



Education Authority
Youth Service

**Local
Assessment
of Need**
2018/2020

**South and West Belfast
Division**

Contents

	Page Number
1. Introduction	4
2. Policy Context	6
2.1 Introduction	6
2.2 Draft Programme for Government 2016 – 2021	6
2.3 A Fresh Start	7
2.4 Department of Education	7
2.5 Department of Education Business Plan	8
2.6 Priorities for Youth	8
2.7 Community Relations, Equality and Diversity (CRED) & CRED Addendum	10
2.8 Shared Education	11
2.9 Rural Needs Act (N.I.) 2016	12
2.10 DE Action Plan against Child Sexual Exploitation	12
3. Current Delivery	
Introduction	13
Youth Work Team	13
Generic and Targeted Youth Work	15
Central Theme of Youth Work	15
Extended Provision	16
Inclusion	16
School-based Youth Work	17
Participation	17
START Programme	18
Youth Work through the Medium of Irish Language	18
Young People from the Travelling Community	18
Partnership Working	19

4.	South and West Belfast Assessment of Need	
	Introduction	20
	Methodology	21
	Desktop research	22
	Questions and Surveys	23
	Deprivation measures	25
	Deprivation comparisons	26
	Rank of deprived SOAs in the division (Table)	27
	Neighbourhood renewal areas	28
	Map of location of youth centres/projects and income deprivation	29
	Education	32
	• Educational achievement	33
	• Education and deprivation	36
	• Special educational Needs	36
	• Newcomer pupils	37
	Health and Wellbeing	38
	Access to Services	38
	Young People Living at Interface Areas	40
	Community Relations Equity and Diversity	40
	Inclusion	41
	Participation	41
	Stakeholder Engagement	41
	• Consultation Survey Findings - Young People Aged 9-13 and aged 14-25	42
	• Consultation Survey Findings - Youth Workers Regional Results	44
	• Consultation Survey Findings - Parents and Guardians Results	45
5.	Priority Areas for Action	47
	DE Priority: Raising Standards for all	47
	• Generic Youth Work/support to voluntary groups	47
	• Allocation of staff/resources	47
	• Quality Assurance/Measurement of Youth Work Programme	48
	• Public Relations	48

DE Priority:	Closing the Gap between the highest and lowest performers, improving access and equity	48
•	Addressing low educational attainment	48
•	Health & Wellbeing (including FLARE Project)	49
•	Access to Services	50
•	CRED	50
•	Inclusive Youth Work	51
•	Tackling Paramilitarism	51
•	Positive Behaviour	52
•	Participation	52
•	Raising Aspirations	53
•	Outdoor Learning	53
DE Enabling Goal:	Developing the Education Workforce	54
•	Leadership and Volunteering	54
•	Workforce Development	54
DE Enabling Goal:	Improving the Learning Environment	55
•	Facility Management	55
•	Capital Development	55
DE Enabling Goal:	Transforming Education Management	55
•	Youth Advocacy Programme and Local Advisory Group	55
•	Securing External Funding	55
6.	Action Plan – September 2018 – March 2020	56

1. Introduction

On April 1st 2015 the existing educational structures in Northern Ireland were replaced with a single regional body, the Education Authority (EA), coinciding with the implementation of new local government structures. The new Education Authority took over all of the roles and responsibilities of the former Education and Library Boards (ELBs) and the Staff Commission.

The Department of Education (DE) is committed to implementing a coherent policy brief for Youth Work providing a clear focus, a new way of looking at planning, delivery and evaluation and a high quality service for young people with improved outcomes.

The Education Authority delivers youth services directly to young people in a variety of settings such as full-time and part-time youth centres and outdoor education centres, as well as through outreach work and specialist programmes, particularly focussed on enhancing the inclusion and participation of young people. A significant proportion of youth work programmes also takes place in voluntary sector organisations, supported by grants from EA.

The structure of EA Youth Service delivery has also changed. The previous model was based on the legacy Education and Library Boards, whereby, there were 14 Youth Officers managing areas from the old 26 District Council areas.

Following restructuring, the new model sees the introduction of a coterminous delivery model based on the new Local Government Districts. There are now 9 Youth Officers managing the new eleven Council areas. Two Officers are based in Belfast, three Officers will service 2 new council areas and the remaining 4 will manage a Council area each. This new model ensures that each officer will manage an area with similar numbers of young people.

Structured formal planning takes place throughout the service in order to effectively allocate resources in response to policy priorities, DE targets and an objective assessment of needs. Area Planning is part of a coherent planning framework established within Youth Services.

The Area Plan describes the policy and local context for the service and summarises a needs assessment of the area. The Action Plan, the delivery model, will reflect DE policy and targets and will also articulate how the needs of the area will be addressed over the next three years.

EA has developed two strands to ensure the delivery of quality provision for young people; these are local services and regional services.

Local services aim to provide a universal service based on policy directives including Priorities for Youth, Community Relations Equality and Diversity (CRED) and Shared Education whilst aiming to provide a targeted service based on key priorities within an assessment of need. Local services aim to ensure the delivery of essential services by the voluntary and statutory sector and manage statutory provision in distinct geographical areas.

The Head of Service for Local provision has responsibility for the effective engagement of children and young people in service design, delivery and evaluation of youth service. The HOS has overall responsibility for the leadership and management of strategic planning and quality assurance for local youth services across the Education Authority.

As part of local services 9 Senior Youth Officers (SYO) have been employed to manage the strategic development of the youth service in designated areas. The SYOs oversee the implementation of the Area Plan, monitors and moderates provision, and represents the EA on strategic partnerships.

Regional services are managed by a Head of Service with responsibility for the leadership and management of strategic planning and quality assurance for regional youth services across EA, as well as providing the relevant support for the delivery of youth work in line with key policy directives including Priorities for Youth, Community Relations Equality and Diversity (CRED) and Shared Education

The HoS has responsibility for the design, delivery and evaluation of training and curriculum support services and the development of effective quality assurance systems. A key element of the role of the HOS is to ensure effective engagement with strategic partners including voluntary sector organisations.

2. Policy Context

2.1 Introduction

On April 1st 2015 the existing educational structures in Northern Ireland were replaced with a single regional body, the Education Authority (EA), coinciding with the implementation of new local government structures. The new Education Authority took over all of the roles and responsibilities of the former Education and Library Boards and the Staff Commission.

Established as a non-departmental public body in 1990, the Youth Council for Northern Ireland (YCNI) continues to advise the Department of Education, the Education Authority and other bodies on the development of the Youth Service; to encourage cross-community activity by the Youth Service; to encourage the provision of facilities for the Youth Service and facilities which are especially beneficial to young persons, and encourage and assist the co-ordination and efficient use of the resources of the Youth Service. In 2016 YCNI was conferred with an additional statutory function to encourage and facilitate Shared Education.

The policy landscape also changed following the 2016 Assembly elections. Northern Ireland had a new Minister for Education, a new Programme for Government and a series of high level strategies set for implementation from early 2017 which may have potential ramifications for Youth Services. There is also the impending UK exit from the European Union which may influence the focus and direction of Youth Services in the future.

Strategic planning within Youth Services must take account of this high level policy context alongside wider DE policies. The following sections are a brief outline of some of the key policy areas. It should however be remembered that the policy context is constantly evolving and subject to change.

2.2 Draft Programme for Government 2016-2021

The Programme for Government is the highest level strategic document of the Northern Ireland Executive, setting out the priorities that will be pursued by the Assembly and identifying the most significant actions it will take to address them.

The draft Framework contains 14 strategic outcomes which touch on every aspect of Government, including the attainment of good health and education, economic success and establishing confident and peaceful communities. The 14 outcomes are supported by 42 indicators which are clear statements for change and each indicator is accompanied by a measure largely derived from existing statistics.

The draft Programme for Government will require a significant change in approach from that used by previous administrations and a key feature is its dependence on collaborative working between organisations and groups, whether in the public, voluntary or private sectors. Delivery of the Programme will encourage working across boundaries and focusing on the outcomes rather than traditional departmental lines.

The Department of Education will take the lead role on one of the Programme for Government outcomes, we give our children and young people the best start in life. There may be implications for

DE funded Youth Provision to support this outcome. The greater impetus for collaborative working and the adoption of outcomes based accountability, both of which are central features of the draft Programme for Government, may also have repercussions for the scope and approach of Youth Provision in future.

2.3 A Fresh Start

The Fresh Start Agreement (November 2015) provides a set of inter-related and high level proposals which seek to overcome some of the most challenging and intractable issues within Northern Ireland. One of the key issues addressed within A Fresh Start is that of legacy and the impact of paramilitary activity. Among the strategic actions to end paramilitarism, is a commitment to a cross-departmental programme to prevent vulnerable young people becoming involved in paramilitary activity. In 2016 the NI Executive published its Action Plan on Tackling Paramilitary Activity, criminality and organised crime. The Action Plan states that the NI Executive should commission appropriate initiatives aimed at promoting lawfulness in schools and through Youth Work in communities.

The Department of Education developed initiatives to ensure that those schools and youth groups dealing with the effects of paramilitary activity on young people are appropriately trained to identify risk factors and to adopt a whole school or group approach to help deal with those challenges.

The Department of Education and the Executive Office will deliver Youth Intervention Programmes specifically targeted at vulnerable young people, including those most at risk of becoming involved in or affected by paramilitary activity, so that they can make a positive contribution to their communities. The expertise within the Youth Service, particularly its strong track record in transformative and developmental work with young people who have been exposed to paramilitary threat, interface violence and sectarianism, ensures that the Service can make a positive contribution in supporting these initiatives.

2.4 Department of Education

Although the work of the Department of Education extends across many of the 14 Outcomes in the draft Programme for Government, its key area of focus lies within Outcome 14, which states that : We give our children and young people the best start in life. DE will lead on the development of Delivery Plans for the following 4 indicators in the draft Programme for Government:

- Indicator 11: Improve Educational Outcomes
- Indicator 12: Reduce Educational Inequality
- Indicator 13: Improve the Quality of Education
- Indicator 15: Improve Child Development

The DE Corporate Plan for Education will outline the strategic direction for DE and the wider education service and set out the key priorities and objectives during the period that it covers. The Corporate Plan is developed from the draft Programme for Government and will follow once the draft Programme for Government has been agreed and published. Each year DE will develop an

annual business plan setting out its commitments to delivering the corporate goals and strategic objectives contained in the Corporate Plan.

2.5 Department of Education Business Plan

The overarching DE vision is that all children and young people receive the best start in life to enable them to achieve their full potential at each stage of their development. The DE business plan reflects the key priorities and objectives during the 2016/17 financial year in support of the draft Programme for Government (PfG) framework (2016-2021). The Plan will be updated as and when the draft PfG (2016-2021) has been agreed and finalised. Currently DE's plan is set out under seven corporate goals:

- Improving the well-being of children and young people: Supporting the draft PfG Indicator 15: Improve child development.
- Raising standards for all which supports the draft PfG Indicator 11: Improving educational outcomes.
- Closing the performance gap, increasing access and equality: Supporting the draft PfG Indicator 12: Reduce educational inequality.
- Developing the education workforce which supports the draft PfG Indicator 13: Improving the quality of education.
- Improving the learning environment which supports the draft PfG Indicator 13: Improving the quality of education.
- Transforming the governance and management of education.
- Discharging our corporate responsibilities effectively.

Specific references to Youth Services in the 2016-2017 business plan include progression of the implementation of Priorities for Youth and development of the Network for Youth model.

2.6 Priorities for Youth

Priorities for Youth, published in October 2013, clearly sets out the positive contribution that Youth Services can play in achieving the Department of Education's vision that every young person can achieve to his or her full potential at each stage of his and her development.

The policy affirms that Youth Work can, through various methodologies and in various settings, provide additional opportunities to support young people's learning and development and improve employability by re-engaging disadvantaged young people with education.

The policy also recognises that Youth Work has a major role to play as we continue to deal with the legacy of conflict, moving towards a shared and inclusive society, by equipping young people with the skills, attitudes and behaviours to recognise, understand and respect difference.

Priorities for Youth revised the overarching aims of Youth Work to reflect a closer alignment between Youth Work and education priorities, and presented the strategic aims of Youth Work as:

- To contribute to raising standards for all and closing the performance gap between the highest and lowest achieving young people by providing access to enjoyable, non-formal

learning opportunities that help them to develop enhanced social and cognitive skills and overcome barriers to learning; and

- To continue to improve the non-formal learning environment by creating inclusive, participative settings in which the voice and influence of young people are championed, supported and evident in the design, delivery and evaluation of programmes.

The policy identified the following principles underpinning all aspects of Youth Work supported by DE:

- Participation in Youth Services is voluntary and should enable young people to develop the necessary knowledge, skills and abilities to tackle the issues that are important to them.
- The active participation of young people should be fostered, supported and evident across all youth settings.
- Equality and inclusion should be fundamental to planning and implementation and the values of equality, diversity and interdependence should be at the heart of Youth Work.
- Young people, their families and the wider community should be involved in Youth Work in a meaningful way, with expectations managed within the resources available.
- Young people should expect high quality services, which follow best practice including the highest standards of child protection.
- Collaborative working between the voluntary, uniformed, faith-based and statutory sectors should play an important part in securing improved outcomes for young people and the continued commitment from the youth workforce, including volunteers.
- The contribution of the volunteer workforce within the youth sector is invaluable and should be acknowledged, supported and celebrated;
- Resources should be used to achieve priority outcomes for young people in the most cost effective way, according to best practice principles (public value).
- The needs of the young person should be the key focus at each stage of development.
- Activities should be engaging, enjoyable and planned to deliver improved outcomes.

Priorities for Youth directs that Youth Work must be planned in response to the assessed need, prioritised age ranges and other identified groups. It emphasises that strategic planning within Youth Services must reflect wider DE policy and that future Youth Provision will be consistent, transparent and allocated proportionate to the level of disadvantage experienced by young people.

Whilst the needs of specific groups of young people are prioritised, the policy is clear that general Youth Provision will also continue to be supported in line with the assessment of need.

Although the policy strives for closer alignment between DE funded Youth Work and the DE agenda, it also affirms that Youth Work can assist in the delivery of a range of other strategic outcomes such as the:

- Programme for Government.
- Children and Young People's 10 Year Plan.
- Play and Leisure Policy.
- Child Poverty Policy.
- Pathways to Success.

- Delivering Social Change.
- Together: Building a United Community.

The policy acknowledges initiatives and funding opportunities available at European level, along with the need to build on co-operation between youth sectors on a north/south and east/west basis.

The policy also recognises and supports the shared values and principles in the 2011 Concordat between the voluntary and community sector and the NI Executive and notes that DE is committed to working with partners in line with the Concordat. In turn, DE requires the Education Authority and other arms-length-bodies to adhere to the values and principles of the Concordat when carrying out activities on its behalf.

In planning for youth provision, Priorities for Youth asserts that managers must take account of a range of high level education policies and services, such as CRED, Extended Schools, Full Service Schools, Education Other Than At School (EOTAS), Irish Medium Education, Special Education, Area Learning Communities and the Entitlement Framework.

2.7 Community Relations, Equality and Diversity (CRED) and CRED Addendum

The Department of Education launched the Community Relations, Equality and Diversity (CRED) policy for Youth Services and schools in March 2011. The aim of the CRED Policy was to contribute to improving relations between communities by educating children and young people to develop self-respect and respect for others by providing them, in formal and non-formal education settings, with opportunities to build relationships with those from different backgrounds and traditions within the resources available.

To assist the implementation of the CRED policy, earmarked funding was provided to support capacity building for teachers and Youth Workers. This was designed to provide opportunities for young people to engage in meaningful activities, to develop resources and to establish a dedicated website to display and disseminate effective good practice. However this funding was withdrawn in March 2015.

In 2014/2015 DE undertook a formal review of the CRED policy to ensure that the policy was meeting its aims and objectives and to inform further development of the policy. The review findings confirmed that the policy was fit for purpose and largely effective in improving attitudes of children and young people towards those they perceived to be different, helping prepare them to take their place in an increasingly diverse society.

In September 2016 DE published the CRED Addendum. While the core CRED policy remains unchanged, the Addendum provides an updated set of commitments to be read in conjunction with the policy. The Addendum recognises the close relationship between the CRED, Shared Education, and Priorities for Youth policies. DE states that its arms-length bodies will assist educational partners in reflecting the aims, objectives and core values of the CRED policy within plans to progress Shared Education and Priorities for Youth in a holistic way.

The Addendum identifies a range of key issues and actions for DE and education partners. In terms of resourcing CRED work in the youth sector, it notes that the Regional Youth Development Plan will articulate how CRED related issues will be addressed. It also highlights that the Education Authority and other delivery organisations will take account of the particular needs of those of differing sexual orientation, racial groups and disability.

The Education Authority will identify priority areas for professional learning for practitioners and ensure voluntary youth organisations have the knowledge and skills to embed CRED through dissemination of good practice, training and mentor support.

2.8 Shared Education

The Shared Education Act (NI) 2016 received Royal Assent in May 2016, and the purpose of the Act is to make legislative provision in relation to Shared Education. It provides a definition of Shared Education and confers a duty on DE to encourage, facilitate and promote Shared Education. The Act also confers a power on relevant arms-length bodies, including the Education Authority and the Youth Council for Northern Ireland to encourage and facilitate Shared Education.

The Shared Education Act (NI) 2016 defines Shared Education as the education together of those of different religious belief, including reasonable numbers of both Protestant and Roman Catholic children or young persons and those who are experiencing socio-economic deprivation and those who are not. This form of education is secured by the working together and co-operation of two or more relevant providers. A relevant provider means a person providing education at a grant-aided school or services of any kind, including youth services, which provide educational benefit to children or young persons.

Shared Education means that the organisation and delivery of education must align to the following three principles:

- Meets the needs of and provides for the education together of learners from all Section 75 categories and socio-economic status.
- Involves schools and other education providers of differing ownership, sectoral identity and ethos, management type or governance arrangements.
- Delivers educational benefits to learners, promotes the efficient and effective use of resources, and promotes equality of opportunity, good relations, equality of identity, respect for diversity and community cohesion.

The vision for Shared Education, articulated in the DE policy 'Sharing Works' (September 2015) is for: Vibrant, self-improving Shared Education partnerships delivering educational benefits to learners, encouraging the efficient and effective use of resources, and promoting equality of opportunity, good relations, equality of identity, respect for diversity and community cohesion.

The policy reflects that equality and inclusion are key features of high performing education systems, and states that all children and young people should have the opportunity to be involved in Shared Education. The policy is therefore aimed at:

- Both statutory and voluntary early-years educational settings.
- Primary, post-primary and special schools.

- Non-formal educational environments, such as statutory and voluntary Youth Work settings.

2.9 Rural Needs Act Northern Ireland 2016

Rural proofing is the process by which policies, strategies and plans are assessed to determine whether they have a differential impact on rural areas and, where appropriate, adjustments are made to take account of particular rural circumstances. Rural Proofing has been a requirement for all Government Departments in Northern Ireland since 2002 and has been an integral part of the policy development process. In 2016, this commitment to rural proofing was strengthened with the introduction of the Rural Needs Act (Northern Ireland) 2016.

There are three main areas of responsibility for public authorities under the Act and these relate to the consideration of rural needs; monitoring and reporting on how the public authority has complied with this requirement; and co-operation and sharing of information with other public authorities.

2.10 DE Action Plan against Child Sexual Exploitation

The findings of the Marshall report into Child Sexual Exploitation were presented to Ministers of the NI Executive in 2014. In 2015 DE published an Education Action Plan in response to the Marshall Report which comprised 40 recommendations and associated actions, including eSafety advice and guidance to teachers and an eSafety zone within the C2k Exchange. Among the recommendations which may directly relate to the Youth Service are:

- DE should conduct a review of Youth Services that take account of the views of young people and aim to ensure that such provision is attractive and appropriate.
- DE should explore the possibilities for peer education and mentoring as a way of informing and supporting young people about CSE.
- DE should ensure that all Youth Workers should receive training to help them to inform and support young people who may be at risk of CSE and to identify and report safeguarding issues appropriately.

3. Current Delivery

Introduction

The Youth Service in the South and West Belfast area is constantly innovating in addressing its approach to meeting the consistent and emerging needs of young people. The EA provides a range of Youth Services directly to young people in a variety of settings such as full-time and part-time youth centres, as well as through area work and specialist programmes with particular focus on enhancing the inclusion and participation of young people. A significant proportion of Youth Work programmes take place in voluntary youth sector organisations, supported by funding from the EA Youth Service.

Youth Work Team

The South and West Belfast Youth Work team consists of 25 full-time youth workers in the controlled and voluntary sector, supported by 2 Team Leaders, responsible for the delivery of services in the area. There are 6 full time controlled and 8 full time voluntary centres in the South and West Belfast Area. In addition, there are 7 controlled part time units, 5 voluntary part time units and 94 registered units.

The following table identifies full time and part time youth centres and staff numbers:

Name of Youth Centre	Controlled/ Voluntary	Full/ Part Time	Staffing
Colin Youth Development Centre	Controlled	FT	1 SYW1
Stevenson YC	Controlled	FT	1 CBYW1
Belvoir YC	Controlled	FT	1 CBYW2
Nubia YC	Controlled	FT	1 CBYW1
Charter YC	Controlled	FT	1 YSWIC
Matt Talbot YC	Controlled	FT	1 CBYW1
Saints YC	Voluntary	FT	1 CBYW1
Holy Trinity YC	Voluntary	FT	1 SYW1
Clonard YC	Voluntary	FT	1 SYW1
St Teresa's YC	Voluntary	FT	1 SYW1
Glen Parent Youth Group	Voluntary	FT	1 SYW1
St Peter's Immaculata YC	Voluntary	FT	1 SYW1
St John Vianney YC	Voluntary	FT	1 CBYW1
Rosario YC	Voluntary	FT	1 CBYW1
Willowbank YC	Controlled	PT	1 YSWIC
St Agnes' YC	Controlled	PT	1 YSWIC
St Michaels YC	Controlled	PT	1 YSWIC
Finaghy YC	Controlled	PT	1 YSWIC
Suffolk YC	Controlled	PT	1 YSWIC
Donegall Pass YC	Controlled	PT	1 YSWIC
Taughmonagh YC	Controlled	PT	1 YSWIC
St Johns YC	Voluntary	PT	1 YSWIC
Lynkd @ Fleming Fulton School	Voluntary	PT	1 YSWIC
St Malachy's YC	Voluntary	PT	1 YSWIC

Newhill YC	Voluntary	PT	1 YSWIC
Divis Youth Project	Voluntary	PT	1 YSWIC

In addition to these youth clubs, Youth Work in the South and West Belfast area also operates on an accreditation programme basis or on a detached basis. Examples of these types of provision include Inclusion work with young people from Section 75 groups through the Inclusion Unit, Outdoor Learning facilitated by a Peripatetic Outdoor Instructor, Community Relations, Equality and Diversity (CRED) programmes, statutory funded area based projects such as programmes for Outreach, Health programmes, Personal and Social Development programmes, Environmental projects, Inclusion schemes and Youth Intervention.

The following table identifies full time area based projects and their staffing numbers:

Name of Youth Project	Controlled/ Voluntary	Full/ Part Time	Staffing
Colin Detached Project	Controlled	Full Time	1 AYW1
Lagmore Area Project	Controlled	Full Time	1 AYW1
West Belfast Area Project	Controlled	Full Time	4 AYW1
South Belfast Area Project	Controlled	Full time	4 AYW1 and 1 YSWIC

The most recent figures reveal that over 26,480 young people in the Belfast area participated in registered Youth Work.

Members of staff have responsibility for providing appropriate Youth Services for designated areas or groups identified as being most in need to enhance opportunities that will raise educational standards. Staff employed by the Education Authority complete an annual Controlled Delivery Agreement (CDA) and those from Voluntary Units complete a Service Level Agreement (SLA). These agreements identify work that will be carried out throughout the year as identified in the Area Plan and aim to provide opportunities to address inequalities. This work will primarily focus on those areas that fall into the top 25% of most deprived wards in Northern Ireland but will also support generic work.

Full-time centres are well placed to deliver programmes in designated areas and also to deliver generic Youth Work. The Service particularly targets areas of economic and social deprivation which are normally in the top 25% most deprived in Northern Ireland and at groups identified as Section 75 or those most in need. These areas and groups will have access to a range of targeted Youth Services that will help young people enhance their personal skills and improve their levels of motivation and general resilience. The full-time team is supported in its delivery by both volunteers and part-time youth workers.

Other programmes and projects have been designed following the review of current research and thorough consultation with young people, Youth Workers and parents or guardians.

Generic and Targeted Youth Work

The provision of Youth Work can be categorised broadly into two types, Generic and Targeted.

- Generalist youth provision ensures that supportive environments are made available to a significant proportion of young people throughout our communities. This allows them to enhance their personal skills, levels of motivation and general resilience and to help them to develop their ability to interact with other young people and adults.
- Targeted provision seeks to address the direct impact of exclusion and marginalisation, addressing key themes of work, such as risk-taking health behaviour, sectarianism and racism, disaffection and low levels of attainment in school, while also focusing resources on specific groups of young people that are most marginalised, such as those young people in Section 75 groupings. Such targeting of provision is aimed at meeting policy imperatives and ensuring that Youth Services are positioned to tackle the impact of economic and social deprivation, particularly as such deprivation affects the ability of young people to make most of their life chances and general education.

Whilst the Assessment of Need puts a particular focus on the needs and circumstances of specific groups, as defined by Priorities for Youth, it is important to emphasise the DE policy directive that universal or generic Youth Work will continue to be supported. Therefore, regardless of socio-economic or situational context, all children and young people have universal developmental needs which can be effectively supported by age-appropriate Youth Work provision in accordance with the Youth Work curriculum.

Central Theme

Youth Work: A Model for Effective Practice identified personal and social development as the central theme of Youth Work in Northern Ireland. The following diagram illustrates this as well as highlighting the core values and principles of Youth Work.¹



The developmental needs of children and young people are not static and so the policy also directs that the focus of Youth Work activities should progress according to age, as follows:

¹ Curriculum Development Unit, 2003, Youth Work: A Model for Effective Practice, CDU, Antrim.

- The focus for the age range 4-8 will be through general Youth Work provision linked to the Youth Work Curriculum.
- For the age ranges 9-13 and 14-18 the focus will be on the provision of Youth Work activities, in line with the priority needs identified.
- For the 16+ age range, the focus will be on programmes that provide access to leadership/training opportunities or apprenticeships. Young people should also have access to recognised and/or accredited programmes to volunteer either within units or in the wider community.
- The focus for the age range 19-25 will be on issue based programmes or volunteering and leadership opportunities.
- For the age range 22-25, the focus will be on those who are either in, or at risk of being in, the group of young people not in education, employment or training or those who have not yet accessed developmental or other educational opportunities and are unlikely to do so.

Extended Provision

The Extended Provision Scheme is targeted at identified providers in areas ranked in the top 25% Multiple Deprivation Measure. The scheme seeks to increase access to youth club and youth provision and to prioritise access to and longer opening times for centres or units operating within areas of disadvantage and on or near interface areas (Priorities for Youth, para.4.8.6).

The following organisations are currently conducting Extended Provision programmes in this area Youth Initiatives, Colin Area Project, St Michaels YC, Nubia YC, St John Vianney YC, Holy Trinity YC, St Malachy's YC, Annadale Haywood Residents Association, Clonard Monastery YC, Corpus Christi YC, Divis Youth Project, Matt Talbot YC, St Peter's Immaculata YC, Willowbank YC and St John's YC.

Inclusion

Each professional Youth Worker and funded Voluntary full time organisation is required to conduct Inclusion projects in designated areas or with specified groups. Furthermore a scheme of assistance has been established to support Inclusion work to target communities of interest and those who may be at greater risk of social exclusion, marginalisation or isolation as they experience a combination of barriers to their learning. The following projects have received additional funding to facilitate inclusion projects within their units and local communities:

South Belfast Area Project, Rosario Youth Centre, Solas, LORAG, Glen Parent Youth Group, Kameleon Youth Group, Newhill Youth and Community Centre, St Louis House and Clonard Monastery Youth Centre.

An Inclusion Unit has been established across the Greater Belfast area. This unit includes 1 Senior Youth Worker and 1 Specialist Youth Development Workers for Inclusion to implement the Inclusion Strategy across the area, developing the capacity of staff in the delivery of Inclusion programme as well as the delivery of training and innovative inclusion initiatives including disability awareness training, an inclusion youth forum, volunteer inclusion programmes, LGBT awareness training, personal development for asylum seekers and refugees and a range of programmes for young people

with complex needs.

School Based Youth Work

Partnerships have been developed with a number of primary, post-primary and special schools in the South and West Belfast area. The EA Youth Service introduced a schools programme, 'Learning Together' in September 2014 in several schools in Northern Ireland. The Learning Together Programme has been developed with other educational support services and is delivered in partnership with teachers in schools. The programme offers young people, who may be at risk of low achievement and disaffection, the opportunity to access supportive bespoke interventions within Key Stage 2 and Key Stage 3, to help them make best use of their education and in Key Stage 4 to obtain a qualification equivalent to a GCSE grade B. These programmes are designed to break down the barriers that some young people may face to learning and achieving. From September 2018 youth workers will be facilitating this programme in Malone College, Corpus Christi College and St Rose's High School.

Participation

As laid out in "Priorities for Youth" each youth club or area project must provide participative opportunities for young people. In youth centres/clubs, these take the form of structures such as members' committees, and young people serving on the Management Committee of voluntary youth organisations. In area projects in the Division, young people are engaged in youth forums such as Colin Youth Forum, South Belfast Youth Council and West Belfast Inclusion Youth Forum

Progression routes for young people who wish to become more engaged in participative structures are provided through Youth Councils. There is currently 1 Youth Council in South Belfast and at least 1 more will be established in West Belfast by March 2019. The young people participating in these will become involved in an agenda of local democracy, lobbying, consultation with statutory bodies, and consulting their peers.

"Priorities for Youth" also demands that a Local Advisory Group (LAG) is established in each Division. The LAG includes key stakeholders and young people from the South and West Belfast area and provides advice to support the development and implementation of local Youth Service provision via Area Youth Development Plans and influence the development of the Regional Youth Development Plan. Young people play a major role in the LAG, with a minimum 50% of the LAG membership made up of young people aged 17+ via the Youth Advocacy Programme (YAP). A programme of capacity building and training is provided for the young people to advocate for their peers and represent young people at a Planning and Service delivery level and fully participate in the LAG process.

START Programme

The Fresh Start Agreement (November 2015) resulted in the Executive Action Plan in 2016, the aim of which is to tackle paramilitary activity, criminality and organised crime.

The Executive Action Plan is a cross departmental programme of work, and the Tackling Paramilitarism Programme Board has tasked the Department of Education to take forward Action A4, which states that:

“The Executive should commission appropriate initiatives aimed at promoting lawfulness in schools and through youth work in communities.”

The Programme Board has identified eight areas which are particularly vulnerable to paramilitary activity, and where therefore there is a high risk of young people being drawn into paramilitary activity. One of these areas is West Belfast, specifically Lower Falls, Twinbrook, Poleglass, Upper Springfield, Turf Lodge and Ballymurphy.

The Education Authority has established the START Programme and has engaged a Voluntary Youth Organisation to deliver interventions in these areas of West Belfast.

Youth Work through the Medium of Irish Language

Priorities for Youth makes specific reference to recommendation 18 of the Review of Irish Medium Education which states that *The Department of Education should encourage and support informal opportunities for learning through the medium of Irish in the youth sector*. Fóram na nÓg (Youth Forum) is the representative organisation for the Irish-Medium youth sector in Northern Ireland. The organisation seeks to develop the Irish Medium youth sector through co-operation with Youth Workers and volunteers, youth club committees, Irish language organisations, statutory organisations, government departments and, most importantly, young people themselves.

In the South and West Belfast area the following groups are supported to facilitate youth work through the medium of Irish Language: Glór na Mona, An Droichead, Cumann Oige na Bhfal and Cumann Oige Uachtar Chluanaí.

Young People from the Travelling Community

The Travelling Community in Northern Ireland represents the second largest ethnic minority group. It is estimated that there are 1,400 members of the Travelling Community living in Northern Ireland. The issues facing Irish Travellers are often linked to social exclusion, disadvantage and discrimination. The vast majority of Travellers hold no formal qualifications, and 92% have no qualification equivalent to or higher than GCSEs. The Equality Commission noted that young people from the Traveller Community and Roma children have some of the lowest levels of attainment of all equality groups. There are also significantly higher levels of non-attendance at school and almost non-existent attendance at Further or Higher Education. DE in 2011 established a taskforce to review the educational needs of Traveller children. The taskforce identified six core issues which act as negative barriers for Travellers in terms of their education: These include the following; access, attendance, integration and segregation, resourcing, evaluation and partnership.

Young Travellers regularly encounter discrimination in a number of ways, such as, denial of access to services and verbal and physical abuse, purely on the basis of their identity as Travellers. Combined with the effects of indirect discrimination, which can affect access to health services, education and

employment, many young Travellers also feel socially unaccepted, inferior to other young people, anxious about their identity and have low self-esteem.

The Education Authority Youth Service supports the Bryson An Munia Tober project to facilitate youth work programmes to young people from the Travelling Community in West Belfast.

Partnership working

EA Youth Service receives the major part of its funding from the Department of Education. However, the service has also developed key strategic partnerships to enable the securing of additional resources for the delivery of specific programmes and projects. Such partnerships, for example with the Department for Communities (DfC) and local district councils have strengthened the ability of the service to deliver innovative and highly creative projects for the most marginalised young people in our community. In Belvoir an effective partnership has been developed with Lisburn and Castlereagh City Council to initiate a Youth Council offering young people a voice in decision making.

At a strategic level the EA Youth Service has representation on several multi-agency groups, including active involvement in the Peace 4 Partnership Board and the PCSP in Belfast council area. Examples in the South and West Belfast area include the Colin Neighbourhood Partnership, Inner South Belfast Neighbourhood Partnership Education and Youth Sub Group and Family Support Hubs.

4. South and West Belfast Assessment of Need

Introduction

An Assessment of Need is a crucial element of the planning process for Youth Services within the Education Authority (EA). Information gathered from an effective Assessment of Need ensures that appropriate service priorities are established and that support is targeted at those most in need by delivering essential programmes and activities to meet service objectives.

In a financially challenging environment, it is imperative to establish a rigorous regional understanding of need. Realistically, there will not be enough money to meet all needs, therefore an Assessment of Need allows planners to identify priority areas of concern. This document will identify a set of priority areas to ensure that in future resources are channelled to areas and at those young people who need it most in a fair and equitable manner.

Strategic planning of Youth Services should reflect wider Department of Education (DE) policy and should be in response to the assessed need for Youth Work interventions. DE's policy document, *Priorities for Youth* noted that: There should be stronger strategic planning, supported by a composite Assessment of Need at local, sub-regional and regional level.² Youth Work, therefore, must be set within the context of *Priorities for Youth* in response to the assessed need, prioritised age ranges and other identified vulnerable groups.

This Assessment of Need has been based on an objective exploration of publicly available government sourced administrative datasets with a view to extract and summarise information that relates to children and young people who face barriers to learning and educational underachievement. Those datasets that have been reviewed are those that have relevance to these issues and also those that have been identified as priority groups in *Priorities for Youth*.

From an initial wide-ranging and extensive collation and compilation of base datasets, this Assessment of Need has highlighted and summarised the key facts, trends and issues, evidenced by other research and consultation with key stakeholders as appropriate, with a view to constructing a narrative around the barriers faced by children and young people preventing them achieving their educational potential. The statistically based issues explored are presented in themes around population trends, deprivation and rural isolation, education, health and wellbeing, crime and disorder and other demographic characteristics.

The Assessment of Need will include the quantitative data outlined above, as well as qualitative data including a range of available relevant research and social data, results from questionnaires, surveys, workshops and focus groups and feedback from an ongoing engagement with stakeholders including, young people, providers, community and statutory representatives and the workforce.

The needs assessment attempted to collect as much information as possible to build a comprehensive understanding of the needs and issues facing young people in Northern Ireland. Once these needs have been assessed it makes it easier to identify potential solutions and plan a range of appropriate responses to meet these identified needs.

² Department of Education, 2013, *Priorities for Youth*, Department of Education, Belfast.

An Assessment of Need is a crucial element to the planning process for Youth Services within the Education Authority. Strategic planning of Youth Services should reflect the wider Department of Education policy and should be in response to the assessed need for Youth Work interventions. The needs assessment process, therefore, is a key element for planning, delivering and evaluating Youth Work. Youth Work in future must be set within the context of Priorities for Youth in response to the assessed need, prioritised age ranges and other identified groups. It should also reflect the future direction of Youth Provision in terms of the new Educational Authority, new local government arrangements and new community planning processes. The Regional Youth Development Plan Guidance document suggested that the following information could be used in support of *Priorities for Youth*:

- Youth population and distribution for ages 4 – 25.
- Poverty and social deprivation measures.
- Levels of educational underachievement.
- Where children and young people live (urban/rural).
- Gaps in existing information relating to targeted groups.
- Gaps in need where there is no provision.
- Birth rates, trends over time and prediction of future demand.
- Groups who are not accessing the Youth Service.
- Local information from young people and other stakeholders.

An Assessment of Need is not an end in itself, but an important tool to be used to underpin and validate decisions concerning the distribution of resources and the targeting of provision. The purpose of this needs assessment is to identify the key issues facing young people in Northern Ireland and to provide planners with a better understanding of which resources are needed in order to make the biggest impact in supporting vulnerable and disadvantaged young people. The formal needs assessment, together with effective, on-going monitoring and evaluation, ensures that not only are current models of delivery reviewed, but that emerging needs and new policy directions are adequately considered and responded to.

Methodology

Priorities for Youth maintain that the strategic planning and resourcing of youth work must address the assessed need for youth work interventions. Therefore an effective assessment of need is critical given that DE funded youth work must be set within the context of prioritised age ranges, priority groups and a clear definition of the need for targeted interventions, alongside an element of non-targeted provision that is assessed as needed.

Quantifying the needs of young people in Belfast is a complex and difficult task. There is a clear variation and level of needs across the council area, with some areas facing greater challenges than others. A range of quantitative and qualitative research methods have been used to inform this Assessment of Need. We have endeavoured to use the most up to date data and statistics from a range of government and statutory sources along with recent, relevant reports. An extensive consultation with young people and key stakeholders was also undertaken.

The information gleaned from the research has then been collated and analysed and the evidence gathered has been used to compile this report, highlighting the key issues and levels of need affecting young people in South and West Belfast.

Where possible quantitative and qualitative data has been used to inform this needs assessment. The information and data used in the assessment of need process came from variety of sources, including the Northern Ireland Statistics and Research Agency (NISRA), the Police Service of Northern Ireland, the Department of Education, Health Trusts and other government and statutory statistics. All the information used was publicly available as well as being objective and unambiguous. The datasets were also related to outcomes and had a clear focus on educational underachievement and disadvantage.

Data is continually being updated and may be outdated by the time plans have been published, therefore it is imperative that the assessment and analysis of the needs of young people is an ongoing process and planners should be aware of this in terms of their own local plans.

Within this document, assessed needs are set within a framework for planning that takes into account current government policy, in particular those identified by the Department of Education in its policy document, *Priorities for Youth*. The following are some of the key themes that the group have identified, although this list is not exhaustive:

- Demographics
- Deprivation
- Proximity to Services
- Educational Underachievement
- Health and Wellbeing
- Crime and Disorder

The needs assessment also reflected upon the following:

- Generic provision needs
- Targeted Needs
- The composite assessment of need
- Stakeholder engagement
- Highest levels of disadvantage
- DE Policies
- Collaborative planning and need
- Emerging needs

Desktop Research

The initial stages of the Assessment of Need involved desktop research. This process involved analysing existing assessment of needs models, both national and international, to gain an insight into good practice and assist in the design and development of the assessment of need.

Desktop research was also used to gather and analyse qualitative information from a range of sources. These sources were generally from government departments or other statutory agencies. The information collected from these sources helped identify key priority areas of need within the

area. A review of recent, relevant literature was also undertaken. Evidence gathered from these documents and reports were used to support the original findings.

Questionnaires and Surveys

Stakeholders' voices, especially those of young people, are important to both the Department of Education and the Education Authority in the design and delivery of Youth Services.

Young people, engaged and not engaged in youth work were surveyed as part of the process and Youth Workers and parents/guardians were also surveyed. A series of focus groups were also facilitated by EA.

Demographics

The Belfast Local Government District was established on 1st April 2015, replacing the pre-existing Belfast Local Government District.

The estimated population of Belfast Local Government District (LGD) at 30th June 2016 was 285,689, of which 138,810 (48.6%) were male and 146,879 (51.4%) were female. More than one third of the total population of Belfast LGD, 114,610 (40.1%) were aged 25 years or under. (NI average 33.3%).

Table 1 – Population by Age Bands 2012

Age	0 - 4 years	5 - 9 years	10 - 14 years	15 - 19 years	20 - 24 years
Number of Children	23,316	21,882	18,300	22,525	28,587

Chart 1 – Projected Population 2016 – 2025

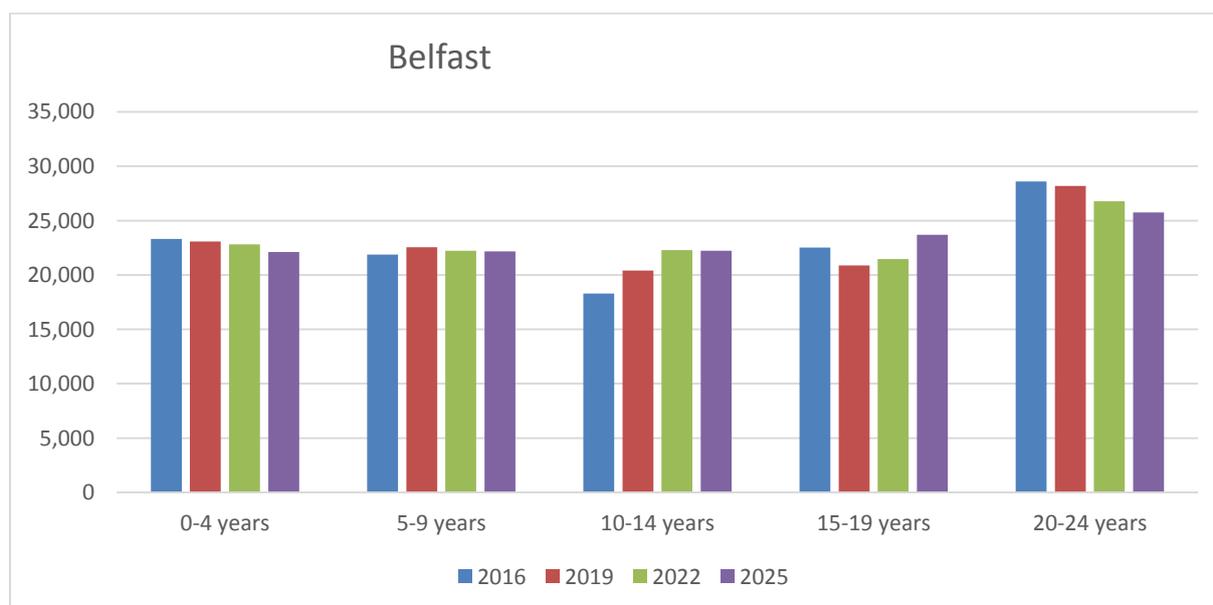


Table 2 – Projected Population 2016 – 2025

Age Groups	2016	2019	2022	2025
0-4 years	23,316	23,079	22,809	22,125
5-9 years	21,882	22,544	22,243	22,168
10-14 years	18,300	20,400	22,282	22,216
15-19 years	22,525	20,879	21,457	23,700
20-24 years	28,587	28,204	26,768	25,763

Table 3 - Number and Percentage of Young People Living in Deprived Areas

LGD 2014	Aged 4-8	Aged 9-13	Aged 14-18	Aged 19-25	Total
Antrim & Newtownabbey YP	8892	8810	9239	12887	39828
Antrim & Newtownabbey YP living in Deprived Areas	2524	2399	2580	3943	11446
% Antrim & Newtownabbey YP living in Deprived Areas	28.4	27.2	27.9	30.6	28.7
Armagh, Banbridge & Craigavon YP	13445	13092	13804	18325	58666
Armagh, Banbridge & Craigavon YP living in Deprived Areas	1208	1080	1175	1793	5256
% Armagh, Banbridge & Craigavon YP living in Deprived Areas	9.0	8.2	8.5	9.8	9.0
Belfast YP	18621	19261	22438	42080	102400
Belfast YP living in Deprived Areas	10664	11062	12822	19733	54281
% Belfast YP living in Deprived Areas	57.3	57.4	57.1	46.9	53.0
Causeway Coast & Glens YP	8533	9228	9860	13552	41173
Causeway Coast & Glens YP living in Deprived Areas	1592	1681	1792	2517	7582
% Causeway Coast & Glens YP living in Deprived Areas	18.7	18.2	18.2	18.6	18.4
Derry & Strabane YP	9575	10523	11812	14631	46541
Derry & Strabane YP living in Deprived Areas	4942	5463	6369	8692	25466
% Derry & Strabane YP living in Deprived Areas	51.6	51.9	53.9	59.4	54.7
Fermanagh & Omagh YP	7466	7785	8252	9851	33354
Fermanagh & Omagh YP living in Deprived Areas	877	863	908	1204	3852
% Fermanagh & Omagh YP living in Deprived Areas	11.7	11.1	11.0	12.2	11.5
Lisburn & Castlereagh YP	8151	8378	9092	11026	36647
Lisburn & Castlereagh YP living in Deprived Areas	368	326	375	514	1583
% Lisburn & Castlereagh YP living in Deprived Areas	4.5	3.9	4.1	4.7	4.3
Mid & East Antrim YP	8210	8225	9155	11456	37046
Mid & East Antrim YP living in Deprived Areas	1333	1191	1341	2163	6028
% Mid & East Antrim YP living in Deprived Areas	16.2	14.5	14.6	18.9	16.3
Mid Ulster YP	9697	9583	10141	13853	43274
Mid Ulster YP living in Deprived Areas	1343	1278	1335	2038	5994
% Mid Ulster YP living in Deprived Areas	13.8	13.3	13.2	14.7	13.9
Newry, Mourne & Down YP	11689	12056	12852	16096	52693
Newry, Mourne & Down YP living in Deprived Areas	2018	2117	2230	3164	9529
% Newry, Mourne & Down YP living in Deprived Areas	17.3	17.6	17.4	19.7	18.1
North Down & Ards YP	9147	9138	9611	12411	40307
North Down & Ards YP living in Deprived Areas	678	597	634	1009	2918
% North Down & Ards YP living in Deprived Areas	7.4	6.5	6.6	8.1	7.2
Northern Ireland YP	113426	116079	126256	176168	531929
Northern Ireland YP living in Deprived Areas	27547	28057	31561	46770	133935
% Northern Ireland YP living in Deprived Areas	24.3	24.2	25.0	26.5	25.2

Northern Ireland Multiple Deprivation Measures (NIMDM)

The Northern Ireland Multiple Deprivation Measure was published in November 2017, identifying small area concentrations of multiple deprivation across Northern Ireland. The results are presented by small areas known as Super Output Areas (SOAs). Northern Ireland is divided into 890 SOAs which are ranked according to deprivation using seven domains, or distinct types, which in composite form is known as the Multiple Deprivation Measure. These are:

- Income Domain
- Employment Domain
- Health Deprivation and Disability Domain
- Education, Skills and Training Domain
- Access to Services Domain
- Living Environment Domain
- Crime and Disorder Domain

The following tables illustrate some of the levels of deprivation that exist in the Belfast divisional area, detailing the levels of deprivation at SOA level for all domains (or types of deprivation) followed by those indicators (data selected to compose each domain) selected that are of most relevance to children and young people. These focus on income related deprivation, educational attainment and characteristics and crime. The map at the end of this document shows the 25% and 50% most deprived SOAs in South Belfast and West Belfast Belfast.

The results for all Belfast LGD are highlighted below, in comparison to other LGDs in the table below which compares the relative distribution of the 100 most deprived SOAs in Northern Ireland that are within each LGD, using:

1. The NI Multiple Deprivation Measure, and
2. The Income Deprivation Affecting Children sub-domain (a constituent of the Income Domain)

Table 4- Deprivation Comparisons by LGD

LGD	Count of SOAs	SOAs within 100 most deprived SOAs- MDM	%SOAs within 100 most deprived SOAs- MDM	SOAs within 100 most deprived SOAs- IDAC	%SOAs within 100 most deprived SOAs- IDAC
Antrim and Newtownabbey	72	1	1%	1	1%
Ards and North Down	86	3	3%	8	9%
Armagh, Banbridge & Craigavon	87	8	9%	7	8%
Belfast	174	50	29%	29	17%
Causeway Coast and Glens	72	3	4%	16	22%
Derry and Strabane	75	20	27%	15	20%
Fermanagh and Omagh	49	3	6%	5	10%
Lisburn and Castlereagh	67	0	0%	1	1%
Mid and East Antrim	65	3	5%	4	6%
Mid Ulster	59	1	2%	2	3%
Newry, Mourne and Down	84	8	10%	12	14%

The table below shows each SOA in South and West Belfast in rank order for MDM. Red shading indicates a rank (between 1-890), placing that SOA in the 25% most deprived in Northern Ireland. Green shading indicates a rank within the most deprived 50%.

Table 5 - MDM Rank of SOA's in South and West Belfast

SOA	Divisional Office	MDM Rank	SOA	Divisional Office	MDM Rank
Collin Glen_2	West	20	Ladybrook_2	West	368
Whiterock_2	West	23	Andersonstown_1	West	388
Collin Glen_3	West	26	Glencolin_1	West	391
Falls_3	West	29	Falls Park_2	West	393
Falls_2	West	30	Poleglass_2	West	454
Whiterock_3	West	35	Botanic_2	South	457
Twinbrook_2	West	36	Botanic_3	South	481
Poleglass_1	West	39	Windsor_3	South	482
Falls_1	West	41	Derryaghy_1	West	487
Twinbrook_1	West	42	Beechill_3	South	549
Upper Springfield_3	West	48	Kilwee_1	West	553
Clonard_1	West	50	Derryaghy_2	West	554
Clonard_2	West	55	Windsor_4	South	556
Blackstaff_1	South	58	Dunmurry_1	West	572
Collin Glen_1	West	63	Ballynafeigh_1	South	579
Beechmount_2	West	66	Botanic_1	South	580
Shaftesbury_3	South	67	Ballynafeigh_2	South	652
Whiterock_1	West	74	Ravenhill_2	South	668
Ladybrook_3	West	76	Rosetta_2	South	707
Upper Springfield_2	West	77	Upper Malone_3	South	720
Botanic_5	South	79	Ravenhill_3	South	730
Upper Springfield_1	West	82	Musgrave_2	South	757
Blackstaff_2	South	102	Ladybrook_1	West	763
Kilwee_2	West	107	Malone_3	South	773
Glencolin_4	West	116	Windsor_2	South	790
Beechmount_1	West	121	Musgrave_3	South	820
Glencolin_2	West	131	Windsor_1	South	822
Shaftesbury_2	South	146	Dunmurry_2	West	831
Glen Road_3	West	158	Stranmillis_3	South	832
Upper Malone_2	South	159	Ravenhill_1	South	833
Glencolin_3	West	162	Wynchurch	South	836
Shaftesbury_1	South	163	Upper Malone_1	South	843
Beechmount_3	West	181	Rosetta_1	South	846
Glen Road_1	West	185	Malone_1	South	849
Botanic_4	South	189	Finaghy_2	South	854
Andersonstown_2	West	198	Finaghy_1	South	856
Musgrave_1	South	256	Finaghy_3	South	859
Glen Road_2	West	267	Malone_2	South	875
Ballynafeigh_3	South	270	Stranmillis_4	South	879

Minnowburn	South	293	Rosetta_3	South	881
Falls Park_1	West	297	Stranmillis_1	South	887
Andersonstown_3	West	320	Stranmillis_2	South	888
Falls Park_3	West	338			

Children and young people growing up in poverty have worse outcomes and life chances than those who do not. Young people living in deprived areas tend to have lower aspirations, have low educational aspirations and tend to underachieve in school.

The information identifies that over one third of the SOA's South and West Belfast are ranked in the top 25% most deprived in Northern Ireland. Furthermore 22 wards in this division are ranked in the top 10% most deprived.

Neighbourhood Renewal

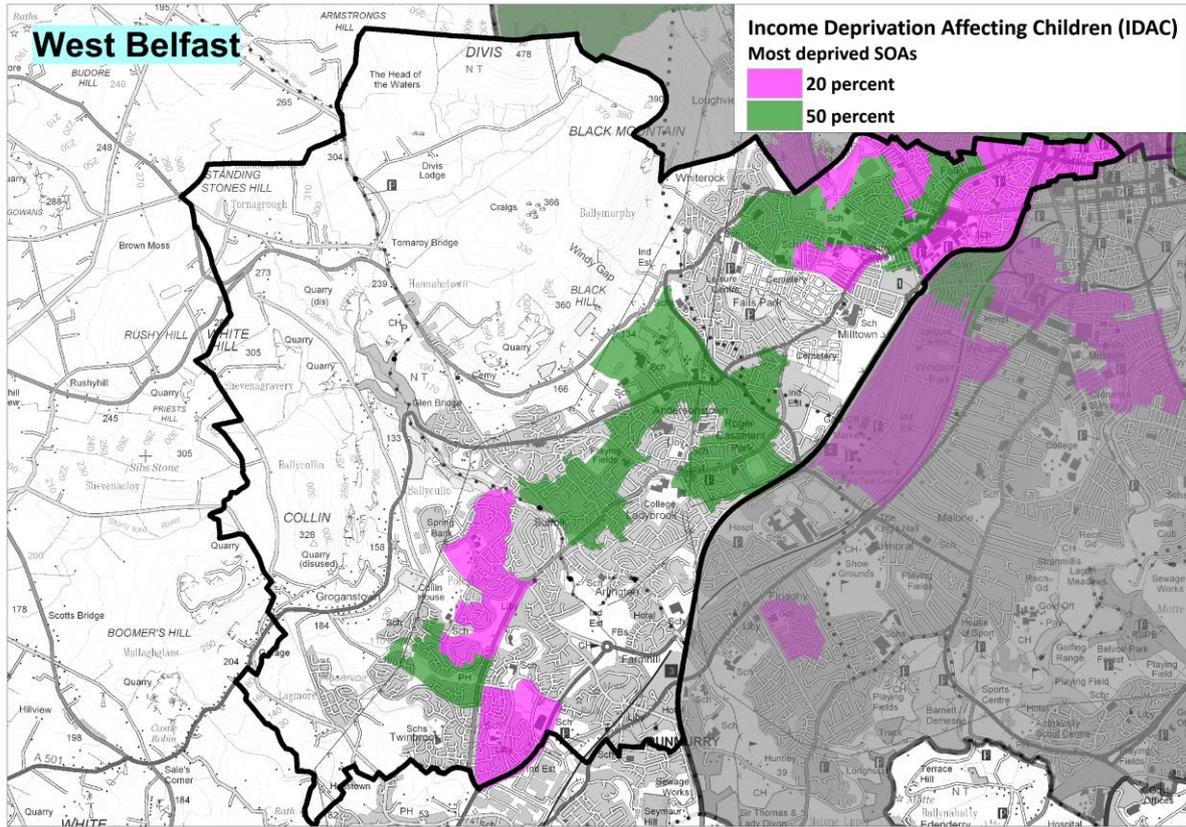
Neighbourhood renewal is a cross government strategy and aims to bring together the work of all government departments in partnership with local people to tackle disadvantage and deprivation in all aspects of everyday life.

Neighbourhoods in the most deprived 10% of wards across Northern Ireland were identified using the Noble Multiple Deprivation Measure. There are 15 such areas in Belfast, eight of which are in the South and West Belfast Areas. These are Andersonstown, Colin, Greater Falls, Inner South, Lenadoon, South west Belfast and Upper Springfield/ Whiterock.

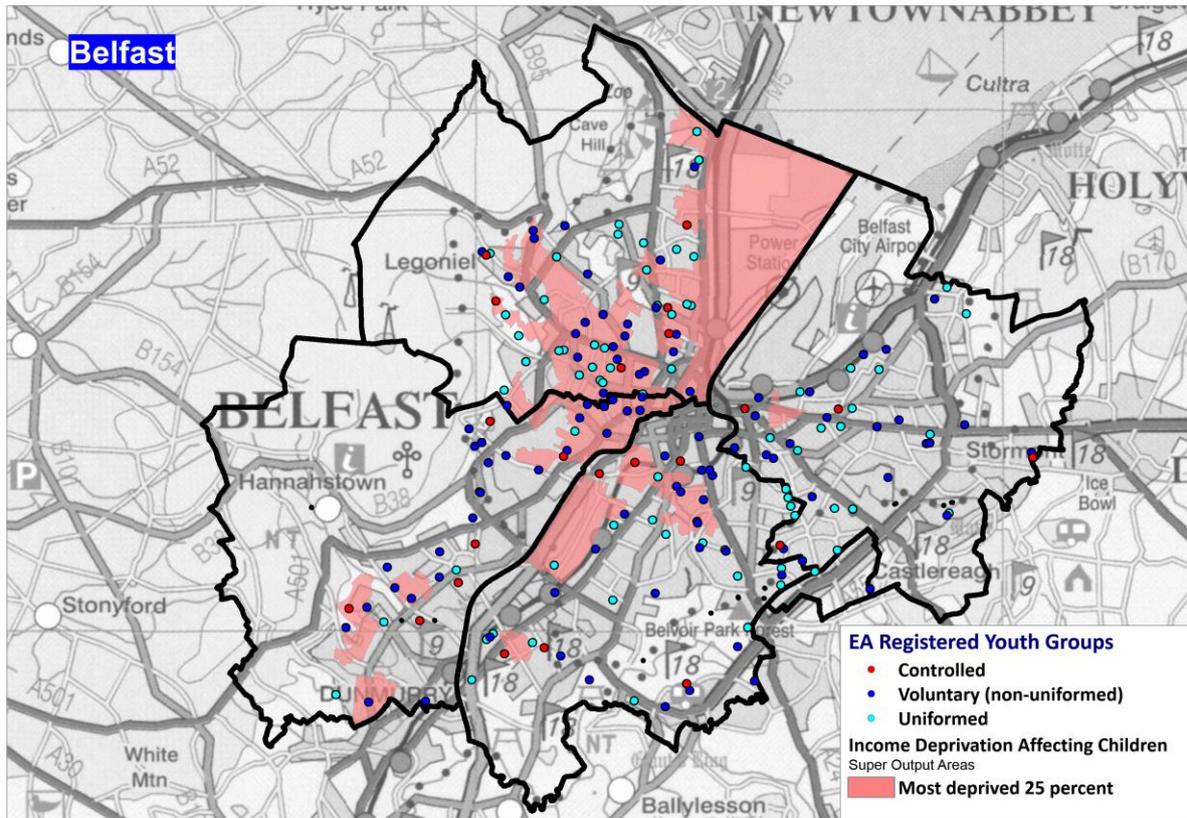
Neighbourhood partnerships have been established in each Neighbourhood Renewal Area as a vehicle for local planning and implementation. Each neighbourhood partnership includes representation from key political, statutory, voluntary, community and private sector stakeholders. Together, they have developed long term visions and action plans designed to improve the quality of life for those living in the area. The EA youth service is an integral partner within the Belfast neighbourhood renewal areas.

The following maps on page 32 and 33 indicate the Income Deprivation Affecting Children (IDAC) in South and West Belfast. The areas shaded pink indicate that the Super Output Areas are in the 20% most deprived in Northern Ireland and those shaded green are within the 50% most deprived.

The IDAC term refers to the proportion of the population aged 15 and under living in households whose equivalised income is below 60% of the NI median within each SOA.



The following map indicates the location of registered groups highlighting the provision being funded by the Education Authority within the top 25% most deprived wards in Belfast.



Education

Whilst the majority of young people in Northern Ireland achieve and succeed at school, other vulnerable young people are at risk of failing to fulfil their potential, either as a result of their social context, an additional educational need or their experiences and attitudes towards the formal education system. In such cases, these young people may find it difficult to adapt to the prescribed curriculum, therefore, this group of young people require an education that can meet their particular needs. It has also been suggested that failure to provide opportunities for these young people to increase their capacities could potentially lead to social exclusion.

Youth work is designed to complement the formal education system and the DE recognised that it plays an important role by encouraging learning in a non-formal setting and by developing young people's personal, social and other key life skills and understanding.

Priorities for Youth, DE's policy document, noted that non-formal education in the form of Youth Work is an important aspect of the education system as it encourages young people's participation, allowing them to engage or re-engage in positive learning within a non-formal setting. *Priorities for Youth* also placed a greater emphasis on the needs of disadvantaged children and young people, as well as those for whom youth work can provide a valuable link with formal education to increase their life chances in areas such as future employment and training opportunities.

Therefore, effective youth work can help young people overcome barriers to learning by providing further opportunities to gain qualifications, to volunteer and to develop a range of skills and attributes that will improve their life outcomes as individuals and as contributors to their local community and the wider economy.

Youth work in Northern Ireland offers a diverse range of programmes which are valued by young people as they both complement and enhance the learning provided through formal schooling.

The education system in Northern Ireland has been characterised by a significantly higher gap in achievement as compared with the rest of the UK. On one hand many young people achieve a high degree of academic success, however, significant numbers of young people fail to achieve to their fullest potential. Therefore, youth services are ideally placed to meet the needs of vulnerable young people through a broad range of programmes and activities in a variety of settings, allowing young people to share with and learn from each other.

Youth work also contributes to the Northern Ireland Executive's Draft Programme for Government's vision for young people that they should be healthy, fulfil their potential, respect diversity and have improved educational outcomes.

The table below shows the proportion of pupils achieving 5 or more GCSEs in schools located within South and West Belfast for 2016/17 and for the two preceding years. The three year average percentage is shown for each school, listed in ascending order.

Table 6 – Educational attainment: 5+ GCSE A*-C, (2016/17 and over 3 years)

De Ref.	School Name	School Type	2016-17 % year 12 pupils achieving 5+ GCSEs grades A*-C (including equivalents)			3 Year Average
			2016-17	2015-16	2014-15	
1230130	St Rose's Dominican College	Non-grammar	35.1	34.9	72.9	47.6
1230262	Corpus Christi College	Non-grammar	46.9	71.4	64.3	60.9
1230182	De La Salle College	Non-grammar	53.6	56.3	72.8	60.9
1260294	Malone Integrated College	Non-grammar	68.4	65.1	51.3	61.6
1230275	St Joseph's College, Belfast	Non-grammar	75.8	74.4	75.3	75.2
4230223	St Colm's High School, Belfast	Non-grammar	67.8	85.4	82.5	78.6
1230155	St Genevieve's High School	Non-grammar	70.5	85.8	81.4	79.2
1240291	Colaiste Feirste	Non-grammar	82.7	88.9	86.3	86.0
1420021	St Mary's Christian Brothers' Grammar, Belfast	Grammar	88.7	87.8	92.0	89.5
1230146	Christian Brothers School, Belfast	Non-grammar	77.4	100.0	98.5	92.0
1230053	St Louise's Comprehensive College	Non-grammar	96.4	93.5	96.7	95.5
1410270	Wellington College	Grammar	96.5	97.4	96.6	96.8
1420027	The Royal Belfast Academical Institution	Grammar	97.3	95.9	97.3	96.8
1420265	Hunterhouse College	Grammar	98.1	96.0	97.1	97.1
1420264	Victoria College	Grammar	100	98.4	94.8	97.7
1420277	Aquinas Diocesan Grammar School	Grammar	100	98.1	97.4	98.5
1420022	Methodist College	Grammar	99.2	98.8	98.8	98.9
1420095	Rathmore Grammar School	Grammar	98.9	100.0	99.5	99.5
1420029	St Dominic's High School, Belfast	Grammar	99.3	100.0	100.0	99.8

(Source: Summary of Annual Examination Results, DE)

Table 7 – Educational attainment: 5+ GCSE A*-C including English & Maths, (2016/17 and over three years)

The table below shows the proportion of pupils achieving 5 or more GCSEs including English and maths in schools located within the Belfast LGD for 2016/17 and for the two preceding years. The three year average percentage is shown for each school, listed in ascending order.

De Ref.	School Name	School Type	% year 12 pupils achieving 5+ GCSEs grades A*-C (including equivalents) including GCSE English and GCSE maths			3 Year Average
			2016-17	2015-16	2014-15	
1230130	St Rose's Dominican College	Non-grammar	16.2	20.9	25.0	20.7
1230146	Christian Brothers School, Belfast	Non-grammar	22.6	30.0	28.4	27.0
1260294	Malone Integrated College	Non-grammar	36.8	37.7	13.7	29.4
1230182	De La Salle College	Non-grammar	38.6	25.8	27.2	30.5
1230262	Corpus Christi College	Non-grammar	31.25	38.1	23.8	31.0
4230223	St Colm's High School, Belfast	Non-grammar	28.8	43.9	30.0	34.2
1230275	St Joseph's College, Belfast	Non-grammar	57.6	44.9	51.8	51.4
1230053	St Louise's Comprehensive College	Non-grammar	52.7	50.9	51.2	51.6
1230155	St Genevieve's High School	Non-grammar	55.7	57.4	49.7	54.3
1240291	Colaiste Feirste	Non-grammar	56	69.4	42.5	56.0
1420021	St Mary's Christian Brothers' Grammar, Belfast	Grammar	81	78.5	84.0	81.2
1410270	Wellington College	Grammar	94.7	92.2	88.8	91.9
1420265	Hunterhouse College	Grammar	98.1	89.9	92.2	93.4
1420264	Victoria College	Grammar	97.6	93.5	90.3	93.8
1420027	The Royal Belfast Academical Institution	Grammar	95.9	93.9	96.6	95.5
1420022	Methodist College	Grammar	97.6	96.4	97.6	97.2
1420277	Aquinas Diocesan Grammar School	Grammar	100	98.1	96.5	98.2
1420095	Rathmore Grammar School	Grammar	98.3	100.0	99.5	99.3
1420029	St Dominic's High School, Belfast	Grammar	99.3	100.0	98.6	99.3

(Source: Summary of Annual Examination Results, DE)

Table 8: Educational attainment, by LGD (2016/17)

LGD	No. Of Year 12 pupils	% year 12 pupils achieving 5+ GCSEs grades A*-C (including equivalents)	% year 12 pupils achieving 5+ GCSEs grades A*-C (including equivalents) including English and Maths
Antrim and Newtownabbey	1084	77.00%	60.90%
Ards and North Down	1300	86.10%	67.80%
Armagh City, Banbridge and Craigavon	2298	82.10%	66.80%
Belfast	4034	87.70%	76.50%
Causeway Coast and Glens	1488	85.80%	66.10%
Derry and Strabane	1691	85.00%	72.00%
Fermanagh and Omagh	1349	85.60%	73.40%
Lisburn and Castlereagh	1061	82.00%	63.40%
Mid and East Antrim	1544	84.30%	69.60%
Mid Ulster	1891	87.80%	72.90%
Newry Mourne and Down	2198	81.30%	69.80%
All Northern Ireland	19938	84.60%	70.30%

The information on the above tables highlight achievement levels at GCSE Level reduce significantly when the subjects include both English and Maths. It is very clear from the range of evidence that young people living in areas of disadvantage are disproportionately underachieving at school compared to young people from more affluent areas. While Belfast as a city records educational attainment at 76.5% which is higher than the Northern Ireland average at 70.3%, in South and West Belfast, young people attending non grammar schools, the majority of which would be located in areas of high deprivation, achieving 5+ GCSE's including Maths and English are recording an achievement percentage of between 20.7% and 56%.

The following table outlining the numbers of school going children entitled to free school meals further highlights the levels of deprivation in South and West Belfast. The information indicates that the non grammar schools in the division record a higher percentage of young people are entitled to free school meals than the Belfast average.

Table 9: Free School Meal Entitlement, by post-primary school (2017/18) (in ascending order by % Pupils Entitled to FSM)

De Ref.	School Name	School Type	Total Pupils	% Pupils Entitled to FSM
1420022	Methodist College	Grammar	1776	7.1%
1420277	Aquinas Diocesan Grammar School	Grammar	815	7.1%
1420027	The Royal Belfast Academical Institution	Grammar	1012	8.5%
1420095	Rathmore Grammar School	Grammar	1270	9.4%

Belfast LGD 2018

1420264	Victoria College	Grammar	897	10.1%
1420265	Hunterhouse College	Grammar	698	14.5%
1410270	Wellington College	Grammar	742	23.3%
1420029	St Dominic's High School, Belfast	Grammar	1012	27.3%
1420021	St Mary's Christian Brothers' Grammar	Grammar	1165	37.4%
1230275	St Joseph's College, Belfast	Non-grammar	658	48.9%
1230182	De La Salle College	Non-grammar	958	53.0%
1230155	St Genevieve's High School	Non-grammar	1022	54.7%
1230053	St Louise's Comprehensive College	Non-grammar	1435	59.9%
1230146	Christian Brothers School, Belfast	Non-grammar	525	62.7%
1240291	Colaiste Feirste	Non-grammar	651	63.0%
1230130	St Rose's Dominican College	Non-grammar	243	68.3%
1260294	Malone Integrated College	Non-grammar	485	69.3%
4230223	St Colm's High School, Belfast	Non-grammar	386	71.5%
1230262	Corpus Christi College	Non-grammar	233	72.5%

Table 10: Free School Meal Entitlement, by LGD (2017/18)

LGD	Total school enrolment	Total FSM Pupils	% Primary FSM	% Post-Primary FSM	% All FSM Pupils
Antrim and Newtownabbey	24513	5557	23.50%	21.60%	22.70%
Armagh Banbridge and Craigavon	39064	9599	24.80%	24.30%	24.60%
Belfast	54572	24558	46.50%	43.00%	45.00%
Causeway Coast and Glens	23317	6570	29.60%	26.40%	28.20%
Derry and Strabane	28328	11749	42.50%	40.20%	41.50%
Fermanagh and Omagh	21031	5823	27.80%	27.60%	27.70%
Lisburn and Castlereagh	23870	4192	18.40%	16.40%	17.60%
Mid and East Antrim	22001	5354	25.60%	22.80%	24.30%
Mid Ulster	28133	7005	24.30%	25.60%	24.90%
Newry Mourne and Down	33787	9622	29.00%	27.90%	28.50%
North Down and Ards	24910	5315	22.40%	19.90%	21.30%
All Northern Ireland	323526	95344	30.30%	28.40%	29.50%

Special Educational Needs

A young person is deemed to have a Special Educational Need (SEN) if he or she has significant learning difficulties or disabilities that make it harder for them to learn than most children of the same age. Special Educational Needs can be broken down into two categories, SEN with a Statement which sets out a young person's needs and the additional support they should have and SEN without

a Statement which identifies pupils with less severe educational needs. Young people with Special Educational Needs are less likely to achieve DE's key indicators. Table 11 highlights the number of young people attending post primary schools in South and West Belfast who have been identified as having special educational needs. This data needs to be taken into consideration when planning for youth provision to ensure that barriers facing young people with special educational needs can be addressed.

Table 11: Special Educational Needs Pupils, by post-primary school (2017/18) (in ascending order by % Pupils SEN)

De Ref.	School Name	School Type	Total Pupils	% Pupils SEN
1420029	St Dominic's High School, Belfast	Grammar	1012	4.7%
1420264	Victoria College	Grammar	897	10.6%
1420022	Methodist College	Grammar	1776	11.1%
1420265	Hunterhouse College	Grammar	698	13.3%
1420095	Rathmore Grammar School	Grammar	1270	14.7%
1420027	The Royal Belfast Academical Institution	Grammar	1012	15.6%
1410270	Wellington College	Grammar	742	15.8%
1420277	Aquinas Diocesan Grammar School	Grammar	815	19.9%
1420021	St Mary's Christian Brothers' Grammar	Grammar	1165	21.3%
1230155	St Genevieve's High School	Non-grammar	1022	23.0%
1230275	St Joseph's College, Belfast	Non-grammar	658	28.1%
1260294	Malone Integrated College	Non-grammar	485	40.4%
1230130	St Rose's Dominican College	Non-grammar	243	43.2%
1230053	St Louise's Comprehensive College	Non-grammar	1435	44.7%
1230262	Corpus Christi College	Non-grammar	233	52.8%

Newcomer Pupils

A newcomer pupil is defined as a pupil being enrolled in a school but not having satisfactory language skills to participate fully in the school curriculum and the wider environment. The pupil will have a language barrier communicating with their teacher. This does not include indigenous pupils who choose to attend an Irish medium school. The schools where a newcomer pupil attends will most likely be entitled to additional financial support to provide for that child. Failure to address the gap in education attainment ensures that young people from the most deprived areas and those from the vulnerable Section 75 groups identified in *Priorities for Youth* will face a future with fewer opportunities and greater challenges. In order to address the gap between the highest and lowest achieving young people there is a clear need to tackle the root causes of educational disadvantage and barriers to learning through interventions in both the formal education sector and in the non-formal youth service settings.

Youth Services therefore are ideally placed to contribute to the reduction in barriers to learning through personal and social development programmes, focusing on outcomes such as enhanced personal capabilities, improved health and well-being, the development of thinking skills, life skills and work skills, improved relationships with others, increased participative action and active citizenship. This, alongside the availability of accredited and non-accredited programmes in the youth setting can potentially increase educational attainment among the most vulnerable young people and minority groups. Youth work therefore can help young people succeed in education and allow them to continue to participate in learning in a non-formal education setting. Success for many of these vulnerable young people will not be through the traditional formal school system but rather in a youth work setting which provides both academic and vocational opportunities which are engaging and challenging and meet the needs of the most vulnerable young people.

Table 12: Newcomer Pupils, by LGD (2016/17)

	Pre school, Nursery/ Reception class	Primary School (Year 1-7)	Post primary	Special	All Newcomer Pupils
Antrim and Newtownabbey	110	630	95	5	845
Ards and North Down	40	220	55	5	325
Armagh, Banbridge and Craigavon	240	1925	620	25	2810
Belfast	370	2050	490	40	2950
Causeway Coast and Glens	65	435	105	10	615
Derry and Strabane	45	290	80	5	420
Fermanagh and Omagh	85	550	160	0	790
Lisburn and Castlereagh	75	585	65	20	745
Mid and East Antrim	85	465	215	10	775
Mid Ulster	250	1760	440	10	2460
Newry, Mourne and Down	85	785	255	10	1135
All Northern Ireland	1460	9705	2645	140	13945

Health and Wellbeing

Health outcomes in Northern Ireland continue to improve thanks to advancements in medical knowledge, improved social conditions and investment in the healthcare system. However, these improvements mask a widening gap in health outcomes between the wealthiest and most deprived communities. The Royal College of Nursing (RCN) noted that a child born into a home with well-educated and financially secure parents has a greater chance of living longer, without disease and disability than a child born to parents who are not.

The World Health Organisation (WHO) defined health inequalities as the differences in health determinants between different population groups. These differences are considered inequitable when they are either unfair or unavoidable. Poor health outcomes are also linked to education. The

Centre on Society and Health pointed out that poor health not only results in lower educational attainment it can also cause educational setback and interfere with schooling.

The Association for Young People's Health have identified some social determinants which can have a negative impact on a young person's health and physical well-being; these include some of the following:

- poverty and deprivation;
- maltreatment and neglect;
- parental mental health problems or addiction;
- long term health conditions of parents or self;
- family disruption, or pressures of caring for others;
- bullying and social media issues;
- peer problems, relationship stresses, or pressures from substance use;
- pressures on body confidence.

The NI Multiple Deprivation Measures identifies high levels of health deprivation in West Belfast. Only 2 of the SOA's in West Belfast fall outside of the top 50% in Northern Ireland. Most notable is Whiterock 2, Colin Glen 1, Falls 2 and Whiterock 3 which are all ranked in the top 1% SOA's experiencing health deprivation with Whiterock 2 being identified as the most deprived in Northern Ireland.

In South Belfast Shaftsbury 1,2 and 3, Botanic 4 & 5, Upper Malone 2, Blackstaff 1 & 2 and Minnowburn are all ranked in the top 25% most deprived in the health domain.

The high number of wards within South and West Belfast that experience high levels of health deprivation provides useful information on the extent of health challenges facing young people throughout the division and the need for youth service intervention in providing appropriate support to young people in helping them address their health needs.

Feedback from stakeholders engaged in the assessment of needs informs that there is a need for youth service to focus on programmes addressing concerns about risk-taking behaviours and positive health choices. Young people are seeking information and support to address issues related to sexual health, smoking, self-harm, mental health, bullying, drug and alcohol use. The service will develop programmes that aim to improve young people's self-esteem, resilience, mental health and well-being, as well as providing alternatives to risk-taking behaviour.

Access to Services

A key point in feedback from both young people and other stakeholders was their frustration that youth service youth centres are not always open when they needed them most. In order to increase accessibility to youth services work will be undertaken with controlled and voluntary providers to continue to provide extended opening of youth centres over periods of time and on days when traditionally youth centres have not been open (late nights and weekends), particularly in areas of significant deprivation (funding permitting).

Young people not accessing services at weekends and late nights choosing instead to gather in large numbers in local parks and the Lagan Walkway has also been highlighted in feedback from stakeholders and young people. The Extended Provision Programme funds existing core youth provision to be open late night and at weekends. The Extended Provision Programme has enabled the EA youth service to develop late night and weekend provision for current service users and those young people who are not currently accessing youth services.

Young People Living at Interface Areas

Interface area is a name given in Northern Ireland to areas where segregated Nationalist and Unionist residential neighbourhoods meet. Many of these areas have clearly defined intersections or so called peace walls.

A recent research project funded by the Office of the First Minister and deputy First Minister (OFMDFM) highlighted that whilst interface neighbourhoods are often associated with sectarianism and inter-community conflict, wider risk factors can negatively impact on a young person's development, coping skills, emotional well-being, anxiety, sectarian behaviour and adjustment problems.

The research found that the types of risks facing young people living in interface areas included alcohol and drug use, mental health problems, aggression, conduct problems including antisocial behaviour and problems with authority figures. These factors were in turn related to the erosion of the traditional family unit and problems in the school setting.

South and West Belfast has several interface areas which at times have been identified as areas at which young people engage in risk taking behaviours that have caused unrest within the communities and required interventions from youth workers. Moving forward, there is a need to sustain full time provision in these areas, particularly in the Donegall Road area to enable youth work staff to sustain long term engagement with young people in developmental programmes.

Community Relations, Equity and Diversity (CRED)

Sectarianism and racism were highlighted as a significant issue for young people through research in the area which indicates a need to provide opportunities for young people to build relationships with those of different backgrounds and traditions.

Given the numbers of newcomer pupils particularly in south Belfast which is home to 38% of all newcomer children in Belfast, there is clearly a need for work around cultural awareness and diversity.

Developing initiatives with young people around community relations, equality and diversity allows them to develop the skills, attitudes and behaviours that enable them to value and respect difference and engage positively with it.

The youth service will deliver programmes to provide young people from different religious and cultural backgrounds the opportunity to be involved in meaningful contact, to test their values and beliefs and to work towards to acceptance and understanding of others.

Inclusion

Area Youth Workers in South and West Belfast will target resources at groups of young people who are marginalised within their communities, paying due regard to the need to promote equality of opportunity between those groups detailed in Section 75 of the Northern Ireland Act 1998.

All units will be actively encouraged to liaise with the Inclusion Unit and diversity team to help identify and engage young people who face a number of barriers to inclusion and are underrepresented in youth services.

An Munia Tober is currently funded through a Service Level Agreement to facilitate youth work programmes for young people from the Travelling Community in Belfast.

Participation

Priorities for Youth states *“participation is an integral part of youth work practice and will be embedded throughout its delivery”*. PFY then goes on to clarify the importance of participation and refers to the *“model for effective practice having participation at its core”*. In addition the commitment to participation is further emphasised by the view that the extent of the success of youth provision can only be known if the inspection process has participation as a major indicator. It is therefore essential that all youth work practice not only embeds participation but adheres to the values of ensuring that young people have a meaningful voice in the delivery of services.

Youth service will encourage and develop opportunities for the participation of young people. This will be achieved through the promotion of youth fora in the south Belfast and east Belfast areas, including YAP, participative structures in all full-time youth centres, and young people registered as volunteers within the service.

Stakeholder Engagement

Stakeholder feedback, especially that from young people, is important to both the Department of Education and the Education Authority for the design and delivery of youth work provision.

A sub group of the Youth Service Planning and Monitoring group designed an online survey tool, which sought to establish what young people highlighted as current issues and concerns.

Furthermore, it aimed to gain insight from young people on their perceptions of youth provision that is currently operational in their communities. The survey was administered electronically through Survey Monkey.

This included young people from a range of controlled, voluntary and community youth groups involved in DE funded youth work. The questionnaire used both closed and open ended statements and questions to gather qualitative and quantitative information from stakeholders.

A summary of the responses is provided below:

Main Issues of Concern – West Belfast	
Response from 9-13 year olds	<ul style="list-style-type: none"> • Bullying • Physical Health • Internet Safety • Making Positive Relationships • Mental Health
Response from 14-25 year olds	<ul style="list-style-type: none"> • Suicide • Bullying • Mental Health • Physical Health • Racism

Main Issues of Concern – South Belfast	
Response from 9-13 year olds	<ul style="list-style-type: none"> • Bullying • Mental Health • Making Positive Relationships • Physical Health • Antisocial Behaviour
Response from 14-25 year olds	<ul style="list-style-type: none"> • Bullying • Body Image • Mental Health • Making Positive Relationships • Physical Health

In the 9-13 age group bullying was identified as the highest scoring issue across the both areas with young people listing it as their number one issue of concern. Internet safety also scored highly with young people identifying this as a key issue they were concerned about.

Physical health was also a notable issue affecting respondents in this age group in as was mental health and making positive relationships.

Other issues the 9-13 age group of respondents were concerned about were crime, anti-social behaviour and lack of confidence.

Responses from the 14-25 age range present a different picture with the highest scoring concerns for this group identified as mental health, bullying and suicide.

In addition, the 14-25 age group identified concerns about physical health, making positive relationships, body image and drug misuse and legal highs.

Young people were asked what activities or programmes they want the youth service to provide for them. The tables overleaf illustrate the top responses for both age groups

Activities/Programmes Young People want the Youth Service to Provide- West Belfast	
Response from 9-13 year olds	<ul style="list-style-type: none"> • Sport • Outdoor Education • Residential • Arts • Inter-Club Activities • Community Relations
Response from 14-25 year olds	<ul style="list-style-type: none"> • Qualifications • Residential • Later Opening Times • Weekend Provision • Awareness Raising • Career/Employment Programmes

Activities/Programmes Young People want the Youth Service to Provide- South Belfast	
Response from 9-13 year olds	<ul style="list-style-type: none"> • Outdoor Education • Residential • Late Night Opening • Sport • Drop In Facilities
Response from 14-25 year olds	<ul style="list-style-type: none"> • Residential • Qualifications • Later Opening Times • Drop In • Life Skills Programmes

It is clear from the responses that young people in the younger age range of 9-13 are seeking programmes that focus on activity and sport and including residential and outdoor education. The older age group 14-25 are seeking more developmental opportunities including qualifications, life skills, awareness raising, career/employment support and residential experiences.

It is interesting to note that both age groups identified late night or weekend opening as a preference from the youth service.

Feedback from Youth Workers

In addition to the consultations with young people a survey was carried out with youth workers across Northern Ireland. In Belfast 76 youth work staff and volunteers completed the survey. Sixteen (31.6%) were employed in the statutory sector and twenty two (68.4%) came from the voluntary sector. Youth workers were asked to identify the top six issues facing young people in and these are presented below:

1. Alcohol
2. Mental Health
3. Body Image
4. Drugs/Legal Highs
5. Careers
6. Smoking

It is interesting to note that the top response from Youth Workers was alcohol and this was not identified as an issue by the young people. This may be due to young people not perceiving their consumption of alcohol as an issue. The same explanation may be applied when looking at the response to the smoking option which was not selected by young people as an issue of concern yet it was high on the youth workers list of issues.

Mental health was ranked highly amongst youth work respondents which reflects the responses from young people on the issue of mental health.

Bullying and physical health were ranked seventh and twelfth by the youth work respondents yet both issues appear much higher in the young people's ranking.

When asked about activities and programmes they want to provide for young people in their area the youth work respondents ranked programmes/activities as follows:

1. Qualifications
2. Personal and Social Development
3. Outdoor Education
4. Awareness Raising
5. Events
6. Drop in

The responses to this question were more closely aligned to the responses from the young people. Qualifications, Outdoor Education and Drop in were all identified by young people as programmes they wanted the youth service to provide.

However, the young people had ranked residential experience and weekend opening much higher than the youth work staff. The results show that there are some differences between the views of

youth workers and young people on both the issues facing young people and on what they want from the youth service.

Consultation Survey Findings

Parents and Guardians Regional Results

Geographical Distribution

An on-line survey of parents and guardians of young people who attend youth service provision was conducted as part of the EA Youth Service needs assessment consultation. A total of 862 parents and guardians responded, the LGD area where they live and the frequency with which the young people in their care attend a youth centre or project. Their geographic distributions are set out in the tables below. Please note that there are insufficient numbers in all LGD areas for the results to be fully meaningful when analysed by LGD area.

Geographic distribution of respondents

LGD area	% Responses	Responses
Antrim & Newtownabbey	10.20%	88
Ards & North Down	2.90%	25
Armagh, Banbridge & Craigavon	5.50%	47
Belfast	20.90%	180
Causeway Coast & Glens	13.50%	116
Derry & Strabane	19.60%	169
Fermanagh & Omagh	4.50%	39
Lisburn & Castlereagh	4.40%	38
Mid & East Antrim	7.90%	68
Mid Ulster	7.80%	67
Newry Mourne & Down	3.00%	26
	Total	861
	Skipped	1

Survey Results

Frequency of attendance at youth centre/project

From the information in the table below, parents and guardians in Belfast and Derry & Strabane are more likely to have young people who attend their club/project frequently (i.e. several times per week). Parents and guardians surveyed in the other areas still report an attendance rate of at least once per week.

Please state, on average, how frequently your young person attends their youth centre/project

	Several times a week	Once a week	Once a fortnight	Once or twice a month	Less than once a month	TOTAL COUNT
Antrim & Newtownabbey	17%	69%	5%	2%	8%	64
Ards & North Down	32%	52%	0%	4%	12%	25
Armagh, Banbridge & Craigavon	46%	35%	9%	2%	9%	46
Belfast	65%	23%	4%	1%	8%	180
Causeway Coast & Glens	41%	40%	2%	3%	13%	99
Derry & Strabane	69%	26%	0%	1%	4%	167
Fermanagh & Omagh	35%	51%	5%	3%	5%	37
Lisburn & Castlereagh	42%	47%	0%	3%	8%	38
Mid & East Antrim	61%	23%	5%	3%	8%	61
Mid Ulster	29%	40%	5%	5%	22%	63
Newry Mourne & Down	33%	42%	4%	0%	21%	24

Satisfaction with key elements of Youth Service provision

75% of those parents who responded from Belfast indicated that they were satisfied with the opportunities open to their young person. 70% noted that they felt their young person was able to access a range of worthwhile activities and 79% of parents from Belfast stated that their young person benefitted from participating in Youth Services.

5. Priority Areas for Action

Based on the local needs assessment, feedback from stakeholders, current policy directives and the Regional Youth Development Plan the following areas for action have been identified for Youth Service in South and West Belfast for the period September 2018-March 2020: The areas for action have been presented under DEs core objectives:

5.1 DE Priority; Raising Standards for All

Generic Youth Work/support to voluntary groups

The Education Authority provides a range of generic and targeted youth services directly to young people in a variety of settings. A significant proportion of generic youth work programmes take place in voluntary youth sector organisations, supported by funding from the Education Authority Youth Service.

Generic youth provision ensures that supportive environments are made available to a significant proportion of young people throughout our communities, to help them to enhance their personal skills, levels of motivation and general resilience and to help them to develop their ability to interact with other young people and adults.

The EA Youth Service will continue to support voluntary youth groups for generic youth provision through our registration and grant aid processes.

Statutory units will also continue to provide generic youth work activities, with a view to engaging young people to access youth services, aiming to increase participation and engagement levels across The South and West Belfast Division.

Allocation of staff/resources

Targeted provision in South and West Belfast is carried out by 25 full-time youth workers in the voluntary and controlled sectors

Each member of staff has responsibility for areas or centres within areas identified as being most in need of services to enhance opportunities that will raise educational standards. They seek to achieve this through the development of an annual Controlled Delivery Agreement (CDA), in relation to those directly employed by the Education Authority, and in the case of the voluntary sector units through the development and approval of an annual Service Level Agreement (SLA).

Work undertaken through the CDAs and SLAs focus on those areas that fall into the top 50% of most deprived wards in Northern Ireland. This ensures that young people most in need will have increased access to youth provision.

Programmes in these areas will focus on targeted interventions, including personal and social development opportunities which aim to address key themes of work, such as risk-taking health behaviour, disaffection and low levels of attainment in school.

Quality Assurance/measurement of youth work programme

The Youth Service has robust quality assurance and evaluation framework, to ensure continuous improvement of delivery and youth work provision.

Youth Workers use a variety of tools to monitor and evaluate units/programmes, gathering information regarding quantitative data (outputs) and qualitative data (outcomes and evaluations). The primary emphasis of evaluation is to measure the impact of the programme on young people.

Evidence of programmes and progression towards outcomes is maintained by Youth Work staff in the form of files, which are assessed on an ongoing basis.

Quality assurance is carried out by Senior Youth Officers and Senior Youth Worker/Team Leaders via staff supervision, moderation of youth work delivery, practice support, collation of statistical returns and the completion of an electronic target monitor.

Public relations

Stakeholder engagement identified the need to improve how youth service advertise and promote the service. Youth workers stated that there is a need to further utilise the media in ways that are attractive to young people. Therefore all staff will aim to utilise the media to advertise and promote their provision.

5.2 DE Priority; Closing the gap between the highest and lowest performers, improving access and equity

Addressing low educational attainment

In order to address the gap between the highest and lowest achieving young people there is a clear need to tackle the root causes of educational disadvantage and barriers to learning through interventions in both the formal education sector and in the non-formal Youth Service settings.

Youth work in Northern Ireland offers a diverse range of programmes which are valued by young people as they both complement and enhance the learning provided through formal schooling.

Youth Services therefore are ideally placed to contribute to the reduction in barriers to learning through personal and social development programmes, focusing on outcomes such as enhanced personal capabilities, improved health and well-being, the development of thinking skills, life skills and work skills, improved relationships with others, increased participative action and active citizenship. This, alongside the availability of accredited and non-accredited programmes in the youth setting can potentially increase educational attainment among the most vulnerable young people and minority groups.

Youth Work can help young people succeed in education and allow them to continue to participate in learning in a non-formal education setting. Success for many of these vulnerable young people will not be through the traditional formal school system but rather in a Youth Work setting which

provides both academic and vocational opportunities which are engaging and challenging and meet the needs of the most vulnerable young people.

The Youth Service “Learning Together Programme” (LTP), delivers both accredited and non-accredited programmes in targeted schools where attendance levels are below average and young people are underachieving, therefore requiring support to achieve. From September 2018, this programme is being facilitated in Malone College, St Rose’s High School and Corpus Christi College.

Youth Work methodologies will be utilised within LTP as appropriate to re-engage and support young people with education, particularly those who are facing particular barriers to learning, or who could potentially disengage from mainstream education.

In South and West Belfast an average of 38.7% of pupils attending non grammar post primary schools are identified as having Special Educational Needs. This indicates a clear need to develop programmes to assist the formal Education sector with supporting these young people and to also provide educational opportunities outside of the formal environment.

Health

The NI Multiple Deprivation Measures identifies a significant number of wards in South and West Belfast that experience higher levels of health deprivation than the Northern Ireland average. In total, 40 out of the 85 SOA’s in South and West Belfast are ranked in the top 20% most deprived in the health domain. In West Belfast, 19 of the 43 wards are ranked in the most deprived 5% SOA’s. Most notable are Whiterock 2 and Colin Glen 2 which are ranked 1 and 2 respectively.

A recent survey conducted in 2016 as part of the Regional Assessment of Needs of Young People by EA Youth Service identified a number of key health issues facing young people in NI including:

- **Mental Health:** Poor mental health has been consistently identified as a concern among the wider youth population. Research evidence reveals that mental well - being is not a singular construct and can be linked to a range of diverse issues including, body image, exam stress, confidence, suicide, bullying and boredom.
- **Physical Health:** Obesity as a result of poor diet and lack of exercise has become a major public health concern for Northern Ireland. Girls and young women aged 14 and over are less likely to engage in sport or physical activity resulting in this group being more at risk of obesity and a range of health problems.
- Alcohol and Drug misuse is an area of concern in all areas of NI.

The key facts arising from the research was summarized as follows:

- Young people living in disadvantaged areas are more likely to endure health deprivation, disability or suffer mental health issues.
- These vulnerable young people are more likely to be absent from school which will negatively impact on their educational attainment.
- Mental health has become a major health concern for young people.
- Obesity among young people is increasing.
- Health inequalities are clearly linked to one’s social status.

Given the number of wards within South and West Belfast that experience high levels of health deprivation this provides useful information on the extent of health challenges facing young people in the area and the need for youth service intervention in providing appropriate support to young people to address their health needs.

Flare Programme

The Education Authority Youth Service has developed, in partnership with the Public Health Agency (PHA), an innovative support service for young people (Year 11-25 years old) experiencing poor mental health. The model is a development of the effective Young Men's Support Project, operated since 2010. Extensive health service research and evidence has established the need for such a regional service to improve young people's mental health and well-being. Poor mental health is proven to affect young people's educational attainment, ability to form positive relationships thus increasing isolation, sense of happiness, and threat to their future opportunities and meaningful role in the community and economy.

The service is provided by a team of 8 professionally qualified youth work staff, 2 of whom will cover the Belfast area, delivering a youth work practice based support service for young people from Year 11 to 25 year olds experiencing mental health issues/ impacted by suicide.

Access to Services- Extended Provision

The Education Authority has received additional funds, in recent years, from the Department of Education to increase access to mainstream youth services in disadvantaged areas, with priority given to interface areas. This funding aimed to provide additional access to the Youth Service and was targeted at areas ranked in the top 25% for Multiple Deprivation.

Feedback from young people who completed the survey indicated that youth service should consider late night opening as a method of addressing the needs of young people.

CRED

Sectarianism and racism were highlighted as a significant issue for young people through research in the area which indicates a need to provide opportunities for young people to build relationships with those of different backgrounds and traditions.

Given the numbers of newcomer pupils particularly in south Belfast which is home to 38% of all newcomer children in Belfast, there is clearly a need for work around cultural awareness and diversity.

Developing initiatives with young people around community relations, equality and diversity allows them to develop the skills, attitudes and behaviours that enable them to value and respect difference and engage positively with it.

The youth service will deliver programmes through their CDA/SLA to provide young people from different religious and cultural backgrounds the opportunity to be involved in meaningful contact, to test their values and beliefs and to work towards to acceptance and understanding of others.

Further work will be supported through the T:BUC funding which will provide opportunities from the Catholic and Protestant communities to work together in developmental youth work programmes.

Inclusive Youth Work

All statutory youth work staff will deliver inclusive youth work programmes for young people with support from the regional service.

Area Projects in South and West Belfast will target resources at groups of young people who are marginalised within their communities, paying due regard to the need to promote equality of opportunity between those groups detailed in Section 75 of the Northern Ireland Act 1998.

The EA Youth Service will continue to offer support to Bryson An Munia Tober to facilitate youth work programmes to young people from the Travelling Community.

All units will be actively encouraged to liaise with the Inclusion Unit and diversity team to help identify and engage young people who face a number of barriers to inclusion and are underrepresented in youth services.

In addition the Inclusion Funding scheme provides grant aid to groups to develop work that promotes inclusion and inclusive youth work practice.

Through consultation with key stakeholders an Inclusion Strategy has been developed in order to underpin the Service's commitment to the engagement of disadvantaged and vulnerable young people who are at a greater risk of exclusion. The Strategy sets out a series of actions to remove barriers to participation and to enable young people to achieve their full potential.

Tackling Paramilitarism and Promoting Lawfulness

The START Programme is delivered by the Education Authority/Voluntary Delivery Partner in the West Belfast Division. The Tackling Paramilitarism Youth Outreach Worker in the area will work with the following groups of young people:

- **Core Group (Intervention)** - The primary target group for the Youth Outreach Worker is those young people in their area who are most at risk of influence or coercive control by paramilitaries and organised criminal gangs. The intervention will be a long-term engagement with low numbers of young people, with very high quality delivery. It will involve 1-1 work, family support, peer mentoring, life coaching, advocacy on their behalf with those who want to harm them, as well as with Juvenile Liaison Officers in the PSNI,

liaison with statutory agencies with whom the young person is already engaged (eg Social Services, PBNI, Youth Justice Agency) and referral to other providers who can meet their needs (eg NIACRO Aspire Programme).

- **Siblings, friendship groups and peer groups of the Core Group above in the areas above (Prevention).** This will involve working with bigger numbers, but the expectation is for high quality delivery. Family intervention, education, health, personal and social development, awareness raising, school liaison, parental engagement, peer education and diversionary activity are some of the methods to be employed.

Youth Workers in the Division, working with the generality of young people in youth centres/projects and schools across the Division, will deliver educational and awareness-raising programmes which will contribute to a respect for the law, and address risk factors which could put young people at risk of influence by paramilitary groups or organised criminal gangs,. There will be high numbers involved in this action, which will be run out in a minimum of 3 schools across the region as one of the modules in the Education Authority's Learning Together Programme aimed at Key Stage 4 (Year 11 & 12), as well as workshops for Key Stage 3 on lawfulness, policing and life skills such as resilience, positive mental health and employability.

Positive Behaviour

Instances of crime, not just to property but including violence and public order, are significant in South and West Belfast with almost half of the SOA's being ranked in the top 20% most deprived in the crime domain deprivation statistics. Particularly notable is Botanic 2 and 3 ranked as 11 and 4 respectively in the deprivation measures. However, it is also important to acknowledge that much of this ward is populated by students attending the local universities and that the crime statistics are not necessarily relating to young people.

Staff in South and West Belfast will endeavour to continue to seek intervention funding in order to decrease tension and ASB in targeted areas during the summer months. This funding has been instrumental in previous years in enabling youth work staff to offer diversionary and interface programmes which have been very successful in helping reduce tensions during traditional periods of unrest.

Participation

Priorities for Youth states "participation is an integral part of youth work practice and will be embedded throughout its delivery". PFY then goes on to clarify the importance of participation and refers to the "model for effective practice having participation at its core. In addition the commitment to participation is further emphasized by the view that the extent of the success of youth provision can only be known if the inspection process has participation as a major indicator. It is therefore essential that all youth work practice not only embeds participation but adheres to the values of ensuring that young people have a meaningful voice in the delivery of services.

Youth service will encourage and develop opportunities for the participation of young people. This will be achieved through the promotion of youth fora in South and West Belfast, including YAP, participative structures in all full-time youth centres, area wide Youth Councils and young people registered as volunteers within the service. Youth work staff will move to formalise structures to further develop participation among young people and prepare them for involvement in social action.

Participation will continue to be a key priority for the Youth Service Team with resources and support to ensure that Youth Councils are sustained with a continued focus on broadening the membership to include young people from marginalised backgrounds and from Section 75 groups in order to ensure a broad representation.

The Small Grants Programme is a key action in the Department of Education's policy document, "Priorities for Youth - improving young people's lives through youth work" (2013). The programme has been set-up to allow young people to administer grants to other young people, and aims to strengthen the participation of young people as decision-makers within the local and wider community. Participation within the Small Grants Programme context is about young people taking part in projects which have been planned by young people for young people. It's what they decide to do, when, where and how.

The Small Grants Programme is open to groups of young people aged 4 through to 25 who are part of an Education Authority Youth Service (EA-YS) registered / funded group, and grants of £300 - £1500 are available.

Raising aspirations

Opportunities to travel were identified as an opportunity that young people could access through youth services. Feedback from the stakeholder engagement has highlighted that young people would like youth service to offer more opportunities for residential experiences. Youth workers will be encouraged to develop and promote opportunities for travel locally and internationally as a method helping young people learn new life skills and become more active citizens.

Outdoor Learning

The Education Authority has completed a review and public consultation on its residential and outdoor education services, and is now undertaking the transformation of the newly named "Outdoor Learning Service" (OLS). The outworkings of the transformational process is leading to the consolidation of four outdoor learning centres (OLC) across the region, namely Gortatole, Shannaghmore, Delamont and Woodhall. Three Outdoor Learning Day Centres in Conlig, Armagh and Ballycastle will cater for groups seeking non-residential outdoor activity, and two self-catering centres, Corick Residential Centre in Co. Tyrone and Ballyhome Residential Centre in Co Antrim are available for EA-registered groups to book. The final strand in the OLS sees the appointment of 10 Peripatetic Outdoor Learning Instructors to deliver services locally across the region.

5.3 DE Enabling Goal; Developing the Education Workforce

Leadership and Volunteering

Volunteering has been a long term focus of the youth service with all units dependant on volunteers to enable them to sustain current levels of provision. Youth Service staff have collaborated with Volunteer Now to enable young people to register with the Millennium Volunteers Award. The skills young people gain through training received and relevant volunteering opportunities are instrumental in improving confidence, skills and knowledge of young people and contributes positively to their employability.

Staff teams in South and West Belfast will continue to encourage young people to assume peer leadership roles and will develop appropriate initiatives where they can access training to support their practice.

A coherent training route has been developed for part time workers and volunteers offering mandatory and optional training programmes providing a pathway from induction through to principles and practice.

The South and West Belfast Youth Service Team actively promote and facilitate volunteering development opportunities, which is highly evident in Youth Centres where young people volunteer with younger groups and are trained yearly to deliver summer schemes/programmes in the Centres. This will be further developed across the area to improve the confidence, skills and knowledge of young people and contribute positively to their employability.

Workforce Development

The EA has implemented a Youth Service Workforce Development Strategy 2018-2021 which will enable managers, youth workers and volunteers to articulate the value of the service and celebrate its educational achievements; evaluate their work effectively; support the active and meaningful participation of young people in various youth work settings and provide ongoing and specialist training for specifically identified needs.

EA has funded through the voluntary sector a Professional Studentship scheme aimed at creating a professional workforce and the development of professional competence resulting in an improved service for young people. Three voluntary youth units in the South and West Belfast area are part of the studentship scheme.

A Trainee Youth Support worker programme has been designed to ensure that young people are qualified and eligible to apply for available Youth Support Worker posts as they arise. They are encouraged to continue as Volunteers in their locality with ongoing support from their centre/project supervisors.

5.4 DE Enabling Goal; Improving the Learning Environment

Facility Management

Effective youth work is facilitated by the provision of safe and youth friendly environments. All staff will continue to implement risk management measures for all elements of youth work delivery to ensure the safety of our young people.

Capital Development

Funding allocated to capital programmes in recent years has seen the completion of Finaghy Youth Resource Centre.

Work with staff in property services has been ongoing to provide relevant information to enable minor and major works opportunities to be identified to ensure premises remain safe spaces that are fit for purpose and attractive to young people

Feedback from the stakeholder consultations highlight that several of the EA youth centres are in need of development and refurbishment. This will be addressed by March 2019.

5.5 DE Enabling Goal; Transforming Education Management

Youth Advocacy Programme and Local Advisory Group

Youth Service staff have engaged young people in a youth advocacy programme (YAP) in both South and West Belfast. The capacity building programme was developed to enable participants to be actively involved in the Local Advisory Groups (LAG) by researching peer opinion and advocating on behalf of young people.

Both groups have engaged more than 10 young people, aged 17-21, representing a cross section of the community. The EA youth service will continue to support this initiative which has proven to be an invaluable resource to support youth service planning and review.

Securing External Funding

External funding allows young people to benefit from increased provision in the areas most in need and leads to effective collaboration with key agencies to avoid duplication of services. Staff teams in South and West Belfast will endeavour to source opportunities for external funding to enhance youth service provision in the area.