoor Education residentials in a range of different locations and at a range of budgets. However, many of these are still out of reach of the most needy in our society, and yet children from all backgrounds should be able to benefit equally from these experiences, moving beyond enrichment to entitlement. The community interest companies and charities in particular offer strong value propositions alongside the few local authority centres that remain. Commercial operations are not without merit and can provide equally high quality residential Outdoor Education experiences.

High Quality Outdoor Education for Wales – unique on the world stage

34. The publication of High-Quality Outdoor Learning for Wales²¹ in 2018 by OEAP Cymru set the standard for quality by providing a tool kit, linked to the Curriculum for Wales, for headteachers and school leaders to evaluate Outdoor Education provision to ensure that when they do opt for Outdoor Education residential visits they are of the highest quality. As already mentioned, residential Outdoor Education centres are bound by the Activity Centres (Young Persons' Safety) Act 1995 to ensure a minimum standard of safety. However, the OEAP members and the aforementioned document provide another layer of quality evaluation ensuring those that can afford an Outdoor Education residential receive the highest quality experiences.

35. Supporting this, Wales is the only country in the UK that operates a specific teacher training programme for teachers of Outdoor Education. This

²⁰ <https://hwb.gov.wales/professional-development/the-national-strategy-for-educational-research-and-enquiry-nserc/research-studies-on-the-impact-of-the-covid-19-pandemic-on-the-welsh-education-system/research-study-6/>

²¹ <https://www.walescouncilforoutdoorlearning.org/hqoldoc>

specific pathway operated by one Higher Education Institution (HEI) is accredited by the Education Workforce Council (EWC) on behalf of WG and the EWC recognised through their Initial Teacher Education (ITE) quota system that 10 teachers of Outdoor Education need to be trained each year (with the award of qualified teacher status).

36. In addition, according to WG commissioned research²² the majority of ITE provision across Wales incorporates some form of Outdoor Education pedagogy in their primary education courses (leading to Qualified Teacher Status). Thus, school staff have a good understanding of the value of Outdoor Education, more readily and deeply realised through residential Outdoor Education courses.

37. Other indirect funding of Outdoor Education training is provided through the regional Outdoor Learning Networks and training courses run for school staff by Natural Resources Wales, further supporting the value of Outdoor Education as entitlement, not simply enrichment for the affluent minority.

38. Other European governments have set precedents for centrally funded Outdoor Education provision, with Slovenia demonstrating a high standard of education and training with a similar population and economy to Wales. Recently a similar proposal has been put to the Scottish Parliament, also as a private Members bill²³ (this was still in consultation stage at the time of publishing this EM). More globally, Singapore operates a state-run programme of Outdoor Education residential provision so that every child and young person can gain the developmental benefits of such a visit.

39. Wales is unique amongst these nations and others with some state level of provision or funding, in that Outdoor Education in Wales is distinctively aligned with a curriculum that explicitly values personal and social learning alongside cognitive development (as exemplified in the four purposes from the Curriculum for Wales). Combined with Outdoor Education teaching children about their place, the language and culture of our country

²² <https://hwb.gov.wales/professional-development/the-national-strategy-for-educational-research-and-enquiry-nserc/research-studies-on-the-impact-of-the-covid-19-pandemic-on-the-welsh-education-system/research-study-6/>

²³ <https://www.scottishconservatives.com/news/outdoor-education-bill/>

and the encompassing sense of *cynefin*, Wales stands on the cusp of an opportunity to lead the world in Outdoor Education provision.

40. The Welsh Government, through its National Strategy for Education Research and Enquiry, continues to fund Outdoor Education research in schools and ITE (*circa.* £130,000 in 2021–22) for collaborative projects²⁴. Recommendations from this research include to provide more resources and opportunities for this type of work and to explicitly provide ‘... greater support for outdoor learning.’ The Bill would ensure WG follows its own recommendations in investing in outdoor learning, through Outdoor Education residential.

Details of any support for the Bill received, including consultation

41. Following the initial ballot result, to allow the process to progress to the stage of seeking the Senedd's consent to develop and introduce a Bill, support from the leading Outdoor Education organisations across Wales was sought, and received from:

- The Associations of Heads of Outdoor Education Centres
- The Institute for Outdoor Learning
- Urdd Gobaith Cymru
- Bangor University
- Outdoor Alliance Wales
- Wales Adventure Tourism Organisation
- South Wales Outdoor Activity Providers Group
- Pembrokeshire Outdoor Charter Group
- The Wales Council for Outdoor learning
- Partnerieath Awyr Agored
- Snowdonia Active
- Adventure Activities Industry Advisory Committee
- Mountain Training Cymru
- Arete Outdoor Centre
- The Outward Bound Trust
- The Field Studies Council

²⁴ Collaborative Evidence Networks Project 14 (2022) The current state of outdoor learning in Wales (report submitted and currently in review pending publication) Bangor University, Wrexham Glyndŵr University and the University of South Wales.

- Bryntysilio Outdoor Education Centre
- British Mountaineering Council (BMC)
- Outdoor Education Advisers Panel (Cymru)
- Ramblers Cymru
- Pwyllgor Cymru
- Active Learning Centres
- Canoe Wales
- Adventure Beyond
- National Coasteering Charter Group
- Cambrian Caving Council
- Rhos y Gwaliau Outdoor Education Centre
- Blue Peris Mountain Centre
- The Open Spaces Society
- British Caving Association

42. A more detailed consultation exercise will be undertaken to inform the development of the Bill, should the Senedd give its consent to the proposal progressing to the next stage, which will include a wide range of stakeholders, not limited to those who have already indicated their support above.

An initial assessment of any costs and/or savings arising from the Bill

43. Under Standing Order 26.91A (iv) there is a requirement for an initial assessment of any costs and/or savings arising from the Bill. I have set out the main aspects that will need to be considered in terms of how this Bill will be developed, but my intention would be to minimise the cost impacts of the Bill while ensuring that it achieves its stated intentions and provides a sustainable approach for future generations of children and young people.

44. The most common use of an Outdoor Education residential visit is in year 6 to aid transition to secondary school and develop resilience, although I am not specifying a year group or age range at this point for whom the Outdoor Education residential should be provided. Further work on this will be undertaken should the Bill gain the Senedd's approval to progress to the next stage.

45. As an illustration, StatsWales shows that there are 35,645 children currently in year 6²⁵ with numbers falling slightly over the next 5 years. Funding this Bill would require provision of residential Outdoor Education for around 34,000 children per year over the next 6 years.

46. The capacity of residential Outdoor Education centres is variable, with some larger centres having over 400 beds and smaller centres providing around 40. The range of centres available means that schools or a local authority would still have the choice to ensure that a provider met their own individual school needs, as well as being compliant with Adventure Activities Licensing and meeting High Quality Outdoor Learning for Wales benchmarks. There are other external quality badges that indicate outstanding provision, such as the Association of Heads of Outdoor Education Centres' (AHOEC) Gold Award, the Learning outside the classroom and Adventuremark quality badges and Visit Wales' own Adventure Activities Accreditation Scheme.

47. Although some centres based in Wales are used solely by children from English local authorities, the majority of providers can choose their clientele as they are either commercial organisations or charity/community interest companies. Early indications suggest the sector in Wales has the capacity to deal with the additional demand resulting from the Bill, but this is something that will be confirmed as the Bill is developed.

48. The capacity of residential Outdoor Education centres to accommodate all the children and young people the Bill will apply to may mean that some providers who currently deal with clientele from England would refocus their business models to serve Welsh schools. Funding from the Bill would cover the costs of providing Outdoor Education residentials, and the aim would be that the vast majority of this money would be spent in centres based in Wales, paying Welsh staff, using local suppliers of food and other services, keeping the money in the Welsh economy, providing sustainable jobs for small rural communities where residential Outdoor Education centres are frequently based. A stronger tie to the Curriculum for Wales through Outdoor Education as an entitlement beyond enrichment, will provide further training and development opportunities for young people as they leave

²⁵ [Pupils by year group and sex \(gov.wales\)](https://gov.wales/pupils-by-year-group-and-sex)

education who want to pursue a career as a teacher in the outdoors. A sustainable sector enhances the job prospects for, and job security of, those working in residential Outdoor Education centres.

49. Membership/Affiliation of the three core members of the Wales Adventure Tourism Organisation (South Wales outdoor Adventure Activity Providers, Pembrokeshire Outdoor Charter Group and Snowdonia-Active) supports the ability for the sector to provide such experiences.

50. Week-long residential stays at residential Outdoor Education centres are some of the most effective, as they allow the children to learn together and develop the social skills needed when living and working in close proximity to one another, with ample time for reflection to embed learning. *High Quality Outdoor Learning for Wales* suggests ways that school leaders and advisers can evaluate the quality of provision, and quality badges such as AHOEC Gold, to give an indication of the residential aspects of the centre as well as the standard of teaching and learning that can be expected.

51. The Outdoor Education residential providers offer different types of accommodation ranging from traditional dormitories/bunkhouses (very few centres like this still exist) through modern small-group rooms (4-6 children with ensuite facilities) to shared twin rooms with ensuite shower rooms. There are also providers who utilise camping pods and tented facilities. Many residential accommodation providers have special adaptations for those with specific physical disabilities and feature wheelchair accessible accommodation as well as activities.

52. The cost of a week-long residential (Monday - Friday) can therefore range between £290 and £400, though most centres will seek to be below the higher figure whether they are commercial and answering to owners, or shareholders, or less if they are charitable organisations covering costs and development work. Those few local authorities who have their own provision are able to manage their own budgets, but many operate the residential Outdoor Education centre as a traded service or organisation that has to be self-sufficient in running costs. In the past when many LAs in Wales ran their own residential Outdoor Education centres, subsidised courses or places for vulnerable individuals were sometimes provided. However, this is no longer

the case, meaning that Outdoor Education residential costs fall largely on the family of the child concerned.

53. Working from this early assessment of potential costs, the annual cost of implementing the Bill could range between £9.9 million to £13.6 million. These figures are based on providing 34,000 children per year with a week-long Monday to Friday residential stay at the lower estimated cost of £290 per stay, or the higher estimated cost of £400 per stay. Working with stakeholders, more work will be undertaken under the Bill development to estimate the costs of the specific proposals.

54. I will work with stakeholders during the development of the Bill to further identify any secondary impacts or costs. There may also be some additional cost related to monitoring, or reporting on the implementation of any new legislation, or relating to its enforcement. These costs would be explored further as part of the future development of the Bill.

55. Any costs for this Bill are likely to be additional in the short to medium term, with the possibility of these being mitigated by cost savings in other public services over time.

56. Ultimately the Bill is to support all the children and young people of Wales accessing and benefiting from an Outdoor Education residential, to move it from enrichment for the affluent minority to an entitlement for all. A move from extra-curricular to curriculum will bring initial costs, but these will be justified by Outdoor Education's contribution to realising the outcomes of the four purposes of the Curriculum for Wales:

- Ambitious, capable learners who are ready to learn throughout their lives.
- Enterprising, creative contributors who are ready to play a full part in life and work.
- Ethical, informed citizens who are ready to be citizens of Wales and the world.
- Healthy, confident individuals who are ready to lead fulfilling lives as valued members of society.

57. In further developing this legislation detailed work will be undertaken with stakeholders to fully cost the final specific proposal. I will also work with them to assess, quantify and set out the full cost savings arising from this legislation including potential cost savings relating to long term physical and mental health as well as educational outcomes.