



Education Authority
Youth Service

**Local
Assessment
of Need**
2018/2020

Fermanagh & Omagh District

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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 a report into Child Sexual Exploitation in Northern Ireland, the Marshall report, 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 Youth Workers, whether paid or voluntary, 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

3.1 Introduction

The Youth Service in the Fermanagh and Omagh 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.

3.2 Designated Area

The Fermanagh and Omagh Youth Office has oversight of youth services for the local government district of Fermanagh and Omagh District Council area.

The latest population estimates indicate that the population of the Fermanagh and Omagh area is 115,799 and that just under one third are aged 25 or under. However, almost three quarters of young people in Fermanagh and Omagh live in an area that has been defined as rural.

3.3 Divisional Youth Work Team

The Fermanagh and Omagh Youth Work Team consists of 13 full-time youth worker positions and 1 part-time in the controlled and voluntary sector, supported by 1 Team Leader, responsible for the delivery of services in the area.

There are 4 full time controlled and 1 voluntary centre in the Fermanagh and Omagh Area. In addition, there are 6 controlled part time units and 96 registered units.

The Lakeland Youth Centre is the hub for Youth Service Personnel in the Fermanagh area, with the Senior Youth Worker Team Leader, Senior Youth Worker 1, Centre Based Worker II, Peace IV, part time media worker and the administrative staff all based there. The Lisnaskea Youth Centre is the base for the Rural Outreach Worker for the Fermanagh East Area.

Omagh Youth Centre is the base for the Senior Youth Worker 1, Area Youth Worker II, 2 Peace IV workers along with the administration staff. Carrickmore Youth Centre (Omagh) is the base for the Centre Based Worker and administration staff.

Table 1: Youth Centres

Units	Controlled	Voluntary	Total
Full Time	4	1	5
Part Time	0	1	1
Registered	0	96	96
Total Young People	619	6610	7229

In addition to these youth clubs, Youth Work in the Fermanagh and Omagh 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 rural Youth Work and Outreach, Health programmes, Personal and Social Development programmes, Environmental projects, Inclusion schemes and Youth Intervention. The most recent figures reveal that almost one third of young people in the Fermanagh and Omagh area participated in registered Youth Work.

3.4 Controlled Deliver Agreements/Service Level Agreements

Members of staff have responsibility for providing appropriate Youth Services for designated areas or groups identified as being most in need to provide opportunities that will enhance 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 Super Output Areas 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 SOAs 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 develop 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.

3.5 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 the 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.

3.6 Central Theme of Youth Work

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

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

Core values	Core principles	Central theme
<ul style="list-style-type: none"> •Equity •Diversity •Interdependence 	<ul style="list-style-type: none"> •Preparing young people for participation •Testing values and beliefs •Promotion of acceptance and understanding of others 	<ul style="list-style-type: none"> • Personal and social development of young people

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:

- 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

3.7 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).

There is currently one Extended Provision programme being delivered in this area. The Omagh Boys and Girls Club operate a Friday night project each Friday from 9.00pm to midnight to provide a safe environment for young people to attend as an alternative to being on the streets. Various health and risk awareness issues are addressed at these sessions.

3.8 Inclusion

Each professional Youth Worker and funded Voluntary full time organisation is required to conduct Inclusion projects in designated areas or with specified groups. 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. Examples of delivery include 3 Buddy programmes that take place in Enniskillen, Lisnaskea and Omagh. These programmes aim to encourage and support young people with Autism and Downs Syndrome to engage in mainstream youth service programmes supported by their peers who will have completed accredited training on Disability Awareness.

The Rural Outreach Worker delivers programmes to young people living in rural areas of Fermanagh who are at risk of social exclusion and have little or no access to services. As Northern Ireland moves to a more diverse society and with an increase in newcomer pupils there is a need for work in relation to Community Relations, cultural awareness and diversity. Promoting initiatives to address these themes will encourage young people to develop skills attitudes and behaviours that enable them to value and respect difference and engage positively in society.

An Inclusion Unit has been established across the Fermanagh and Omagh area. This unit includes 1 Senior Youth Worker to implement the Inclusion Strategy across the area, developing the capacity of staff in the delivery of Inclusion programmes as well as the delivery of training and innovative inclusion initiatives. Examples of delivery include a resilience programme for Young Carers which provides young people with the opportunity to engage in outdoor activities and includes a residential and developmental programme with a focus on confidence, self-esteem and resilience.

A Peer-education programme has also been developed for a group of young people with learning difficulties and from the LGBTQ community to participate in a health programmes concentrating on Mental Health and well-being.

3.9 School Based Youth Work

Partnerships have been developed with a number of primary, post-primary and special schools in the Fermanagh and Omagh area. 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. Examples of local delivery include Improving Confidence & Self Esteem, Bullying, Moving On, New Beginnings, Peer Mentoring and programmes to address issues arising within the school, such as, self-harm and resilience. The Key Stage 4 programmes are currently taking place in Erne Integrated College, Enniskillen, Devenish College, Enniskillen, Sacred Heart College, Omagh and Drumragh Integrated College, Omagh. These schools have been identified through previous research. Each programme has an average of 15 students, the majority of whom will have some form of Special Educational Need.

Programmes are also delivered in Arvalee Special School and Resource Centre, Omagh and Willowbridge Special School, Enniskillen to young people with Special Educational Needs or who are disabled.

3.10 Participation

As proposed in *Priorities for Youth 2* Local Advisory Groups (LAG) were established in the Fermanagh and Omagh area in 2016, to provide advice to support the development and implementation of local Youth Service provision through Area Youth Development Plans and influence the development of the Regional Youth Development Plan.

The Youth Advocacy Programme (YAP) supports young people to become involved in the LAG through a programme to enhance the personal capabilities of participants to advocate for their peers and represent young people at a Planning and Service delivery level and fully participate in the LAG process.

Other participative structures in the area include 2 youth councils, one based in Fermanagh and the other in Omagh. The aim of these Youth Councils is to create a network of youth led local structures that are recognised as providing a voice for young people and are valued by both young people and policy and decision makers.

The Youth Councils' mission is to access and represent the views of local young people on issues of relevance to them, with the intention of influencing and effecting change for the benefit of all young people.

3.11 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.

At a strategic level the EA Youth Service has representation on several multi-agency groups, including active involvement in the Peace IV Partnership Board and the PCSP in the Fermanagh and Omagh council area. The Fermanagh and Omagh Youth Service is a delivery partner with the Fermanagh and Omagh Peace IV Action Plan and has responsibility for the delivery of 3 programmes within this area. This is accomplished through the work of 3 temporary full time Youth Workers managed by a Senior Youth Worker Team Leader. The team implement inter-linkage with existing youth groups, resilience and social action and volunteering programmes.

A Youth Volunteer Academy programme in partnership with the PSNI & Northern Ireland Ambulance Service will commence in Fermanagh in September. This programme in line with the Programme for Government meets the strategic objective of a safer community by addressing Anti-Social behaviour and supporting young people to make positive choices that may prevent their involvement in crime.

4 Fermanagh and Omagh District Council Area Needs Assessment

4.1 Methodology

The *Priorities for Youth* policy maintains 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 Fermanagh and Omagh is a complex and difficult task. There is a clear variation and level of needs across the council boundaries, 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.

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

4.2 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.

4.3 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.

4.4 Demographics

Fermanagh and Omagh District Council is a local authority in Northern Ireland that was established on 1 April 2015. It replaced Fermanagh District Council and Omagh District Council and covers most of the southwest of Northern Ireland.

The estimated population of Fermanagh and Omagh Local Government District at 30 June 2016 was 115,799, of which 57,978 (50.1%) were male and 57,821 (49.9%) were female. Less than one third of the total population, 37,670 (32.5%), in Fermanagh and Omagh LGD is aged 25 or under. (NI Average, 33.3%).

Table 1 – Population by Age Bands 2014

Age	0 - 4 years	5 - 9 years	10 - 14 years	15 - 19 years	20 - 24 years
Number of Young People	7,758	8,132	7,622	7,530	6,628

Chart 1 – Projected Population 2016 – 2025

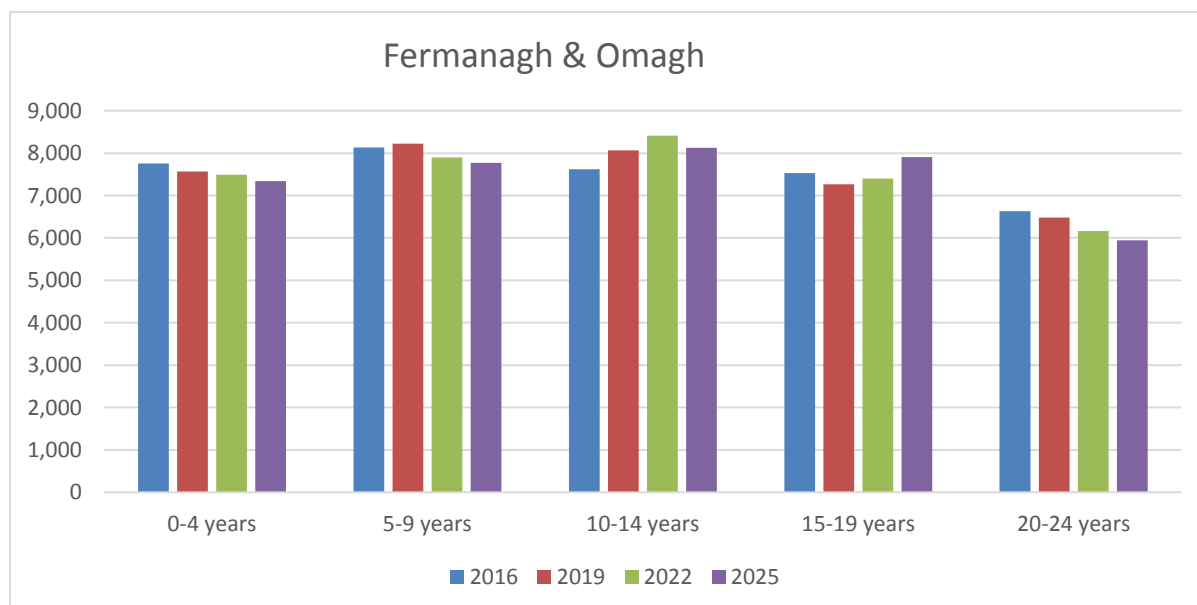


Table 2 – Projected Population 2016 – 2025

Age Groups	2016	2019	2022	2025
0-4 years	7,758	7,566	7,491	7,343
5-9 years	8,132	8,225	7,899	7,767
10-14 years	7,622	8,063	8,415	8,128
15-19 years	7,530	7,264	7,403	7,909
20-24 years	6,628	6,480	6,158	5,944

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

4.5 Deprivation

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 of these 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

Within Northern Ireland significant numbers of young people live in areas of multiple deprivation as identified by the Northern Ireland Statistics and Research Agency (NISRA).

Although the Fermanagh and Omagh Council area is not considered to have widespread deprivation compared to the rest of Northern Ireland, there exist pockets of multiple deprivation. Table 4 below highlights the most recent NISRA statistics for Fermanagh and Omagh. It reveals that there are 14 Super Output Areas in Fermanagh and Omagh in the 25% most deprived (shaded red) and 41 in the 50% most deprived (shaded green).

Table 4: Super Output Areas

SOA	MDM Rank	SOA	MDM Rank
Devenish	44	Drumragh	323
Lisanelly_2	46	Castlecoole_1	357
Lisanelly_1	47	Derrylin	362
Newtownbutler	112	Brookeborough	366
Rosslea	114	Trillick	379
Fintona	138	Dromore	383
Irvinestown	143	Kesh Ederney and Lack_2	392
Belleek and Boa	151	Maguiresbridge	394
Strule	168	Drumnakilly	395
Lisnaskea	182	Boho Cleenish and Letterbreen	399
Gortrush_2	188	Rossorry	409
Kesh Ederney and Lack_1	211	Lisnarrick	413
Portora	214	Beragh	422
Erne	216	Derrygonnelly	436

Donagh	234	Coolnagard	438
Belcoo and Garrison	238	Killyclogher_2	445
Owenkillew	257	Newtownsaville	452
Killyclogher_1	264	Clanabogan	461
Florence Court and Kinawley	275	Castlecoole_2	466
Termon	280	Fairy Water	512
Sixmilecross	289	Ballinamallard	526
Tempo	309	Gortrush_1	529
Drumquin	311	Gortin	573
Camowen	312	Lisbellaw	622
Dergmoney	316		

The Income Deprivation Affecting Children measure is derived from the proportion of the population aged 15 and under living in households whose equivalised income is below 60% of the NI median. The following table reveals the IDAC rankings for Fermanagh and Omagh. Cells shaded red, indicate that the Super Output Areas are in the 25% most deprived in Northern Ireland and those shaded green are within the 50% most deprived.

Table 5: Income Deprivation Affecting Children (IDAC) – Rank

SOA Name	IDAC Rank	SOA Name	IDAC Rank
Lisanelly_1	2	Kesh Ederney and Lack_2	358
Devenish	37	Maguiresbridge	360
Belleek and Boa	45	Brookeborough	361
Camowen	82	Kesh Ederney and Lack_1	374
Lisnarrick	85	Lisnaskea	388
Irvinestown	107	Clanabogan	394
Gortrush_2	108	Sixmilecross	406
Fintona	111	Belcoo and Garrison	407
Rosslea	116	Derrygonnelly	409
Lisanelly_2	120	Gortin	426
Termon	144	Derrylin	452
Newtownbutler	154	Strule	470
Donagh	170	Drumquin	492
Castlecoole_2	192	Killyclogher_2	510
Killyclogher_1	197	Fairy Water	532
Trillick	218	Ballinamallard	542
Rossorry	233	Drumragh	550
Tempo	268	Beragh	559
Drumnakilly	279	Coolnagard	587
Owenkillew	313	Newtownsaville	628
Dergmoney	318	Castlecoole_1	662
Erne	324	Lisbellaw	700

Portora	327	Gortrush_1	765
Boho Cleenish and Letterbreen	329	Dromore	791
Florence Court and Kinawley	332		

Under the Government's People and Place strategy, 36 urban neighbourhoods across Northern Ireland have been designated as Neighbourhood Renewal Areas (NRAs). These communities are experiencing the highest levels of deprivation and are the focus of urban regeneration programmes. There are two NRAs within the Fermanagh and Omagh Council area. They are:

- **Enniskillen town** which covers Galliagh Park, Rossory Church Road, Windmill Heights, Kilmacormick 1 and Cornagrade as well as the majority of Enniskillen Town Centre.
- **Omagh town** which covers Mullaghmore, Strathroy, Campsie, O' Kane Park and Gallows Hill/Johnston Park Housing Estates as well as areas within the town centre.

4.6 Education

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 ambitions and tend to underachieve in school. Young people and their parents are influenced by the people and places where they live. Neighbourhood characteristics such as housing, the local environment, crime rates and the quality of services are also likely to influence and impact upon the attitudes and outcomes of young people.

Youth Work is designed to complement the formal education system and the Department of Education (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.

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. 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.

A young person's socio-economic status also has an impact on their overall educational attainment. Social disadvantage as measured by free school meal entitlement or living in a Neighbourhood Renewal Area ensures that a young person is less likely to achieve educationally and boys are less likely to succeed than girls and there are also significant differences in terms of religion.

A total of 5,823 (27%) of pupils in Fermanagh and Omagh are eligible for Free School Meals. Although the national average of Free School Meals is 29.5% the table below indicates the schools with FSM percentage above the national average percentage. The schools highlighted represent the schools that the Youth Service currently work with.

Table 6: Free School Meal Entitlement, by post-primary school (2017/18)

DE Ref.	School Name	School Type	Total Pupils	% Pupils Entitled to FSM
2210125	Omagh High School	Non-grammar	421	29.90%
2210312	Devenish College	Non-grammar	512	32.20%
2260283	Drumragh Integrated College	Non-grammar	637	35.90%
2230138	Dean Maguirc College	Non-grammar	504	36.70%
2230099	St Fanchea's College	Non-grammar	318	39.30%
2230148	St John's Business and Enterprise College	Non-grammar	174	39.70%
2260280	Erne Integrated College	Non-grammar	391	40.90%
2230322	St Kevin's College	Non-grammar	589	41.10%
2230100	St Joseph's College, Enniskillen	Non-grammar	239	41.80%
2230298	Sacred Heart College, Omagh	Non-grammar	742	45.70%
2230109	St Mary's College, Irvinestown	Non-grammar	120	46.70%
2230085	St Mary's High School, Brollagh	Non-grammar	85	47.10%

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.

Levels of academic achievement in Northern Ireland are rising slowly however, disparities still exist according to socio-economic background, gender and residency. Pupils from economically deprived backgrounds achieve considerably lower results and social deprivation has a more pronounced negative impact within the Controlled school sector, and this is especially true of boys.

An analysis of pupil outcome statistics reveals that the overall educational figures for Northern Ireland are improving and exceed those of other regions in the United Kingdom. However, these positive figures mask a long tail of underachievement.

Although combined Fermanagh and Omagh are above the Northern Ireland average for GCSE achievement with English and Maths (84.6%) and without English and Maths (70.3%). The following tables indicate the levels of achievement that are below the national average and in some schools significantly lower. The schools highlighted are the current schools the Youth Service deliver in the Fermanagh and Omagh area.

Tables 7 and 8 outline the number of school leavers in Fermanagh and Omagh achieving DE's expected standards of 5+ GCSEs A*-C and 5+ GCSEs A*-C including English and Maths. The tables outline the proportion of pupils achieving 5 or more GCSEs in schools located within Fermanagh & Omagh for 2016/17 and for the two preceding years. The three year average percentage is shown for each school, listed in ascending order.

Table 7 – Educational Attainment: 5+ GCSE A*-C

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	
2260280	Erne Integrated College	Non-grammar	53.8	63.6	55.8	57.7
2210312	Devenish College	Non-grammar	71.4	59.8	66.7	66.0
2230298	Sacred Heart College, Omagh	Non-grammar	75.7	62.1	61.2	66.3
2230100	St Joseph's College, Enniskillen	Non-grammar	64.1	66.7	69.2	66.7
2260283	Drumragh Integrated College	Non-grammar	70	63.6	78.8	70.8
2230138	Dean Maguirc College	Non-grammar	68.5	72.5	82.4	74.5
2210125	Omagh High School	Non-grammar	66.7	86.7	75.9	76.4
2230099	St Fanchea's College	Non-grammar	91.4	73.7	77.1	80.7
2230166	St Aidan's High School	Non-grammar	75	95.7	76.7	82.5
2230085	St Mary's High School, Brollagh	Non-grammar	100	72.2	80.0	84.1
2230109	St Mary's College, Irvinestown	Non-grammar	95	82.4	87.5	88.3
2230148	St John's Business and Enterprise College	Non-grammar	89.7	100.0	88.9	92.9
2420064	Christian Brothers' Grammar School, Omagh	Grammar	94.9	97.1	95.0	95.7
2420043	St Michael's College, Enniskillen	Grammar	95.8	96.1	99.0	97.0
2420065	Loreto Grammar School	Grammar	99.2	98.4	98.4	98.7
2410066	Omagh Academy	Grammar	98	99.0	100.0	99.0
2420041	Mount Lourdes Grammar School	Grammar	99	100.0	98.0	99.0
2230322	St Kevin's College	Non-grammar	NO DATA			
2420320	Enniskillen Royal Grammar School	Grammar				

Table 8 – Educational attainment: 5+ GCSE A*-C including English & Maths

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	
2230298	Sacred Heart College, Omagh	Non-grammar	36.8	30.3	40.3	35.8
2260280	Erne Integrated College	Non-grammar	28.8	45.5	40.4	38.2
2230100	St Joseph's College, Enniskillen	Non-grammar	38.5	45.8	57.7	47.3
2230109	St Mary's College, Irvinestown	Non-grammar	40	47.1	58.3	48.5
2230099	St Fanchea's College	Non-grammar	65.5	47.4	33.3	48.7
2230148	St John's Business and Enterprise College	Non-grammar	44.8	77.3	25.9	49.3
2210312	Devenish College	Non-grammar	53.6	43.7	51.7	49.7
2210125	Omagh High School	Non-grammar	47.1	51.7	55.6	51.5
2230166	St Aidan's High School	Non-grammar	57.1	52.2	53.3	54.2
2260283	Drumragh Integrated College	Non-grammar	62.2	47.7	62.6	57.5
2230138	Dean Maguirc College	Non-grammar	59.6	58.0	72.1	63.2
2230085	St Mary's High School, Brollagh	Non-grammar	83.3	61.1	68.6	71.0
2420064	Christian Brothers' Grammar School, Omagh	Grammar	94.2	93.4	92.2	93.3
2420043	St Michael's College, Enniskillen	Grammar	91.6	95.1	97.0	94.6
2420041	Mount Lourdes Grammar School	Grammar	99	97.9	96.0	97.6
2420065	Loreto Grammar School	Grammar	99.2	97.6	96.7	97.8
2410066	Omagh Academy	Grammar	98	99.0	98.9	98.6
2230322	St Kevin's College	Non-grammar	NO DATA			
2420320	Enniskillen Royal Grammar School	Grammar				

(Source: Summary of Annual Examination Results, DE)

4.7 Special Educational Needs

Young people with Special Educational Needs are less likely to achieve DE's key indicators of 5+ GCSEs A*-C and 5+ GCSEs A*-C including English and Maths. Table 9 highlights there were 1051 Statemented pupils and 4314 on the Special Educational Needs Register Stage 1-4. This means that a total of 5,365 (25.5%) of all pupils in Fermanagh and Omagh have some form of Special Educational Need, this is higher than the Northern Ireland average and second highest overall.

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.

Table 9: Special Educational Needs Pupils

LGD	Total enrolment	% Statemented pupils	% SEN (stages 1-4)	Total SEN Pupils	% All SEN
Antrim and Newtownabbey	24513	2.60%	18.70%	5205	21.20%
Armagh Banbridge and Craigavon	39064	3.80%	14.00%	6974	17.90%
Belfast	54572	4.10%	24.70%	15754	28.90%
Causeway Coast and Glens	23317	3.60%	17.20%	4847	20.80%
Derry and Strabane	28328	3.60%	19.10%	6436	22.70%
Fermanagh and Omagh	21031	5.00%	20.50%	5358	25.50%
Lisburn and Castlereagh	23870	3.70%	15.50%	4580	19.20%
Mid and East Antrim	22001	2.40%	17.10%	4289	19.50%
Mid Ulster	28133	3.80%	14.60%	5188	18.40%
Newry Mourne and Down	33787	4.70%	16.10%	7049	20.90%
North Down and Ards	24910	3.00%	17.00%	4983	20.00%
All Northern Ireland	323526	3.80%	18.10%	70663	21.80%

4.8 Newcomer Pupils

A newcomer pupil is one who has enrolled in a school but who does not have the satisfactory language skills to participate fully in the school curriculum, the wider environment and does not have a language in common with the teacher, whether that is English or Irish.

Recent figures reveal that there were 790 Newcomer pupils enrolled in primary and secondary schools in Fermanagh and Omagh, an increase of 60 students from the previous year. Newcomer young people are less likely to achieve DE’s key indicator, 5+ GCSE A*-C including English and Maths than their non-Newcomer peers.

A review of research into the experiences of newcomer children highlights a range of barriers to educational achievement including limited English language ability, lack of knowledge of the education system, racist bullying, social exclusion, starting the school year at different points in time, being placed in younger age or lower ability groups and the capacity of schools to respond to Newcomer pupils’ needs.

Table 10: Newcomer Pupils, by LGD (2016/17)

	Pre school & Nursery	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

4.9 Access to Services

More than one third of young people from Northern Ireland live in communities that have been defined as rural. In Fermanagh and Omagh, 74.9 % of all young people live in rural areas. The table below indicates the breakdown of young people.

For many children and young people, living in a rural community presents many challenges. There is a lack of facilities, such as cinemas or clubs, which their peers in urban areas can take for granted. This isolation from services is often exacerbated by a lack of transport options and hidden poverty. Rural deprivation is scattered and can be masked by living alongside relative affluence. Young people from rural communities face differing levels of social exclusion and marginalisation. Rural isolation also presents challenges for the provision of adequate public transport and the viability and accessibility of Youth Services.

Table 11 - Number and Percentage of Young People Living in Rural 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 Rural Areas	1658	1820	1858	1922	7258
% Antrim & Newtownabbey YP living in Rural Areas	18.6	20.7	20.1	14.9	18.2
Armagh, Banbridge & Craigavon YP	13445	13092	13804	18325	58666
Armagh, Banbridge & Craigavon YP living in Rural Areas	5942	5668	5965	7191	24766
% Armagh, Banbridge & Craigavon YP living in Rural Areas	44.2	43.3	43.2	39.2	42.2
Belfast YP	18621	19261	22438	42080	102400
Belfast YP living in Rural Areas	0	0	0	0	0
% Belfast YP living in Rural Areas	0.0	0.0	0.0	0.0	0.0
Causeway Coast & Glens YP	8533	9228	9860	13552	41173
Causeway Coast & Glens YP living in Rural Areas	4257	4655	4759	5953	19624
% Causeway Coast & Glens YP living in Rural Areas	49.9	50.4	48.3	43.9	47.7
Derry & Strabane YP	9575	10523	11812	14631	46541
Derry & Strabane YP living in Rural Areas	4007	4451	4723	5161	18342
% Derry & Strabane YP living in Rural Areas	41.8	42.3	40.0	35.3	39.4
Fermanagh & Omagh YP	7466	7785	8252	9851	33354
Fermanagh & Omagh YP living in Rural Areas	5654	5885	6240	7199	24978
% Fermanagh & Omagh YP living in Rural Areas	75.7	75.6	75.6	73.1	74.9
Lisburn & Castlereagh YP	8151	8378	9092	11026	36647
Lisburn & Castlereagh YP living in Rural Areas	2588	2658	2740	2915	10901
% Lisburn & Castlereagh YP living in Rural Areas	31.8	31.7	30.1	26.4	29.7
Mid & East Antrim YP	8210	8225	9155	11456	37046
Mid & East Antrim YP living in Rural Areas	3021	3001	3279	3848	13149
% Mid & East Antrim YP living in Rural Areas	36.8	36.5	35.8	33.6	35.5
Mid Ulster YP	9697	9583	10141	13853	43274
Mid Ulster YP living in Rural Areas	6528	6424	6729	8901	28582
% Mid Ulster YP living in Rural Areas	67.3	67.0	66.4	64.3	66.0
Newry, Mourne & Down YP	11689	12056	12852	16096	52693
Newry, Mourne & Down YP living in Rural Areas	6585	6738	6914	8316	28553
% Newry, Mourne & Down YP living in Rural Areas	56.3	55.9	53.8	51.7	54.2
North Down & Ards YP	9147	9138	9611	12411	40307
North Down & Ards YP living in Rural Areas	1686	1688	1726	1995	7095
% North Down & Ards YP living in Rural Areas	18.4	18.5	18.0	16.1	17.6
Northern Ireland YP	113426	116079	126256	176168	531929
Northern Ireland YP living in Rural Areas	41926	42988	44996	53401	183311
% Northern Ireland YP living in Rural Areas	37.0	37.0	35.6	30.3	34.5

4.10 Health

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. Young people living in disadvantaged areas are more likely to endure health deprivation, disability or suffer mental health issues.

Health Deprivation and Disability Domain figures show that in Fermanagh & Omagh there are 11 Super Output Areas in the 25% most deprived areas in Northern Ireland for Health Deprivation and Disability and 28 Super Output Areas in the 50% most deprived areas for this domain, as the following table shows.

Table 12: Health Deprivation

SOA	Health Deprivation and Disability Domain Rank
Lisanelly 2	24
Devenish	69
Lisanelly 1	84
Gortrush 2	97
Strule	126
Camowen	147
Killyclogher 1	172
Fintona	181
Erne	200
Drumragh	201
Irvinestown	209
Dromore	224
Gortrush 1	226
Killyclogher 2	231
Lisnaskea	233
Castlecoole 1	251
Coolnagard	255
Dergmoney	264
Portora	295
Newtownbutler	304
Drumnakilly	324
Termon	351
Kesh Ederney and Lack 1	352
Rossorry	374
Drumquin	375
Beragh	399
Sixmilecross	417
Owenkillew	424

Children from low income families are 4 times more likely to experience mental health problems than children from higher income families and mental health problems are twice as common in boys as girls. Recent research highlighted that more than 20% of young people are suffering significant mental health problems by the time they reach 18. Indicators for poor mental health include disproportionately higher rates of suicide in Northern Ireland within under 18's compared to other parts of the UK, increasing self-harm rates for 0-18 year olds and self-reported poor emotional well-being of children and young people. (NICCY 2017)

4.11 Stakeholder Engagement

A Northern Ireland wide consultation with young people and youth workers was carried out in September 2017. The consultation gathered a range of information from key stakeholders about the issues for young people in the 9-13 age band and 14-25 age band and identified the types of youth provision young people and youth providers wanted to see developed to best address these needs. The respondents were young currently people engaged in youth service provision and unattached young people.

190 young people aged 9—13 and 387 young people aged 14-25 responded to the survey across the Fermanagh & Omagh area. From the consultations carried out with the 9-13 age range approximately 63% of respondents were currently engaged in your service provision whilst 37% of respondents were not engaged in youth services. From the consultations carried out with the 14-25 age range 56% of young people surveyed were currently engaged and 44 % were not. The survey identified that the top six issues emerging for the 9-13 year olds were as follows:

1. Bullying
2. Making Positive Choices
3. Internet Safety
4. Physical Health
5. Lack of Confidence
6. Mental Health

Young people aged 9-13 were then asked to identify how the youth service could best address these issues by providing a range of activities. The top six suggestions were as follows:

1. Sport
2. Outdoor Education
3. Inter Club Activities
4. Awareness Raising

5. Drop In
6. Drama

The top six issues emerging for the 14-25 age range from the survey were as follows:

1. Mental Health
2. Lack of Confidence
3. Making positive choices
4. Bullying
5. Suicide
6. Preparation for Work

The top six suggestions for addressing these issues for the 14-25 age range were:

1. Qualifications
2. Employment Programmes
3. Residentials
4. Awareness Raising
5. Personal & Social Development
6. Sport

It is interesting to note that 4 out of 6 of the issues identified by both age groups included Bullying, Making Positive Choices, Lack of Confidence and Mental Health. As these all link together it is important to note the impact these issues can have on young people as they continue to develop and transition from childhood to adulthood. The recent tragic suicides that have taken place in the Fermanagh and Omagh area may also contribute to young peoples increased awareness of their mental health.

In addition to the consultations with young people a survey was carried out with youth workers across Northern Ireland. In Fermanagh and Omagh 45 youth work staff and volunteers completed the survey. Youth Workers identified what they perceived to be the top six issues affecting young people in the Fermanagh and Omagh area as follows:

1. Mental Health
2. Body Image
3. Confidence
4. Bullying
5. Relationships
6. Careers

Again there is a link between the young people's survey and the workers as Mental Health, confidence and bullying are listed as issues. Relationships were also identified by workers

which support the statistics in relation to the increased Domestic Violence incidents among people under the age of 18 in the Fermanagh and Omagh area.

The survey findings reported that youth workers across the area felt that the youth service provision could be improved by:

1. More activities
2. More volunteering
3. More programmes
4. More qualifications
5. More Peer Education

5 Priority Areas for Action

5.1 Areas for Action

Areas for Action Arising from the objective assessment of needs across the three council areas and consideration of stakeholder views, the Education Authority Youth Service is proposing to take forward the following areas for action within the South West Division. The areas for action are grouped under the Department of Education's core objectives and a summary is provided.

5.2 DE Priority: Raising Standards for All

Generic Youth Work/support to voluntary groups:

The average participation rate for Youth Services across Northern Ireland currently stands at 39%. In Fermanagh and Omagh participation rates are below average, indicating that there is a need to increase the involvement of young people in Youth Service provision in the area. However, Youth Service participation rates have been maintained in the area, identifying the demand for Youth Services and highlighting the need to provide effective responses in terms of both generic and targeted youth provision in the area.

The EA Youth Service note the important role played by the many part-time units within the Service and will continue to support their critical work through grant-aid processes and the provision of localised training.

Controlled 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 Fermanagh and Omagh area.

Allocation of staff/resources:

Key resources will be allocated to those Super Output Areas in the top 25% areas of Multiple Deprivation within the area to ensure that young people most in need will have increased access to youth provision. There is a need for further youth service development in all of the areas identified below, which are consistently identified as some of the most deprived in Northern Ireland. Those SOAs ranked in the 25% most deprived include, Devenish, Lisanelly1, Lisanelly2, Newtownbutler, Rosslea, Fintona, Irvinestown, Belleek and Boa, Strule, Lisnaskea, Gortrush2, Kesh, Ederney and Lack1, Portora and Erne.

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 a coherent and robust evaluation framework, ensuring the 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 with reference to the generic outcomes for youth work. Evidence is maintained by Youth Work staff in the form of files, which are assessed on an ongoing basis. Quality assurance is carried out by the Senior Youth Officer and Senior Youth Workers via staff supervision, moderation of youth work delivery, collation of statistical returns and completion of a quarterly target monitor.

Public Relations

Stakeholder engagement identified the need to improve how youth service advertise and promote the service. Surveys undertaken with Youth Workers revealed that the best way to encourage more young people to become involved in Youth Services was through social media. It is clear there is a need to further utilise social media in ways that are attractive to young people. Presently, this is only possible through submission to the EA communications department, therefore all staff will aim to utilise social media to promote their programmes/units.

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

Addressing low educational attainment

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 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.

Educational Attainment at Key Stages 3 and 4 is improving in Northern Ireland, however there is a tail of underachievement which is prevalent among vulnerable groups, including those with Special Educational Needs, young people from the Travelling Community and pupils entitled to Free School Meals.

When surveyed, some young people discussed how the formal education system has failed them and did not support them to fulfil their full potential. Many spoke about how Youth Work provided life changing opportunities for them.

As the South West is an area with above average numbers of pupils identified as having Special Educational Needs, there is 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.

The Youth Service 'Learning Together' (LTP) educational programmes, which are both accredited and non-accredited, are delivered in targeted schools where attendance levels are below average and young people are underachieving, therefore requiring support to achieve.

These programmes will be continued in order to maintain and support this valuable link with formal education to increase the life chances of young people in areas such as future employment and training opportunities.

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.

There is also a need to develop and deliver training and leadership opportunities to young people in youth centres and youth programmes to help them to 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.

Health and Wellbeing

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.

Increasingly, health and wellbeing among children and young people needs to be considered in its broadest sense, emphasising mental and social health as well as physical aspects of health. The survey results show that body image, confidence and mental health featured highly in the issues facing young people.

Addressing health issues such as smoking, alcohol and drug misuse, physical activity and sexual health has been an integral part of Youth Work. In response to the Assessment of Need, Youth Workers in the South West will develop additional programmes and activities around exam stress, healthy eating, body image and mental health to counter the challenges facing young people today.

These programmes will be designed so that young people are emotionally and physically healthy and resilient to cope with the demands of adolescence and making the transition into adulthood.

Risk taking behaviour is a particular concern that will to be addressed with young people in the South West area, particularly in view of Assessment of Need research findings and raised awareness of the issues associated with Child Sexual Exploitation.

The Youth Service Action Plan will address this through educational programmes that target specific areas of risk-taking health behaviour, to provide opportunities for young people to participate in engaging activities that develop their personal, social and emotional skills to promote and enhance personal resilience, healthy decision-making and wellbeing and lead to a positive impact on the educational achievements of young people living in areas of deprivation.

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 FLARE Project will be delivering youth work practice based support service for young people experiencing mental issues or impacted by suicide. The project offers outreach support, out of hours cover and individual mentoring and motivational support.

Access to Services

There is a disparity in what resources, facilities and opportunities which are available to young people across Northern Ireland. It is evident that there is a need to develop and sustain provision for young people living in rural areas, especially where they also present as areas of deprivation to address inequality of access to youth provision.

With almost 75% of young people in Fermanagh and Omagh District living in rural areas, the Youth Service aims to engage young people experiencing rural isolation through Rural Outreach Youth Workers in the area. These workers are vital to engage young people experiencing social isolation through the development of educational and personal development programmes, responsive to the needs of young people in areas where there is little or no provision. This work also involves building capacity in communities to sustain youth provision through the development of community workers or young volunteers.

CRED

Changes in the demography of the population of Northern Ireland have resulted in a more diverse school population. Given the numbers of newcomer pupils and travellers in the area, there is clearly a need for work around cultural awareness and diversity and to support young people in relation to Community Relations, equality and diversity, taking account of different faiths, cultures, ethnicities, disabilities and sexual orientations in delivery.

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

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. CRED programmes will be delivered by all Controlled Youth Workers through their CDA/SLA.

Inclusive Youth Work

The Youth Service in the area currently employs two Youth Workers who specialise in the increased inclusion of young people from Section 75 groups and providing support to youth organisations, through training and mentoring.

Whilst all youth work staff deliver inclusive youth work programmes for young people, the specialist service has had a positive impact on the numbers of young people from S75 groups engaging in youth services for a number of years.

The Inclusion Programme aided the development of youth work focusing on the most marginalised or excluded groups of young people. In addition, a funding scheme was set up, to support youth groups, directly, to develop work that promoted 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.

Moving forward, set within the context of current budget restrictions, there is a significant challenge for the EA Youth Service to build on the success of these programmes, however they have become essential elements of the Service in addressing DE policy priorities as described in 'Priorities for Youth' (2013) and reviews of these programmes have highlighted the continued need to expand the inclusion agenda in youth projects in all areas. An extremely successful programme that has been developed through the inclusion scheme is the buddy programme which is delivered in partnership with the Western Health and Social Services ASD Unit and the Inclusion staff have engaged a number of groups who would not previously have engaged in youth service programmes.

Links have been made to support young carers in the area through the Young Carers Steering Group and collaborative programmes have been facilitated in partnership with Barnardos through the Senior Youth Worker for Inclusion in the area.

Positive Behaviour

The Fermanagh and Omagh area figures show above average numbers of young people referred to Youth Justice. A partnership agreement is in place with the Youth Justice Agency to support the inclusion of young people involved in Youth Justice to Youth Services across the area. Staff in the area will also aim to seek Youth Intervention Funding in order to decrease tension and ASB in targeted areas during the summer period.

Participation

Many young people engaging in youth services express their interest in actively participating in decision making. The current Youth Councils that operate in Fermanagh and Omagh are extremely active groups, participating in many consultations with Youth Service and other Statutory Partners and signing a partnership agreement with Fermanagh and Omagh District Council. Fermanagh and Omagh Youth Councils have been involved in organising and facilitating workshops to consult on Community Planning and Omagh Youth Council are also participating in a high profile campaign to consult with young people about the Shared Campus Proposal for Lisanelly.

Participation will continue to be a key priority for the Youth Service Team with resources and support from a dedicated worker to ensure that Youth Councils are sustained and Rural Youth Forums are maintained, or developed in the rural areas to ensure representation geographically. There will be a continued focus on broadening the membership to include young people from marginalised backgrounds and from Section 75 groups in order to ensure true 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 both regionally and locally as an activity/programme that young people felt should be offered by Youth Service. This has also been identified by staff, as a means to young people becoming active citizens and learning life skills, which in turn will lead to young people with raised aspirations. A number of staff will apply for external funds, including Erasmus, in order to organise study visits, with a view to the development of future exchange programmes.

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 out workings of the transformational process is leading to the consolidation of four outdoor learning centres (OLC) across the region, namely Gortatole, Shannagh-more, 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.

Extended Opening Hours

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. The Extended Provision Scheme sought to make youth provision available at times when, traditionally, it had not been open to young people. The Scheme provided resources for extended late night opening on Friday; and/or opening on Saturday and/or Sunday nights, as well as opening on evenings when the youth club would be normally unavailable and during school holidays. Over 2500 young people engaged with both these programmes, across a total of 150 projects, and approximately 500 young people achieved accreditation for their learning.

In the young people’s survey, late night opening was identified as a top youth service area to address young people’s needs and has also identified by the Fermanagh and Omagh Local Advisory Group, as a gap in our local area.

Moving forward, set within the context of current budget restrictions, there is a significant challenge for the EA Youth Service to build on the success of these programmes, however they have become essential elements of the Service in addressing DE policy priorities as described in ‘Priorities for Youth’ (2013) and reviews of these programmes have highlighted the continued need for extended opening hours in targeted areas.

EA Youth Service aims to maintain the extended provision programme in Omagh Boys and Girls Club and widen this extremely worthwhile programme where there are gaps, to support the development of an extended programme in the Lakeland Youth Centre, Enniskillen.

5.4 DE Enabling Goal; Developing the Education Workforce

Leadership and Volunteering

Volunteering has become a long term focus of the Youth Service Team with a number of Controlled workers developing programmes which allow young people the opportunity to volunteer. This focus on volunteering was validated in the regional stakeholder survey with young people identifying it as an initiative to improve youth services.

Youth Service staff have collaborated with Volunteer Now to register young people for the Millennium Volunteer Award. The 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 disability 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.

The area team also encourage young people to take on peer leadership roles and will develop a number of initiatives where young people take part in training to educate their peers on issues important to them.

The Fermanagh and Omagh Division also aims to promote the development of young people as leaders in the communities by developing the Duke Edinburgh Open Award Centre in the Fermanagh area. The Centre allows an increase in the numbers of young people being able to access the Bronze, Silver and Gold Duke of Edinburgh Award outside of the school environment.

Adult Volunteers

A training programme, to include the Youth Support Worker Qualification will be delivered across the Fermanagh and Omagh area to develop the confidence, skills and knowledge of volunteers.

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.

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.

5.5. DE Enabling Goal; Improving the Learning Environment

Facility Management

Effective youth work is facilitated by the provision of safe and youth friendly environments. Funding allocated to capital programmes in recent years has seen the completed upgrade of Carrickmore Youth Centre.

In 2014, funding of £1.125 million was secured and planning received for the rebuilding of Lakeland Youth Centre in Enniskillen. Construction is now completed on this, the first purpose built youth centre in the Fermanagh Area.

Whilst the controlled staff establishment has been increased in recent years, there is a need to increase the involvement of young people in youth services in the area. As engagement figures have sustained in recent years, but not increased, a different service should be provided to what is currently being offered.

Having carried out consultation with young people for the assessment of need they identified the need for more youth work facilities and programmes, further volunteering opportunities and additional opportunities to gain qualifications.

Many of the young people highlighted the need for the development of a centre for young people which goes beyond current recreational programmes.

Aside from the controlled targeted services provided by the EA professional team of staff, the remainder of provision is part-time and primarily recreational.

The Fermanagh and Omagh team seek to build on the success of the model in the North West area, and develop a town centre provision, based on the city centre provision in Derry.

This town centre provision will offer an additional service to those that currently exist in the area and is a departure from the traditional youth club setting which is often associated with generalist services and recreation. The proposed town centre drop in would create an accessible town centre space for young people that is a safe, engaging, drug and alcohol free environment and will be the first of its kind in the Fermanagh and Omagh area developed to engage disengaged young people. It would act as both a place where young

people can meet and a place that promotes the ethos of participation, acceptance and understanding of others and the testing of values and beliefs.

“Priorities for Youth” outlines the need to “prioritise access to and longer opening hours for centres or units working within areas of disadvantage and on or near interface areas.” The proposed drop-in facility will target young people aged 14-17, engaging them in a range of developmental programmes.

The late night and weekend drop-in will be complimented by youth work programmes throughout the week that aim to engage young people in developmental work that contributes to their personal and social development and educational outcomes.

Priorities for Youth also calls for a renewed focus in “active and evidenced participation of young people” that provides a voice for the powerful articulate young people and the less empowered less articulate young person.

The youth drop-in will be accompanied by a young person’s advisory group that will guide the youth workers on all aspects of the centre including the programme on offer and the opening times. Through the support of Youth Workers, young people will develop leadership skills and roles and take full responsibility for self-programming.

5.5 DE Enabling Goal; Transforming Education Management

Youth Advocacy Programme

To further support the enhanced engagement of young people, Youth Service staff in the South West Division developed a capacity-building programme aimed at enabling participants to be actively involved in the Local Advisory group (LAG) by researching peer opinion and advocating on behalf of young people in the area. The programme has engaged 14 participants, aged 17-21, representing a cross-section of the community and involving both users of the Youth Service and non-users. The young people have committed to full participation in the two years of the programme and demonstrate a keen interest in advocating on behalf of others.

They are fully engaged in the Local Advisory Group and have been 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 in Fermanagh and Omagh and leads to effective collaboration with key agencies to avoid duplication of services.

£286,952 has also been approved by SEUPB through the Peace IV programme to fund a Partner Delivery Project with Fermanagh and Omagh Council to develop Community Relations Programmes across the area. Director approval will be sought once a letter of offer is received.

Summary Areas for Action

Raising standards for all:

- To ensure that all planning, funding and delivery of services is based on the Regional and Local Assessment of Need and implements policy requirements.
- To ensure that there is a full-time youth centre or full-time youth worker present in each of the top 25% of the most deprived SOAs.
- To implement agreed Inter-board standards for the registration of youth units.
- To provide financial assistance and support to registered units.
- To develop and apply appropriate quality assurance measures and systems.
- To maintain generic youth provision across the area to ensure young people have access to youth services.

Closing the gap between the highest and lowest performers, improving access and equality:

- To promote inclusion of Section 75 young people and address issues relating to diversity.
- To enhance the educational attainment of young people, particularly those underachieving, through direct work in schools.
- To reduce barriers to learning by promoting healthy choices and reducing risk taking behaviour.
- To reduce conflict and promote positive behaviour in areas of community tension.
- To engage young people in isolated rural areas.
- To engage young people who want to become active citizens by supporting and delivering the following projects: Duke of Edinburgh, Youth Councils and Youth Forums.
- To develop and maintain appropriate partnerships with statutory and voluntary organisations to enhance youth work provision for young people in the Division.

Enhancing the quality of teaching by developing the workforce

- To increase volunteering opportunities within the service.
- To offer an annual calendar of staff development opportunities.

Improving the Learning Environment:

- To ensure that all Youth Service provision operates to accepted standards of Child Protection.

- To establish appropriate risk management and controls within controlled provision.
- To develop capital projects and appropriate maintenance programmes to ensure that the Education Authority estate is fit for purpose.

Transforming Education Management:

- The Local Advisory Group is established and operational in area.
- To ensure the maintenance and development of a range of participative opportunities, including Youth Councils, Youth Forums and the Youth Advocacy Programme for young people to become involved in the management of youth services and advocacy on behalf of their peers.
- To secure additional funding to enhance the services offered to young people.
- Education Authority Youth Service practice will seek to be flexible and responsive to emerging needs and new policy direction during the life of this Plan.

