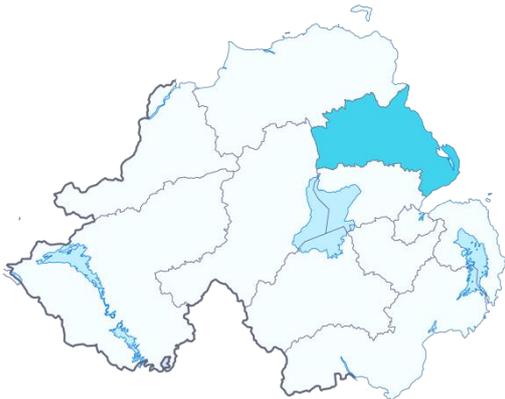


Mid and East Antrim

Local Assessment of Need

2020 - 2023



1st March 2020



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Introduction & Methodology

Introduction

The Department of Education (DE) invests approximately £34m in Youth Work in Northern Ireland to support and encourage children and young people to mature and reach their potential as valued individuals and responsible citizens. DE notes that effective Youth Work enables young people to identify their personal and social development needs and involves them in shaping the services designed to meet those needs to improve both their own skills and life chances in order to create a better future for themselves and their communities. Effective Youth Work therefore contributes to the DE vision of *every young person achieving to his or her full potential at each stage of his or her development*.¹

According to the National Youth Agency *Youth Work offers young people safe spaces to explore their identity, experience decision-making, increase their confidence, develop inter-personal skills and think through the consequences of their actions. This leads to better informed choices, changes in activity and improved outcomes for young people*.²

The Education Authority (EA) delivers Youth Services directly to young people in a variety of settings including full-time and part-time youth centres, Outdoor Learning centres, Youth Work in schools as well as Outreach and Detached work and specialist programmes, particularly focussed on improving outcomes for young people and enhancing their inclusion and participation. A significant proportion of Youth Work programmes also takes place in voluntary sector organisations, supported by grants from EA.

Structured formal planning takes place throughout the service in order to effectively allocate staff and 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.

A Senior Youth Officer (SYO) manages the strategic development and direction of the Youth Service in the Mid and East Antrim area. The SYO will oversee the implementation of the Area Plan, allocate resources based on need, monitor and moderate provision and represent the Education Authority on strategic fora and partnerships.

The Area Plan for the Mid and East Antrim area 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 year.

Youth Services in Northern Ireland are constantly innovating and evolving to meet the present and emerging needs of young people. Youth Work can be categorised broadly into two types, Generic and Targeted.

The Youth Service in Mid and East Antrim is constantly innovating to meet the present and emerging needs of young people. The current Education Authority Youth Service team in Mid and East Antrim comprises 9 full-time and 60 part-time staff supported by a team of approximately 20 volunteers. There are also 3 large Voluntary Youth sector organisations providing Youth Services in this area receiving substantial funding from the EA.

The local Youth Service team are supported by the Regional Support Services including, Facilitating Life and Resilience Education (FLARE), Outdoor Learning Service (OLS), Participation, Inclusion, TBUC, START, Creative

¹ Department of Education, 2013, Priorities for Youth – Improving Young People’s Lives Through Youth Work, Department of Education, Bangor.

² <https://nya.org.uk/careers-youth-work/what-is-youth-work/>

Arts and Digital Innovation, International, Education Other Than at School (EOTAS), Training and Planning and Monitoring teams.

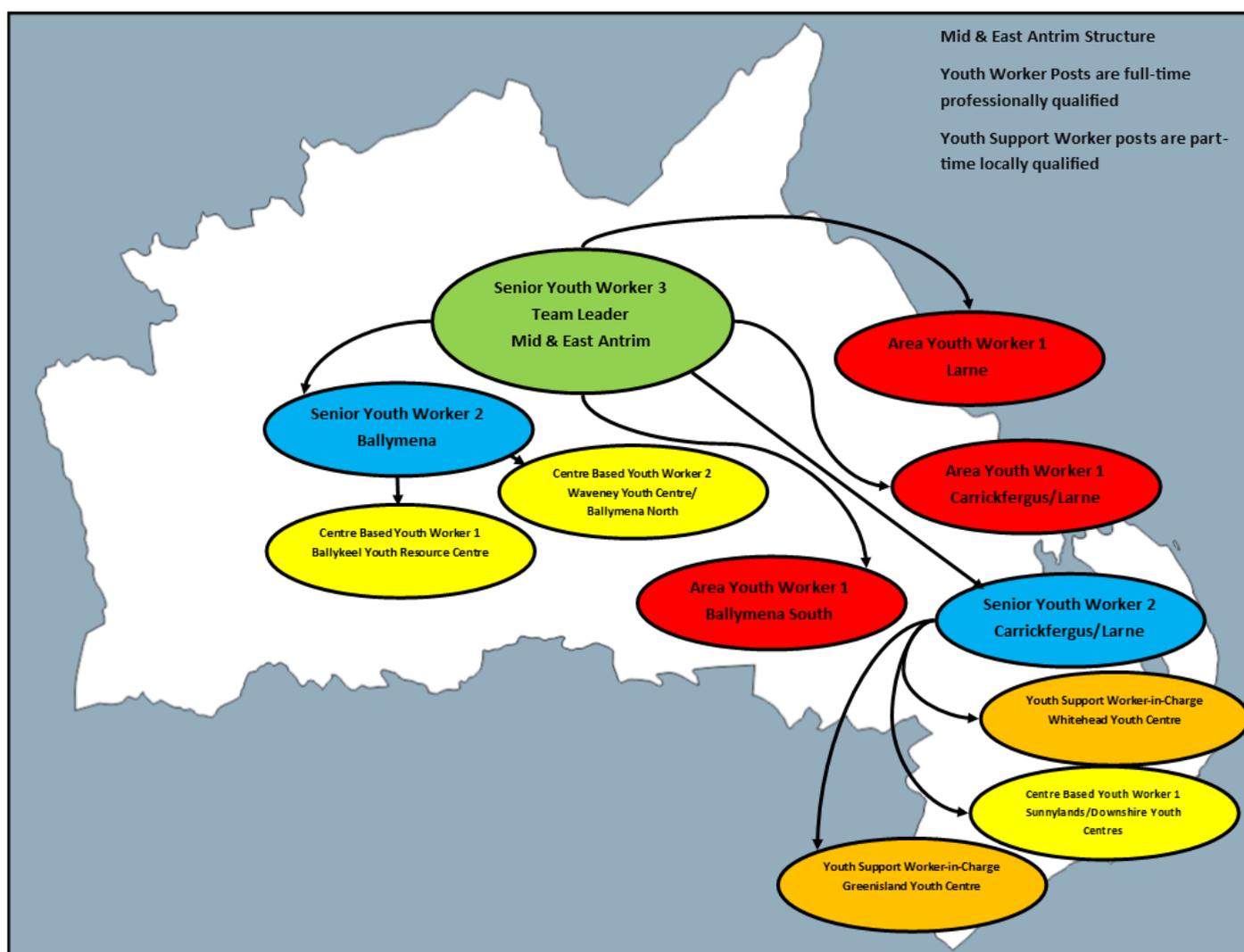
Generic Provision

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

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, whilst also focusing resources on specific groups of young people who are most marginalised, such as those young people in Section 75 groupings. The 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 deprivation and exclusion affects the ability of young people to make the most of their life chances and general education.

Structured formal planning takes place throughout the service (regionally and locally) in order to effectively



allocate staff and resources in response to policy priorities, DE targets and an objective assessment of needs. Regional Planning, therefore, is part of a coherent planning framework established within EA Youth Services.

The structure locally is managed by a Senior Youth Worker 3 Team Leader as illustrated below,

There are 6 controlled youth centres in the borough and 3 Area Youth Workers.

Type of Group	Total Count of groups	Registered Users
Church based	13	957
Community	13	1365
Uniformed	99	5415
Other	5	282
Total Provision	130	8019

All full-time professionally qualified staff develop a Curriculum Delivery Agreement in line with the Local Youth Development Plan; Youth Support Workers in Charge have a Programme Delivery Agreement which is developed under the guidance of their manager. There are 684 young people registered with controlled provision.

There are also 3 large Voluntary Youth sector organisations providing Youth Services in this area receiving substantial funding from the EA. They are:

- All Saints Youth Club, Ballymena
- Larne YMCA
- Carrickfergus YMCA

There are a further 127 smaller voluntary groups including Scouts, Guides, Boys and Girl's Brigades which usually operate 1 evening per week each. The table below breaks down this provision.

Purpose

An Assessment of Need is the first phase of the process of informing the direction of a policy or strategy to support a particular group or issue. A systematic assessment of need ensures that decisions made are subjective and evidence based. The purpose of the Assessment of Need is to identify the local picture in terms of the needs and inequalities facing children and young people and vulnerable groups whose needs are not currently being met and who experience poor educational, health or social outcomes.

This needs assessment will identify unmet need, provide evidence of support, inform service planning and resource allocation ensuring improved outcomes and a reduction in inequalities.

This assessment of need therefore will assist the Education Authority Youth Service identify need, determine priorities, allocate resources and make organisational decisions and improvements. As the first phase of the planning process, it will involve collecting information about its target population, children and young people, decide what needs are being met and what resources exist, determine what needs are not being met and identify emerging need.

Understanding the needs of young people, demographic changes and the geographical differences in which they reside allows planners, managers and providers to ensure that the right services are available in the right place at the right time.

Methodology

Priorities for Youth 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 particularly critical given that Department of Education 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 Northern Ireland is a complex and difficult task. There is a clear variation and level of needs across the region, with some areas facing greater challenges than others. Northern Ireland is a large geographical area with broad ranging and diverse needs and issues.

A range of quantitative and qualitative research methods have been used to inform this Assessment of Need. The most up to date data and statistics from a range of government and statutory sources along with recent, relevant reports have been analysed and examined. An extensive consultation with young people and key stakeholders was also undertaken.

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

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 a 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.

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 have been identified, although this list is not exhaustive: demographics, deprivation, education, health and wellbeing, proximity to services and crime and disorder.

Desktop Research

The initial stages of the Regional Assessment of Need involved desktop research. This process included 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 Education Authority Youth Service's 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 Northern Ireland. A review of recent, relevant literature was also undertaken. Evidence gathered from these documents and reports was used to support the original findings and helped inform the overall report.

Surveys

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

A survey focussing on the following six key areas of enquiry was designed for young people using Survey Monkey;

- Health and Wellbeing
- Learn and Achieve
- Good Relations
- Participation
- Inclusion, Diversity and Equality of Opportunity
- Living in Safety and Stability

The areas of enquiry were identified based on key policy directives such as the Programme for Government, Children and Young People's Strategy and Priorities for Youth. The areas of enquiry are also in line with existing practice areas in EA's internal Target Monitor.

A total of 622 young people in Mid & East Antrim responded to the survey. Young people from a range of statutory, local and voluntary youth groups involved in DE funded Youth Work participated. Young people not currently involved in Youth Services were also canvassed.

A similar survey based on the same areas of enquiry was designed and distributed to Youth Workers and Volunteers. There were 40 respondents to this survey. Youth Workers and Volunteers from a range of statutory, local and voluntary youth groups involved in DE funded Youth Work took part in the survey.

The survey responses were analysed and helped inform the Assessment of Need.

Stakeholder Engagement Events

The Education Authority Youth Service organised a series of Stakeholder Engagement events looking into:

- The Needs of Rural Young People.
- Supporting Children and Young People's Learning.
- The Emerging Needs of Children and Young People.
- The Health and Wellbeing Needs of Children and Young People.
- Research and Innovation.
- Children and Young People and Inclusion.

These events were co-designed and delivered by young people. The Research and Innovation event in Mid & East Antrim at Carrickfergus YMCA. Along with young people, key stakeholders from a range of statutory, voluntary and community organisations attended and participated in these events.

The findings from these stakeholder events have also been used to inform the Assessment of Need

Mid & East Antrim in Numbers

Mid & East Antrim in Numbers

- 41,951 children and young people live in Mid and East Antrim.
- 6,838 (16.3%) live in an area of deprivation.
- 14,893 (35.5%) live in a rural community.
- One in five young people have a mental health need. (8,390 young people).
- 793 young people identify as LGBTQ. (14-25).
- 8,703 are engaged in youth work.
- 5,678 (24.6%) of all pupils in Mid and East Antrim are eligible for Free School Meals.
- 5,024 (21.4%) of all pupils have a Special Educational Need or a Disability.
- 982 Newcomers attend schools in Mid and East Antrim.
- 55 Traveller children and young people attend schools in Mid and East Antrim.
- 19 Roma children and young people attend schools in Mid and East Antrim.

The estimated population for Mid and East Antrim District Council for 2019 is 139,070 of which 68,234 (49.1%) are male and 70,836 (50.9%) are female. Less than one third of the total population of Mid and East Antrim, 42,167 (30.3%) are aged 25 years or under. (NI average 33.1%).

Table 1 – Population Age Bands 2019

0-3 Years	4-8 Years	9-13 Years	14-18 Years	19-25 Years
6,223	8,349	8,620	8,164	10,811

Chart 1 – Projected Population 2020-2029

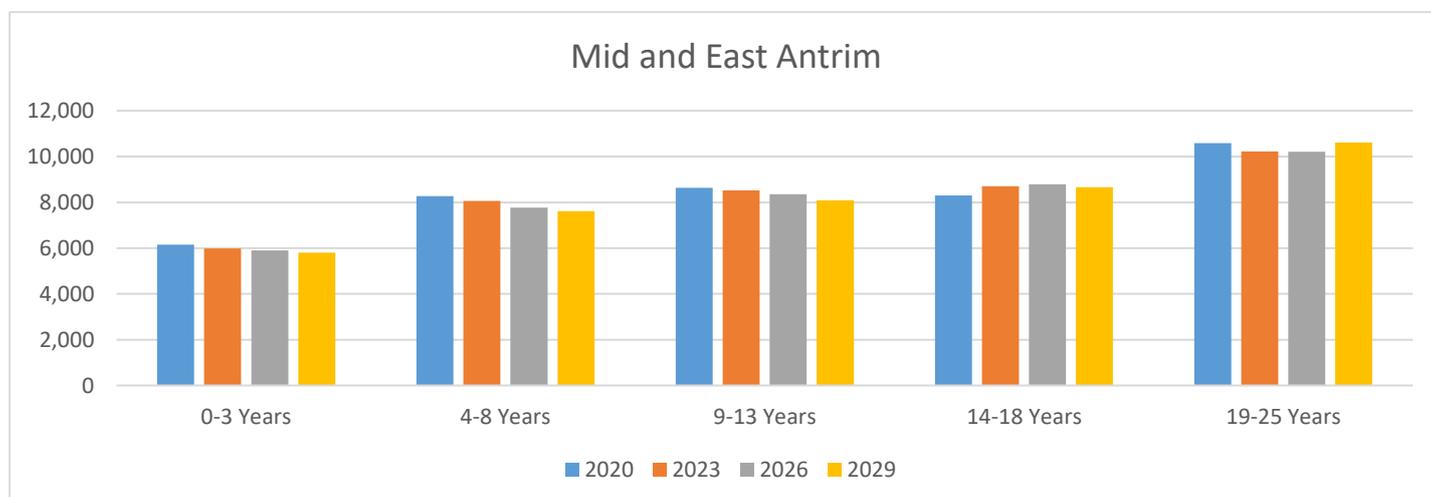


Table 2 – Projected Population 2020-2029

Age Groups	2020	2023	2026	2029
0-3 Years	6,158	5,983	5,900	5,802
4-8 Years	8,267	8,057	7,764	7,615
9-13 Years	8,640	8,519	8,354	8,096
14-18 Years	8,302	8,705	8,794	8,662
19-25 Years	10,585	10,220	10,205	10,612

According to figures released by the Northern Ireland Statistics and Research Agency (NISRA) in 2017, 16.3% of children and young people from Mid and East Antrim live in the 20% most deprived Super Output Areas within Northern Ireland. Currently, this equates to approximately 6,900 young people living in areas of and experiencing high levels of multiple deprivation.

NISRA also reported in 2017 that 35.5% of young people from Mid and East Antrim live in what has been designated as a rural area. Currently, this equates to approximately 15,000 young people living in a rural community.

Northern Ireland Multiple Deprivation Measures (NIMDM)

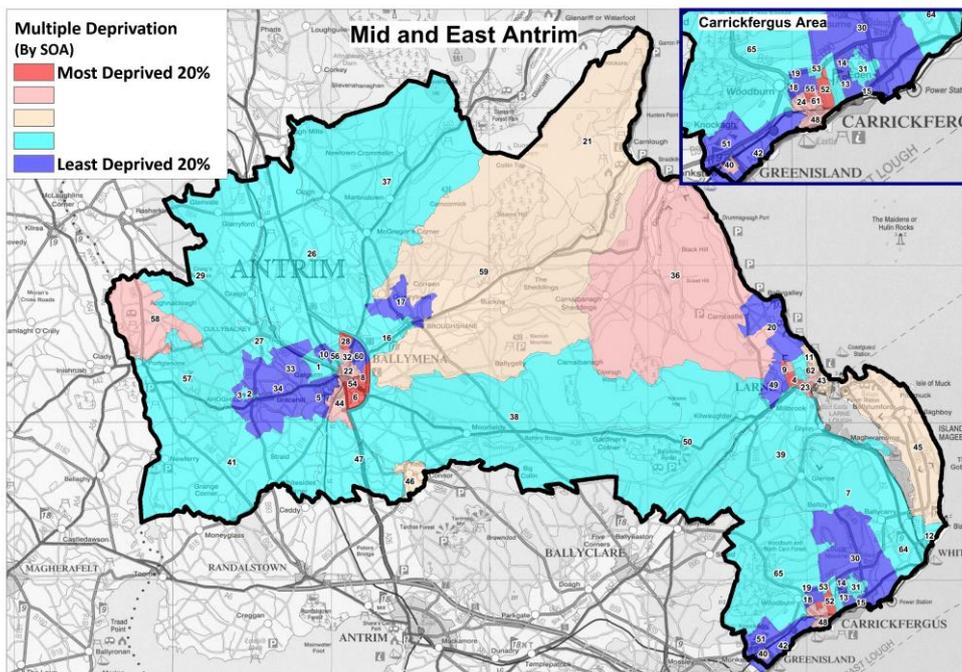
The Northern Ireland Multiple Deprivation Measure was published in November 2017, identifying small area concentrations of multiple deprivation across Northern Ireland. The results are presented by small areas known as Super Output Areas (SOAs). Northern Ireland is divided into 890 of these SOAs which 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

The Mid and East Antrim area consists of 65 Super Output Areas.

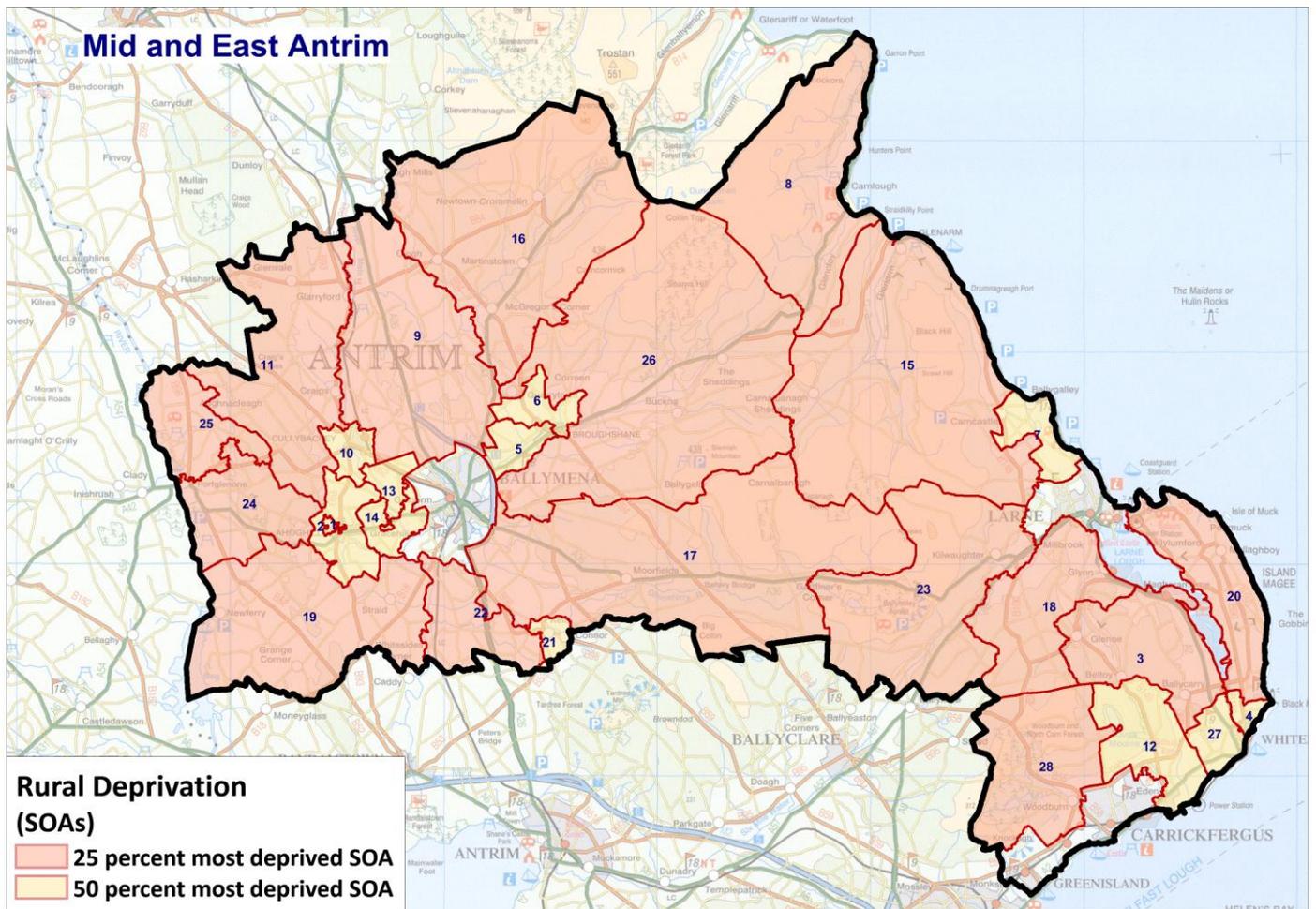
- 3 Super Output Areas are ranked in the top 100 most deprived in terms of multiple deprivation.
- 4 Super Output Area is ranked in the top 100 most deprived in terms Income Deprivation Affecting Children.
- 28 Super Output Areas are identified as Rural, 16 are in the 25% most deprived and the remaining 12 feature in the 50% most deprived rural SOAs
- In 2012/13-2014/15, 19% of the population were in relative poverty (before housing costs) in Mid and East Antrim, compared with 20.4% in Northern Ireland.
- In 2012/13-2014/15, 17% of children were in relative poverty (before housing costs) in Mid and East Antrim, compared with 23.0% in Northern Ireland.

The following Maps and Tables show the locations of these SOAs and their relative rankings.



Reference	SOA	Multiple Deprivation Measure Rank (1-890)
1	Academy	681
2	Ahoghill_1	598
3	Ahoghill_2	778
4	Antiville	156
5	Ardeevin	817
6	Ballee	85
7	Ballycarry	612
8	Ballykeel	110
9	Ballyloran	104
10	Ballyloughan	874
11	Blackcave	367
12	Blackhead	605
13	Bluefield_1	766
14	Bluefield_2	810
15	Boneybefore	791
16	Broughshane_1	691
17	Broughshane_2	717
18	Burleigh Hill_1	774
19	Burleigh Hill_2	829
20	Carncastle	729
21	Carnlough	369
22	Castle Demesne	183
23	Central	192
24	Clipperstown	286
25	Craigy Hill	209
26	Craigywarren	590
27	Cullybackey	538
28	Dunclug	154
29	Dunminning	591
30	Eden_1	752
31	Eden_2	617
32	Fair Green	222
33	Galgorm_1	794
34	Galgorm_2	869
35	Gardenmore	595
36	Glenarm	281
37	Glenravel	679
38	Glenwhirry	642
39	Glynn	555
40	Gortalee	276
41	Grange	648
42	Greenisland	783
43	Harbour	441
44	Harryville	228
45	Island Magee	514
46	Kells_1	518
47	Kells_2	692
48	Killycrot	252
49	Kilwaughter_1	728

50	Kilwaughter_2	568
51	Knockagh	865
52	Love Lane	173
53	Milebush	536
54	Moat	91
55	Northland	65
56	Park	537
57	Portglenone_1	596
58	Portglenone_2	342
59	Slemish	484
60	Summerfield	734
61	Sunnylands	230
62	Town Parks	292
63	Victoria	609
64	Whitehead	699
65	Woodburn	644



Reference	SOA	Rural Deprivation Measure Rank
1	Ahoghill_1	281
2	Ahoghill_2	241
3	Ballycarry	122
4	Blackhead	297
5	Broughshane_1	409
6	Broughshane_2	319
7	Carncastle	265
8	Carnlough	115
9	Craigyarren	132
10	Cullybackey	360
11	Dunminning	121
12	Eden_1	239
13	Galgorm_1	342
14	Galgorm_2	350
15	Glenarm	3
16	Glenravel	92
17	Glenwhirry	71
18	Glynn	178
19	Grange	49
20	Island Magee	69
21	Kells_1	256
22	Kells_2	197
23	Kilwaughter_2	99
24	Portglenone_1	149
25	Portglenone_2	195
26	Slemish	34
27	Whitehead	303
28	Woodburn	198

Neighbourhood Renewal Areas (NRAs) are neighbourhoods identified as experiencing the most severe multiple deprivation and have been chosen to receive support under the Department for Communities People and Place strategy for Neighbourhood Renewal. In total 36 neighbourhoods have been identified to receive support. There is 1 NRA in Mid and East Antrim:

- Ballymena

This NRA covers the southern area of Ballymena town covering Ballee, Ballykeel and part of Harryville.

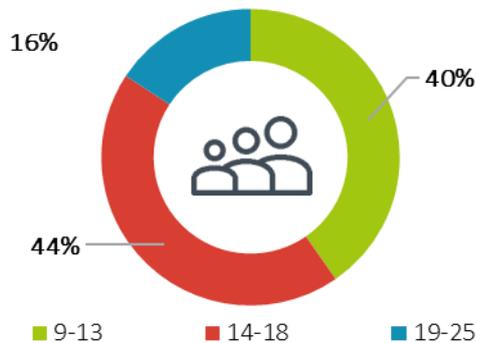
Parts of Carrickfergus and Larne have been identified as a Communities inn Transition Area and receive support through the Fresh Start and Agreement Implementation Plan. This area covers Northland and Castlemara in Carrickfergus along with Antiville and Kilwaughter in Larne.

Survey Headlines

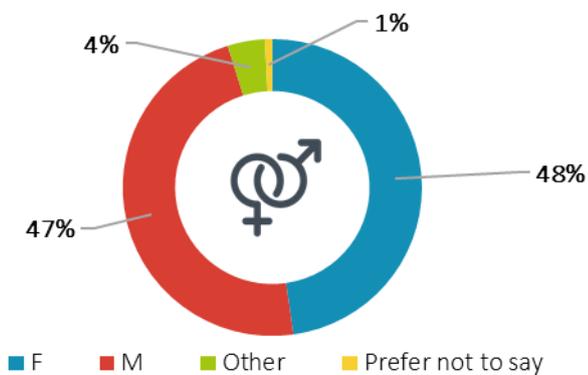
Survey of Need - Who Responded

Young People

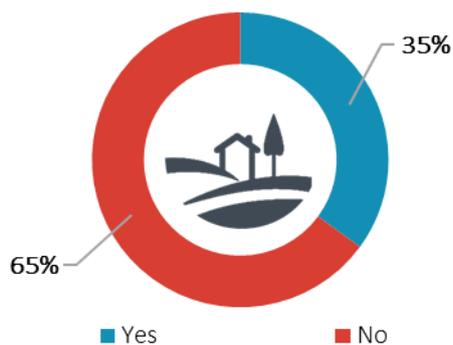
Age Category



What is your Gender?



Do you live in a Rural Area?

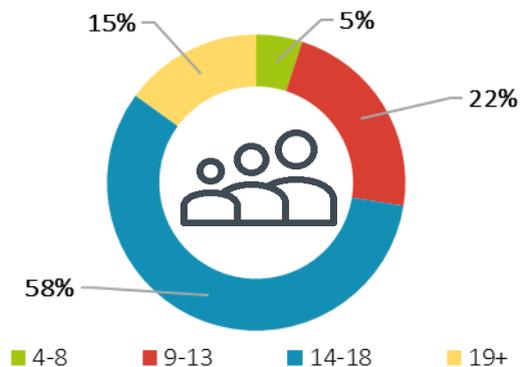


Do you currently participate in Youth Services?

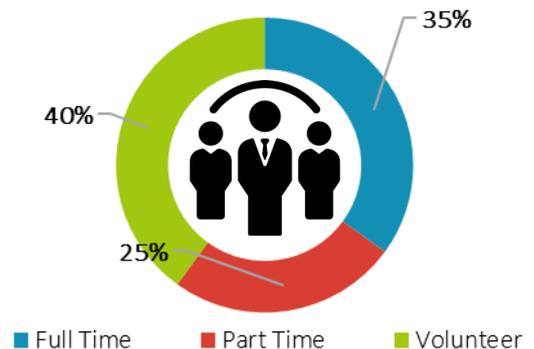


Youth Workers

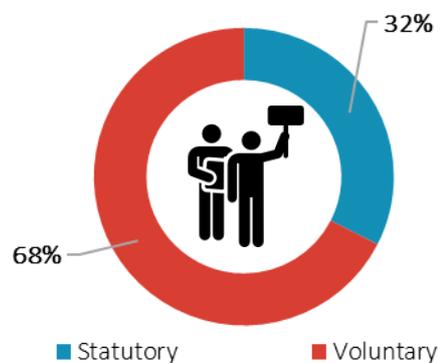
Age Category



Type of Worker



Sector



Survey of Need – Headline Findings

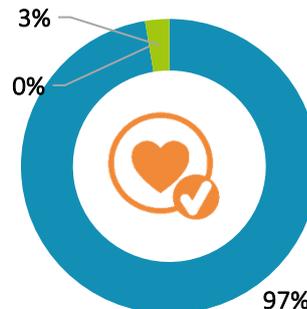
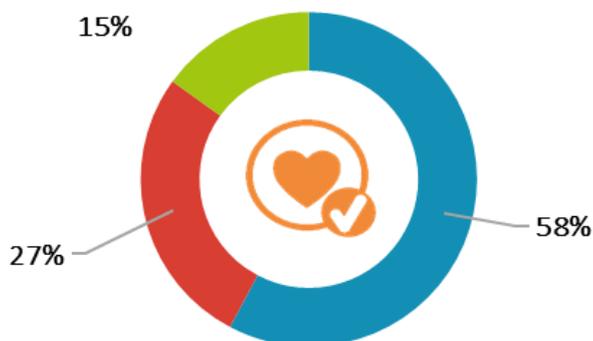
Young People

Youth Workers



Health and Well Being

Health and Well Being

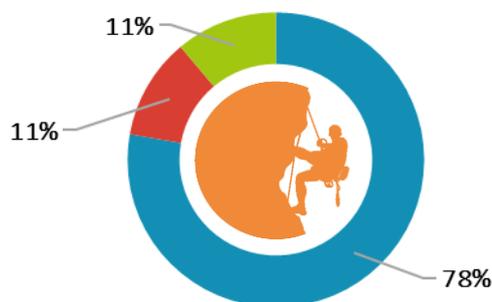
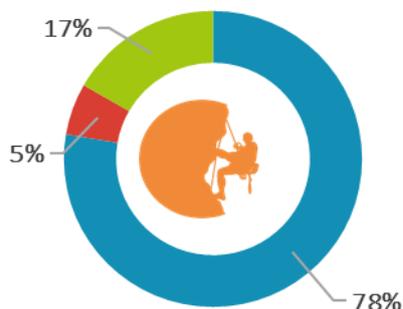


Is your Health and Well Being something you would want Youth Services to help you with?

Is promoting positive Health & Wellbeing (mental, emotional or physical) something that Youth Services should offer to help and support young people?

Learn & Achieve

Learn & Achieve

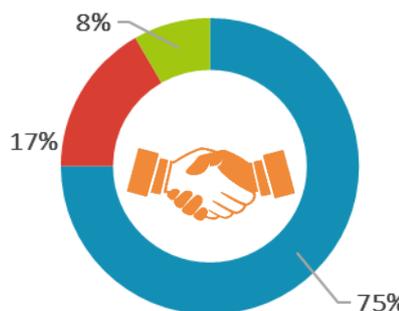
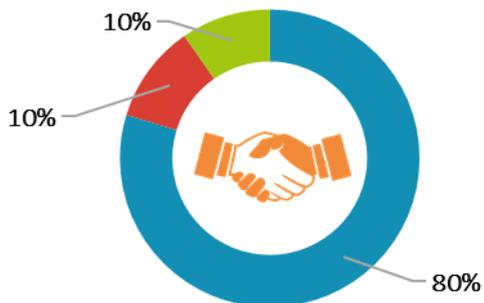


Do Youth Services in your area provide you with opportunities to take part in new experiences?

Do Youth Services in your area provide young people with opportunities to learn and take part in new experiences?

Good Relations

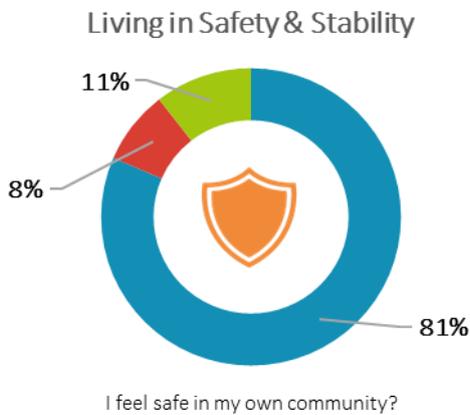
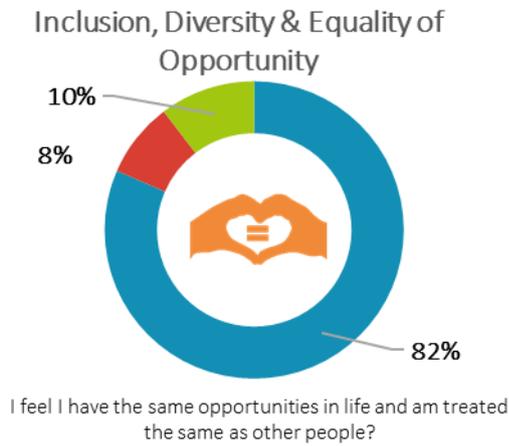
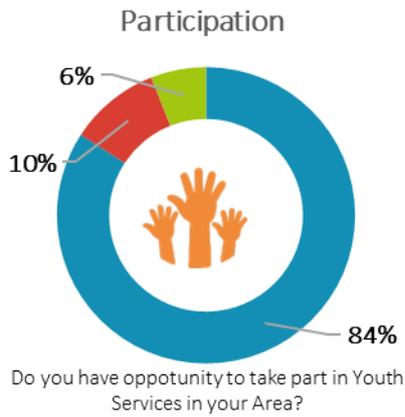
Good Relations



Do you have opportunities to meet, learn and socialise with people from different backgrounds in your area?

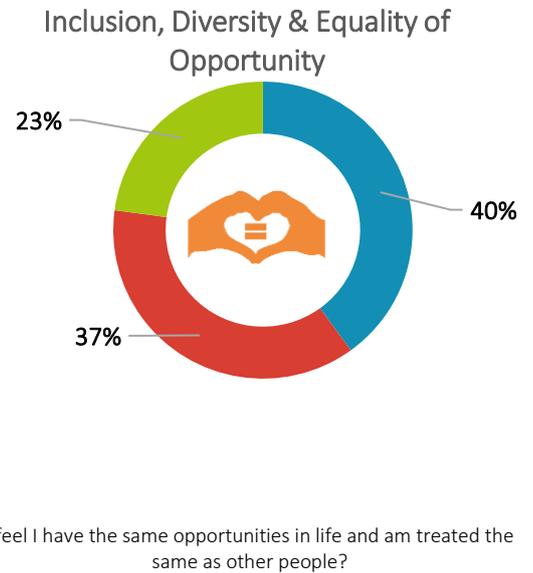
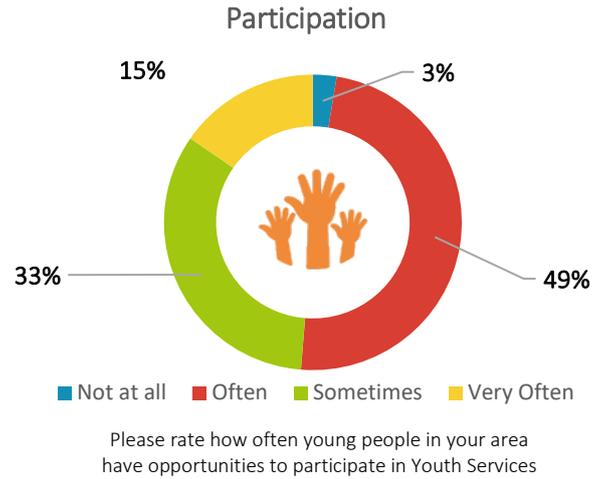
Do young people have opportunities to meet, learn and socialise with people from different backgrounds in your area?

Young People



Youth Workers

Yes
No
Don't Know



Health & Wellbeing

Area of Enquiry 1: Health and Wellbeing

Key Facts

- Male life expectancy in Mid and East Antrim is 78.6 years. (Northern Ireland 78.5). In the most deprived areas, it is 74.3 years. (Northern Ireland 74.2).
- Female life expectancy in Mid and East Antrim is 82.7 years. (Northern Ireland 82.3). In the most deprived areas it is 79.3 years. (Northern Ireland 79.6).
- The standardised incidence rate for cancer in Mid and East Antrim is 582 per 100,000 population (Northern Ireland 596). In the most deprived areas it is 632 per 100,000 population. (Northern Ireland 689).
- The standardised admission rate for self-harm in Mid and East Antrim is 171 per 100,000 population. (Northern Ireland 154). In the most deprived areas it is 416 per 100,000 population. (Northern Ireland 290).
- The crude suicide rate in Northern Ireland is 16.1 per 100,000 population. (Northern Ireland 16.5). In the most deprived areas it is 35.4 per 100,000 population. (Northern Ireland 32.3).
- The standardised admission rate for drug related issues in Mid and East Antrim is 222 per 100,000 population. (Northern Ireland 202). In the most deprived areas it is 543 per 100,000 population. (Northern Ireland 408.4).
- The standardised admission rate for alcohol related issues in Mid and East Antrim is 546 per 100,000 population. (Northern Ireland 691). In the most deprived areas, it is 1,297 per 100,000 population. (Northern Ireland 1,491).
- The teenage birth rate for Mid and East Antrim is 10.3 per 1,000 population. (Northern Ireland 9.5). In the most deprived areas, it is 23.2 per population. (Northern Ireland 17.2).
- The proportion of Primary 1 pupils identified as obese or overweight is 22%. (Northern Ireland 21%). In the most deprived areas, it is 23%. (Northern Ireland 36%).
- The proportion of Year 8 pupils identified as obese or overweight is 30%. (Northern Ireland 28%). In the most deprived areas, it is 35%. (Northern Ireland 30%).
- The standardised prescription rate for Mood and Anxiety in Mid and East Antrim is 210 per 1,000 population. (Northern Ireland 213). In the most deprived areas, it is 277 per 1,000 population. (Northern Ireland 287).
- In 2017, 31.9% of children aged 0-2 years in Mid and East Antrim were registered with a dentist. (Northern Ireland was 30.6%).
- In 2017, 74.7% of children aged 3-5 years in Mid and East Antrim were registered with a dentist

Why is this measure important?

The promotion of health and wellbeing and maintaining a healthy population is the basic goal of any society. According to the World Health Organisation, enjoying better health is central to human happiness and well-being. It can also make a significant contribution to economic progress, as healthy populations live longer, are more productive, and enjoy a better standard of living.³

Maintaining a healthy lifestyle is not just about being physically fit, it is also about being mentally and emotionally fit. Research has shown that enjoying a healthy lifestyle can improve one's physical appearance, increase one's lifespan, boost one's immunity against diseases as well as improving one's quality of life and

³ <https://www.who.int/hdp/en/>

mental and emotional health and wellbeing.⁴ Poor mental health is proven to affect children and young people's educational attainment and their ability to form positive relationships which in turn can lead to increasing isolation, sense of happiness and threaten their future opportunities and role in the community.

According to the Department for Children, Schools and Families a young person's health is an integral part of their emotional, mental, social and environmental development and wellbeing.⁵ It has also been suggested that good health and wellbeing is central to a young person's effective learning and preparation for adult life and successful transition to adult life and independent living.

Good health cannot be taken for granted. There are certain things which are essential to ensure that good health is achieved and maintained. Health experts have highlighted that a balanced and nutritious diet, along with regular exercise and adequate rest and sleep are the key factors that can contribute to one's good health and mental and emotional wellbeing.

What are the factors that can negatively impact on a young person's health and wellbeing?

In general, health outcomes in Northern Ireland continue to improve thanks to advancements in medical science, improved social and economic conditions and investment in the healthcare system. However, there are a range of social determinants which are responsible for significant levels of unfair health inequalities. The World Health Organisation has described these as the conditions in which people are born, grow, work, live and age and the wider set of forces and systems shaping the conditions of their daily lives.⁶

Therefore, health inequalities are directly linked to one's social status and this may explain some of the growing inequalities that many vulnerable people and communities in Northern Ireland face in terms of their general health outcomes, their mental and emotional wellbeing and their life expectancy. In his report Fair Society, Healthy Lives, Michael Marmot stated that inequalities in health arise because of inequalities in society. It was also noted that reducing these health inequalities can bring about considerable benefits to both individuals and communities.⁷

A recent study noted that inequalities in health outcomes are more likely to affect those without equal access to resources or support. It stated that young people living in low income households and in the most deprived communities are more likely to be obese, have lower life expectancies and are more likely to have worse physical, mental and sexual health outcomes.

Vulnerable and marginalised groups of young people, including Children and Young People Looked After, those with Special Educational Needs or a disability, those from ethnic minorities, young carers, young people identifying as LGBTQ or those who have experienced adverse childhood experiences are also more likely to have poorer health outcomes than their peers.⁸ Within Northern Ireland significant numbers of young people fall into these groups. Poor health outcomes are also linked to poor educational outcomes.

⁴ <https://www.helpguide.org/articles/healthy-living/the-mental-health-benefits-of-exercise.htm>

⁵ http://www.earlyyearsmatters.co.uk/wp-content/uploads/2011/03/eyfs_unique_child_health1.pdf

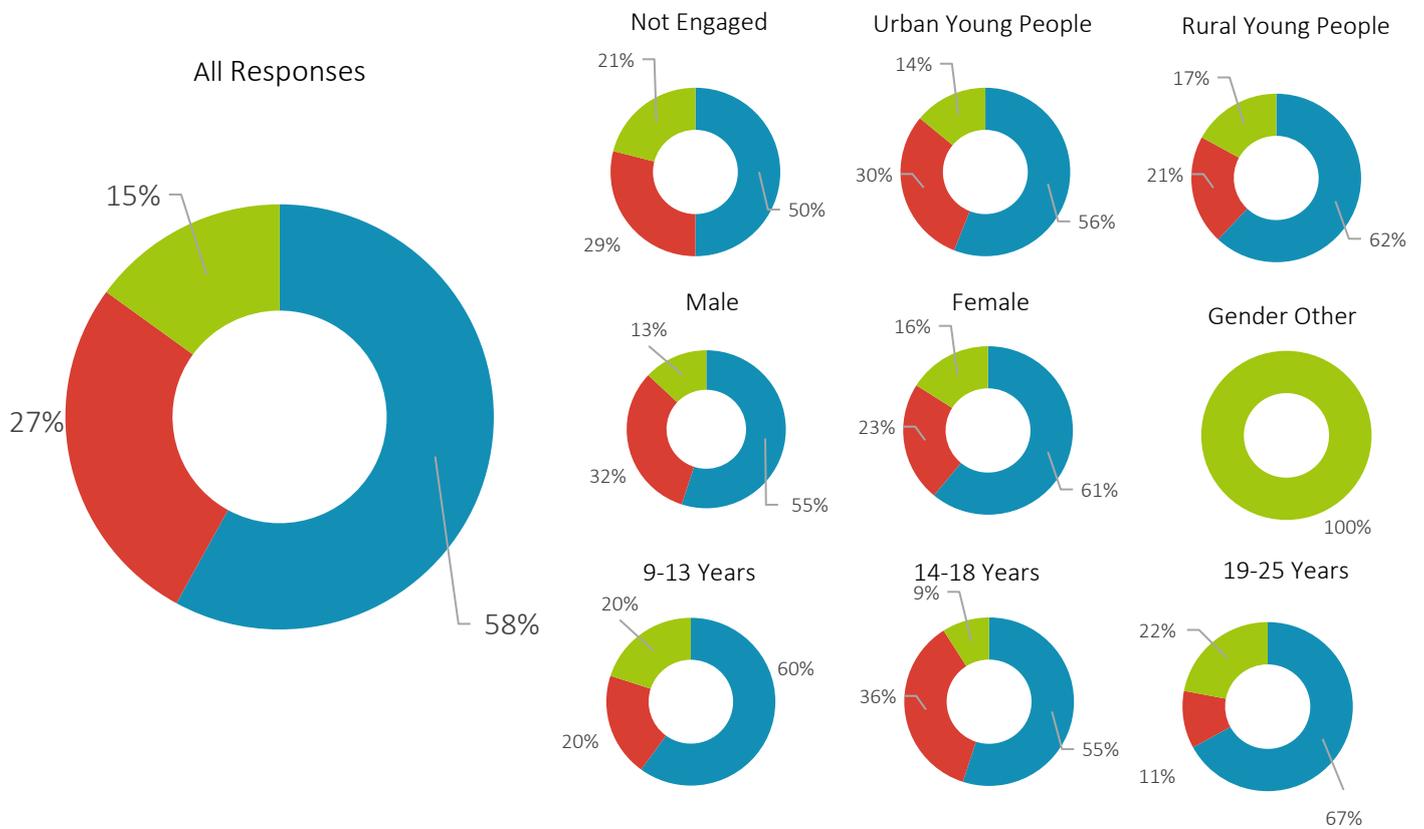
⁶ https://www.who.int/social_determinants/en/

⁷ www.ucl.ac.uk/marmotreview

⁸ The Association of Young People's Health, 2019, Key Data on Young People 2019, AYPH, London.

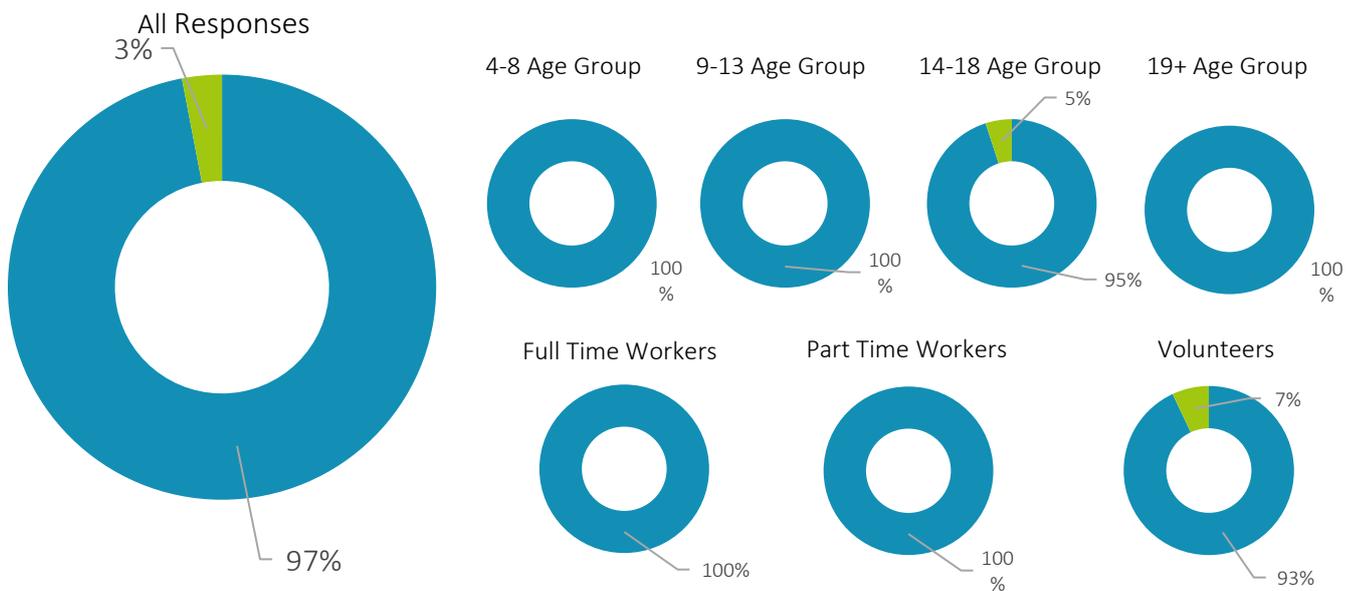
Young People

Is promoting positive Health & Wellbeing (mental, emotional or physical) something that Youth Services should offer to help and support young people?

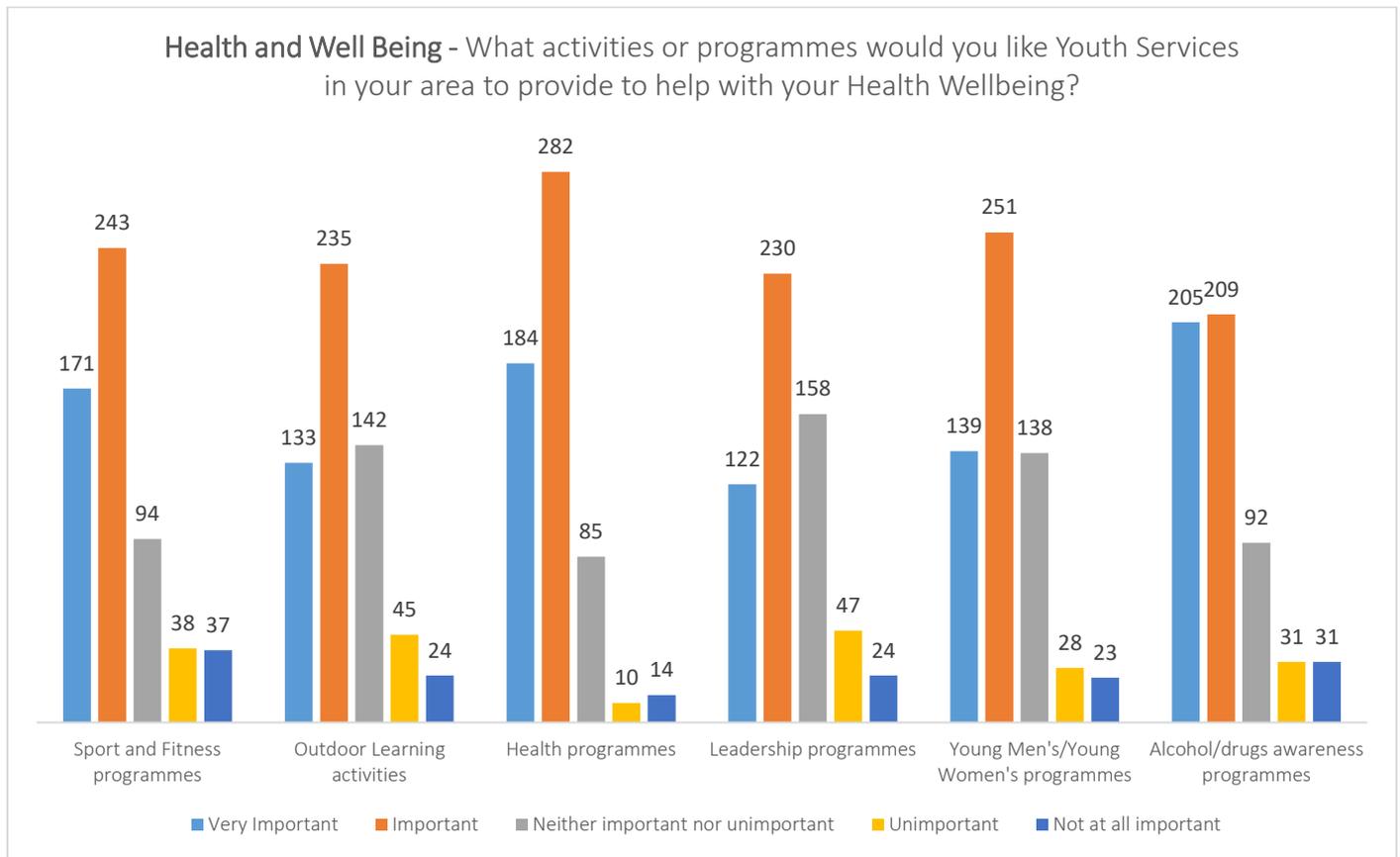


Youth Workers

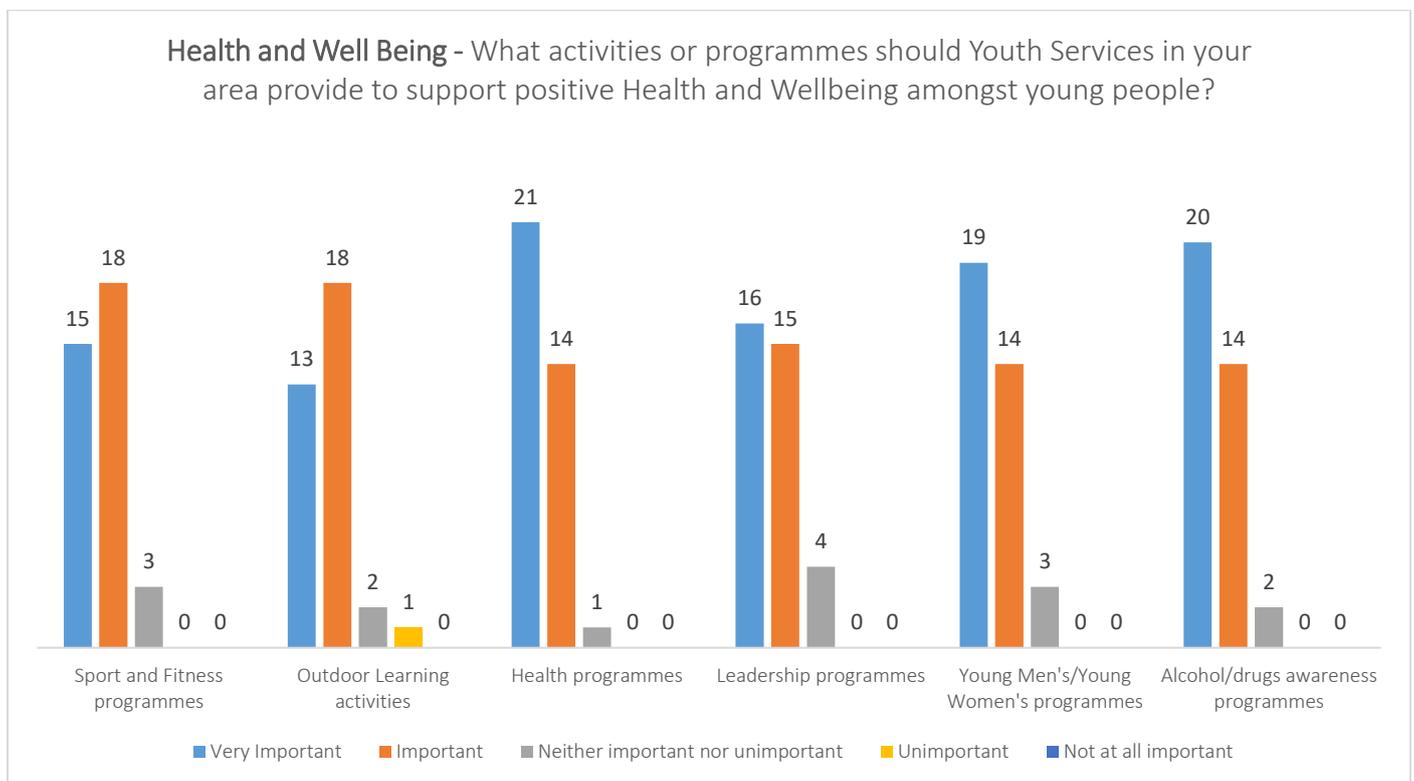
Is promoting positive Health & Wellbeing (mental, emotional or physical) something that Youth Services should offer to help and support young people?



Young People



Youth Workers



Discussion

Increasingly the health and wellbeing outcomes of children and young people need to be considered in its broadest sense, emphasising mental and social health, as well as physical aspects of health. Children and young people participating at a series of stakeholder engagement events hosted by EA Youth Services recognised that the issues affecting their health and wellbeing were complex and multi-faceted. Almost 60% of young people in Mid & East Antrim felt that Youth Services should offer help and support with health issues. Whereas it is above the Northern Ireland total of 45% it is a surprisingly low figure especially when compared to the youth worker response where all of them recognised this issue as an area where support could be provided.

Sports and Fitness programmes featured higher than in previous surveys, this was true across males and females. Traditionally these programmes were less popular with young women. This is a trend which requires more specific investigation at a local level.

Discussions locally with youth workers and other stakeholders suggests that there could be a range of interconnected motivations for the interest in sports and fitness. These range from positive moves towards healthier lifestyles to more worrying concerns around body image and the influence of social media. It is important that physical programmes also feature elements focusing on positive mental health and body image. Stakeholders felt that having time set aside in sports hall specifically for young women only activities would be a positive move towards meeting this need.

Half of young people who currently aren't engaged with youth services in Mid & East Antrim also identified Sports and Fitness as something they felt Youth Service should offer them. Access to services, especially in rural areas, is a concern with 16 rural Super Output Areas in Mid & East Antrim featured in the 25% most deprived in Northern Ireland and the remaining 12 in the 50% most deprived.

Mental illness is the single largest cause of ill health and disability in Northern Ireland. Young people in Mid & East Antrim reported that they were keen to participate on programmes dealing with internet safety and cyber bullying. Children and young people from low-income families are four times more likely to experience mental health issues than those from higher income families.⁹ Young people from the LGBTQ community are more likely to have suicidal thoughts and are three times more likely to have made a suicide attempt at some point.¹⁰ Other vulnerable groups such as young carers, children and young people looked after, young parents and NEET young people also display disproportionately higher levels of poor mental health.¹¹ Research undertaken by the Education Authority reported that children and young people from rural areas noted that social isolation and limited opportunities to participate in Youth Services or other recreational activities had a detrimental impact on the mental health. Older young people wanted access to Young Men's and Young Women's programmes to meet their particular needs.

The Mid & East Antrim PCSP have identified Drug and Alcohol related deaths as a cause for concern in Mid & East Antrim. They have set up a Drugs And Alcohol Working Group to help address the issue. Young people have identified Drugs and Alcohol programmes as being something they need. It's important to tailor these programmes to the specific needs of individual young people; the reason for this request can be varied and include the effects of living in a home where family members are habitual drug or alcohol users; dependency

⁹ Morrison Gutman, L., Joshi, H., Parsonage, M. & Schoon, I. (2015) Children of the new century: mental health findings from the Millenium Cohort Study, London, Centre for Mental Health.

¹⁰ Satham, H., Jaclva, V. & Daly, I. (2012), The School Report: The experiences of gay young people in Britain's schools in 2012, London, Stonewall.

¹¹ https://www.centreformentalhealth.org.uk/sites/default/files/2018-09/CentreforMentalHealth_ChildrenYoungPeople_Factsheet.pdf

on prescription drugs; availability of drugs and alcohol. Youth Workers and Volunteers indicated that the most beneficial programmes for young people in terms of their health and wellbeing were Health programmes and Drug and Alcohol programmes.

Learn & Achieve

Area of Enquiry 2: Learn & Achieve

Key Facts

- In 2017/2018, 85.4% of year 12 pupils from Mid and East Antrim achieved 5 or more GCSEs at grades A*-C or equivalent. (NI Average 86%).
- In 2017/2018, 74.6% of year 12 pupils from Mid and East Antrim achieved 5 or more GCSEs at grades A*-C or equivalent including English and Maths. (NI Average 71.8%).
- 5,024 pupils (21.4%) in Mid and East Antrim have a Special Educational Need. (NI Average 23%).
- 5,678 pupils (24.6%) in Mid and East Antrim are eligible for Free School Meals. (NI Average 29.2%).
- 6,571 (28%) pupils attend schools in the Mid and East Antrim area that have been designated as rural. (NI Average 25.5%).
- 982 Newcomer children and young people attend schools in the Mid and East Antrim area.
- Whilst there are no specific numbers for Mid and East Antrim, the most recent figures reveal that 671 Looked After Children were supported by the Northern Health and Social Care Trust. Some of these children and young people live and attend schools in the Mid and East Antrim.

Why is this measure important?

Education is not just about being able to read, write and count. Education is key to one's personal and professional success and provides various types of knowledge and skills. Education is also a basic human right and is a significant factor in the development of young people, communities and nations. According to the Economic and Social Research Council (ESRC) education is the clearest indicator of life outcomes such as employment, income and social status and is a strong predictor of attitudes and wellbeing.¹²

Education can have a transformational impact on the lives of children and young people. Education is a positive factor in ensuring that young people thrive, learn and achieve allowing them to enjoy a prosperous and rewarding life. It is also a means of breaking the cycle of poverty and deprivation and a powerful way of stopping young people engaging in risk taking activities, crime or anti-social behaviour. As a society, we aspire for every child and young person to learn and achieve and reach his or her potential to become an active citizen. Acquiring a worthwhile education can make this a reality.

Recent research from Australia noted that education is important for children and young people as it helps achieve academic growth, increases access to opportunities, develops positive attitudes about themselves and their learning and heightens aspirations and interests to support their career pathways. The report suggested that a combination of these factors support young people to make positive decisions about their future and allow them to reach their potential.¹³

¹² Economic and Social Research Council, 2014, The Wellbeing Effect of Education, <https://esrc.ukri.org/files/news-events-and-publications/evidence-briefings/the-wellbeing-effect-of-education/>

¹³ <https://www.teachforaustralia.org/2017/04/02/the-cycle-of-disadvantage/>

What are the factors that can negatively impact on a young person's ability to learn and achieve?

Educational attainment in Northern Ireland has increased among all young people over the last number of years, however, there remains a tail of underachievement which is prevalent among vulnerable groups, including those living in deprived areas, having a Special Educational Need or disability, being a young person Looked After, being a Newcomer, being a Carer, coming from the Travelling Community or another minority group and being from a Section 75 group. This list is not exhaustive; however, failure to address the gap in educational attainment from these groups will ensure that vulnerable young people will continue to face a future with limited opportunities and greater social and economic challenges.

The attainment gap has persisted despite a series of intervention programmes and additional investment. A recent report from England noted that these inequalities manifest themselves in later life outcomes. Vulnerable children and young people are less likely to continue into post-compulsory education, have lower average earnings, poorer health and a greater chance of becoming involved in crime and anti-social behaviour than their peers. The report argued that allowing a significant number of children and young people to fail to reach their educational and economic potential is a waste of human capital.¹⁴

Within Northern Ireland, the vast majority of young people achieve and succeed at school. However, there are groups of vulnerable young people who are at risk of failing to fulfil their potential because of either their social context, an educational need or their experiences and attitudes towards the formal education system. There is no universal definition of what being vulnerable throughout childhood is, however it can be based on a combination of circumstances where one is at risk of not achieving positive life outcomes. In many cases, these vulnerable young people face a variety of difficulties and challenges adapting to the formal curriculum and require an education that can meet their particular needs. Educational disadvantage has become a reality faced by many children and young people living in Northern Ireland.

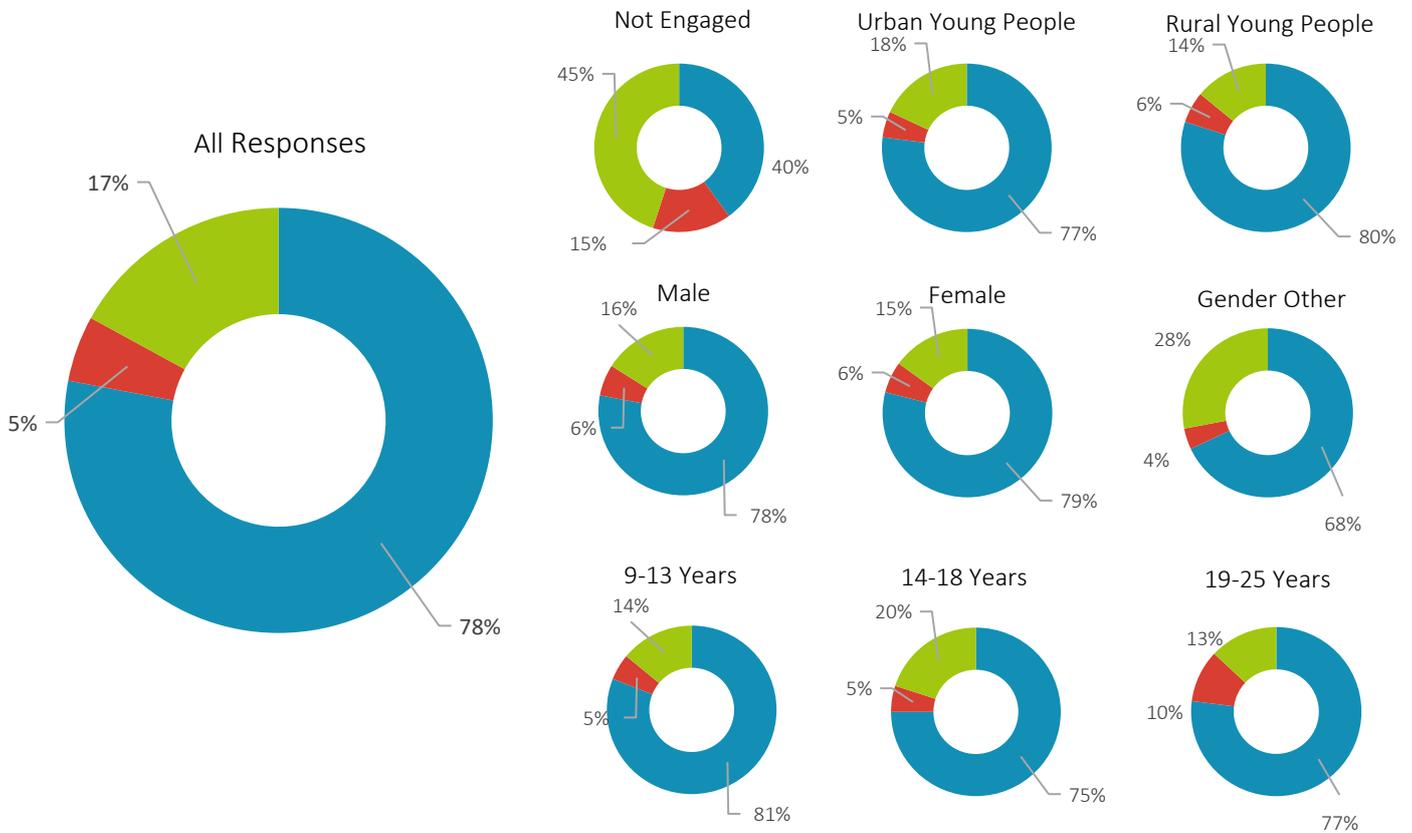
¹⁴ Andrews, J., Robinson, D. & Hutchinson, J., (2017), Closing the Gap – Trends in Educational Attainment and Disadvantage, Education Policy Institute, London.

Survey Findings – Learn & Achieve

■ Yes
 ■ No
 ■ Don't Know

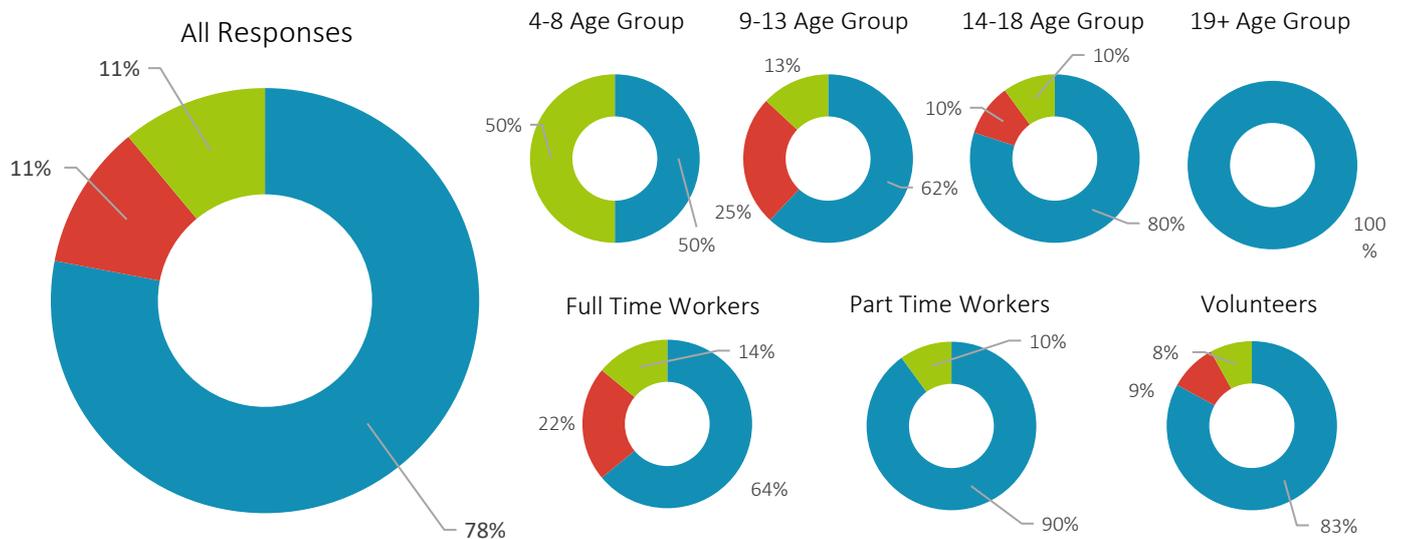
Young People

Do Youth Services in your area provide young people with opportunities to learn and take part in new experiences?

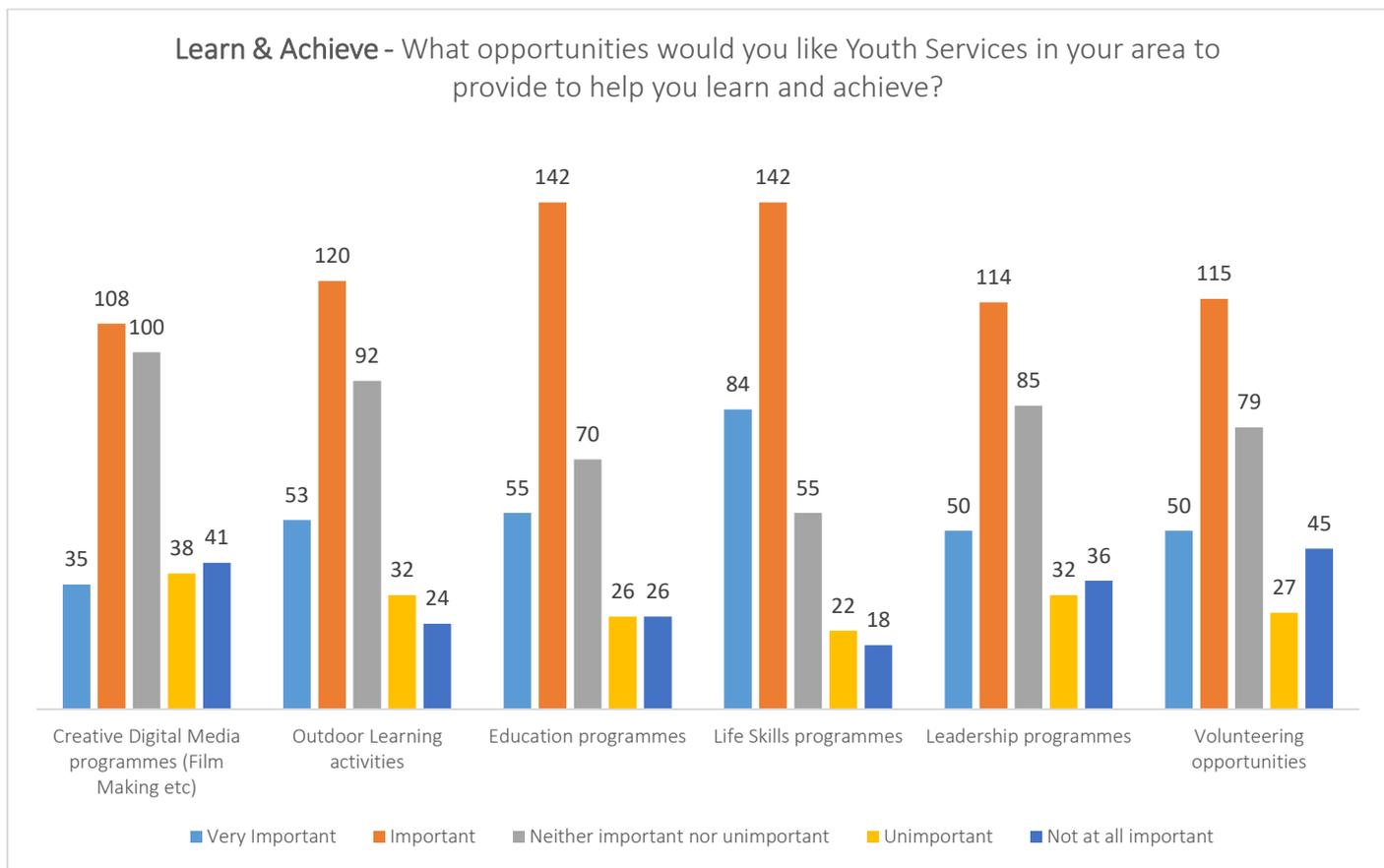


Youth Workers

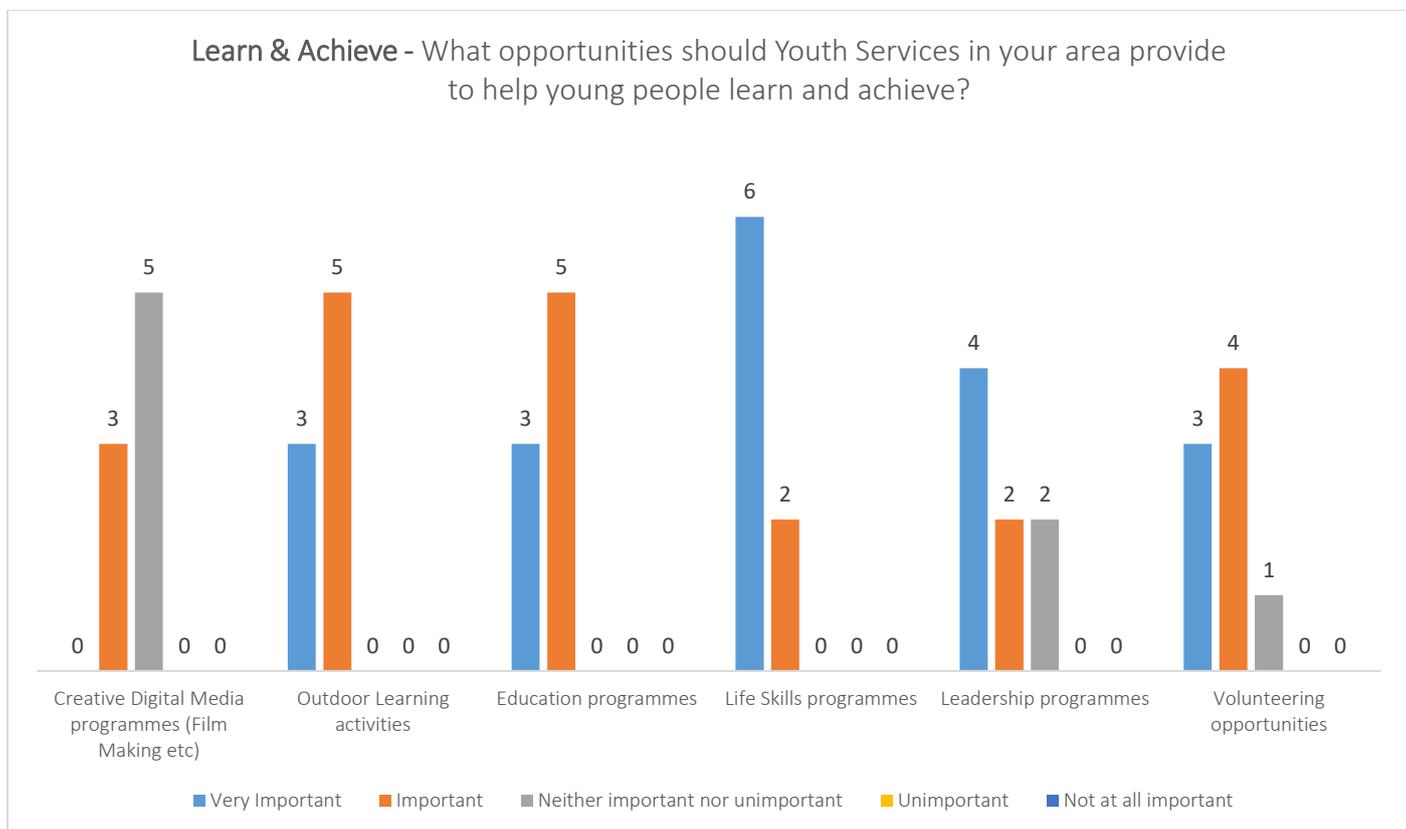
Do Youth Services in your area provide young people with opportunities to learn and take part in new experiences?



Young People

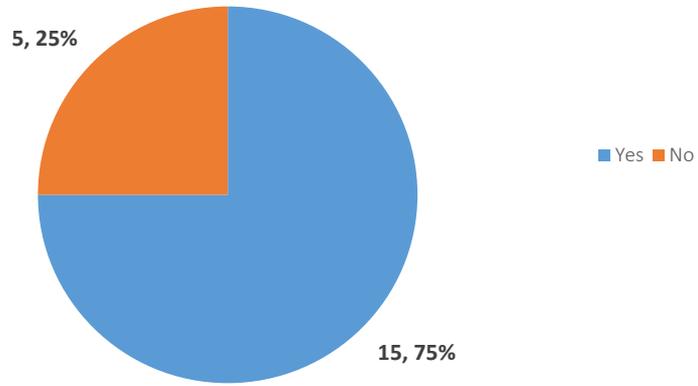


Youth Workers



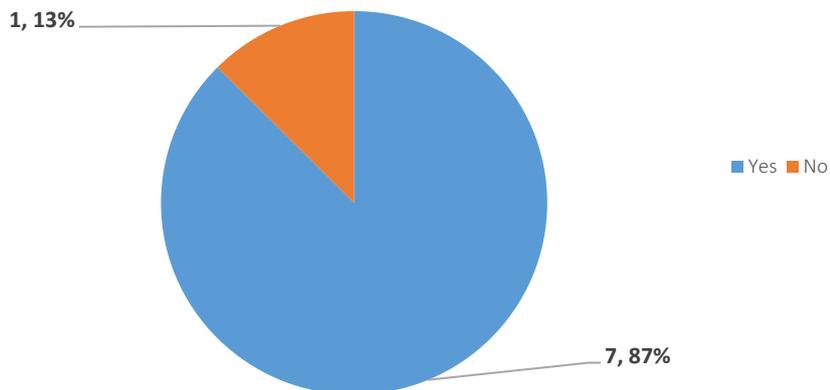
Young People

Learn & Achieve - I would like these programmes to be accredited?



Youth Workers

Learn & Achieve - Do you think these programmes should be accredited?



Discussion

Education is a gateway for social mobility and breaking the cycle of poverty. Yet for many children and young people from deprived communities and other vulnerable groups, our education system fails to meet their needs. The Centre for Social Justice noted that in order to tackle educational failure, our best schools should be in our poorest communities.¹⁵

However, at a recent stakeholder event children and young people stated that the formal education system does not always meet or is responsive to their needs and learning styles. They also identified a number of barriers to their learning and achieving, including the school environment, exam stress, and a lack of support from teachers. Young people also reflected that programmes delivered by Youth Services encouraged learning and these were interactive, engaging and interesting. It is clear from the survey and ongoing internal research that certain groups of young people learn and achieve better outcomes in a Youth Work setting, where they feel more supported and Youth Workers understand them and how they learn best.

Over three quarters of respondents in Mid & East Antrim said they wanted Youth Service to provide them with opportunities to learn and take part. They identified Life Skills programmes and Volunteering opportunities as the interventions they most wanted to avail off with leadership and life skills programmes also proving to be very popular. 75% of young people wished to have these programmes accredited and a higher portion of workers also felt this should be offered to young people they work with.

Leadership programmes also featured highly across all groups and EA will continue to offer young people the chance to gain accreditation in youth work alongside the opportunity for 18-25 year olds to move onto to paid employment and training in Youth Work through the Trainee Youth Support Worker Qualification Scheme.

There is a clear social dimension to educational underachievement. Statistics from DE reveal that young people in receipt of Free School Meals are more than twice as likely to leave school without any substantive qualifications. Across Mid & East Antrim there are areas where young people are performing significantly less well than the Northern Ireland average. The most deprived Super Output Areas have poorer educational attainment results. Mid & East Antrim has the highest ranked SOA for young people not achieving 5 GCSEs (including English and Mathematics) Ballee, Northland, Moat, Love Lane, Killycrot and Craigy Hill are also in the top 100.

There is also a significant attainment gap between young people with a Special Educational Need or a Disability and their non-SEN peers. Other young people from Section 75 groups such as Young Carers, Children and Young People Looked After, Newcomers, young people from Traveller and Roma communities or other minority ethnic groups experience similar educational disadvantage.

The consequences of leaving school with limited qualifications can have a detrimental impact on a young person's immediate and long term life chances. Many of these vulnerable young people will be unable to begin apprenticeships, start technical or vocational courses or enter the workplace as they cannot meet the basic entry requirements. In many cases, they are unable to complete basic application forms. Young people leaving school without qualifications will be categorised as Not in Employment, Education or Training (NEET) and the numbers of NEET young people has increased significantly in the last number of years.

¹⁵ <https://www.centreforsocialjustice.org.uk/policy/breakthrough-britain/education-failure>

Multi-Agency work in the Ballymena Neighbourhood Renewal Area has shown that targeted interventions can reduce the number of young people leaving school with no qualifications, according to the latest report all school leavers moved into Employment Education or Training. Youth Service has a role to play in this success and in replicating this success in other areas.

Educational underachievement can have a negative impact on a young person's life chances and opportunities. They are less likely to enter and progress in the workplace which will reduce their opportunities for future social and economic participation in wider society. A New Zealand report noted other negative outcomes such as involvement in juvenile crime, drug and alcohol misuse leading to other risk taking activity and a dependency on welfare.¹⁶

Youth Services are ideally placed to contribute to the reduction of barriers of young people learning and achieving and can potentially increase educational attainment among the most vulnerable young people and minority groups. Not all young people learn the same way and informal learning methodologies appeal to those who are failing in the formal education environment.

It should be noted that young men in Mid & East Antrim particularly value Outdoor Learning Activities and the skill sets these enhance are valued within many businesses, particularly teamwork and problem solving.

¹⁶ Fergusson, D. M., Swain-Campbell, N. R. & Horwood, L. J., (2002), Outcomes of leaving school without formal educational qualifications. New Zealand Journal of Educational Studies, Christchurch.

Good Relations

Area of Enquiry 3: Good Relations

Key Facts

- There was a total of 179 incidences of hate crime recorded in Mid & East Antrim between April 2018 and March 2019.
 - Racist incidences 115
 - Homophobic incidences 14
 - Sectarian incidences 50
 - Disability incidences n/a
 - Faith/Religion incidences n/a
 - Transphobic incidences n/a
- 982 Newcomer children and young people attend schools in Mid and East Antrim.
- 5,024 children and young people have a Special Educational Need or a disability.
- 55 Traveller pupils attend schools in Mid and East Antrim.
- 91 Roma pupils attend schools in Mid and East Antrim.
- According to the Office of National Statistics, 4.2% of young people in the UK aged 16-24 identify as either Lesbian, gay or bisexual. In Mid and East Antrim this equates to approximately 625 young people.
- The 2011 census recorded that at least 81,000 people were born outside Northern Ireland.
- The 2011 census recorded that at least 50,000 people in Northern Ireland speak a language other than English as their first language.
- In 2018/19 4,175 young people participated in 123 T:BUC camps programmes.

Why is this measure important?

Good relations is said to exist where there is a high level of dignity, respect and mutual understanding and an absence of prejudice, hatred, hostility or harassment.¹⁷ In Northern Ireland, Good Relations is about promoting better relationships between people from different political, religious and racial backgrounds, tackling sectarianism and racism and promoting cultural diversity and inclusion. Good relations seeks to promote mutual understanding, positive cross-community relations and respect for cultural traditions. The good relations strategy in Northern Ireland is about instilling the values of fairness, equality and respect and improving the quality of life for everyone who lives here.

The Northern Ireland Executive Good Relations strategy Together: Building a United Community (T:BUC) sets out a range of actions and commitments for government departments, communities and individuals who will work together to build a united community and achieve change against four key strategic priorities: Our Children and Young People; Our Shared Community; Our Safe Community; and Our Cultural Expression. This strategy is designed to ensure that the development of positive relationships and structures that acknowledge the religious, political and racial context of our society will promote respect, equity and allow citizens to embrace all forms of diversity.

¹⁷ Equality Commission for Northern Ireland.

What are the factors that can negatively impact on Good Relations in Northern Ireland?

Following years of conflict, Northern Ireland has made great strides towards maintaining a normal, peaceful society. Despite this, there are still a number of factors which ensure that community tensions, polarisation and segregation remain. Politics in Northern Ireland are polarised and many people in Northern Ireland experience some forms of residential, educational, environmental and social segregation.

Where children and young people grow up impacts on their education, who they socialise with and their friendship groups. There are still many single identity areas in Northern Ireland that encounter legacy issues and experience sectarianism. A recent report noted that sectarianism is more widespread in working class areas.¹⁸ These areas are characterised by social housing and communities affected by division often suffer poverty and deprivation, lack political and community leadership, have limited aspirations and opportunities and have few opportunities to mix with young people from other backgrounds. These areas have also been negatively affected by austerity and welfare reform and this economic uncertainty can lead to intolerance, crime and social unrest.

Northern Ireland also has significant numbers of interface areas where inter-community tensions exist. These areas often have weak community infrastructure and young people growing up in these areas are more likely to have lower educational attainment, poor career opportunities and engage in anti-social behaviour. Paramilitary attacks are on the increase and growing numbers of young people are being punished and recruited. Many rural areas also demonstrate separate living patterns, although these are not formally recognised as interface areas.

Northern Ireland now has a much more diverse population. There are growing numbers living here who were born outside Northern Ireland, growing numbers of people identifying as LGBTQ, especially young people and other marginalised or Section 75 groups who are subject to bullying, racism and intolerance.

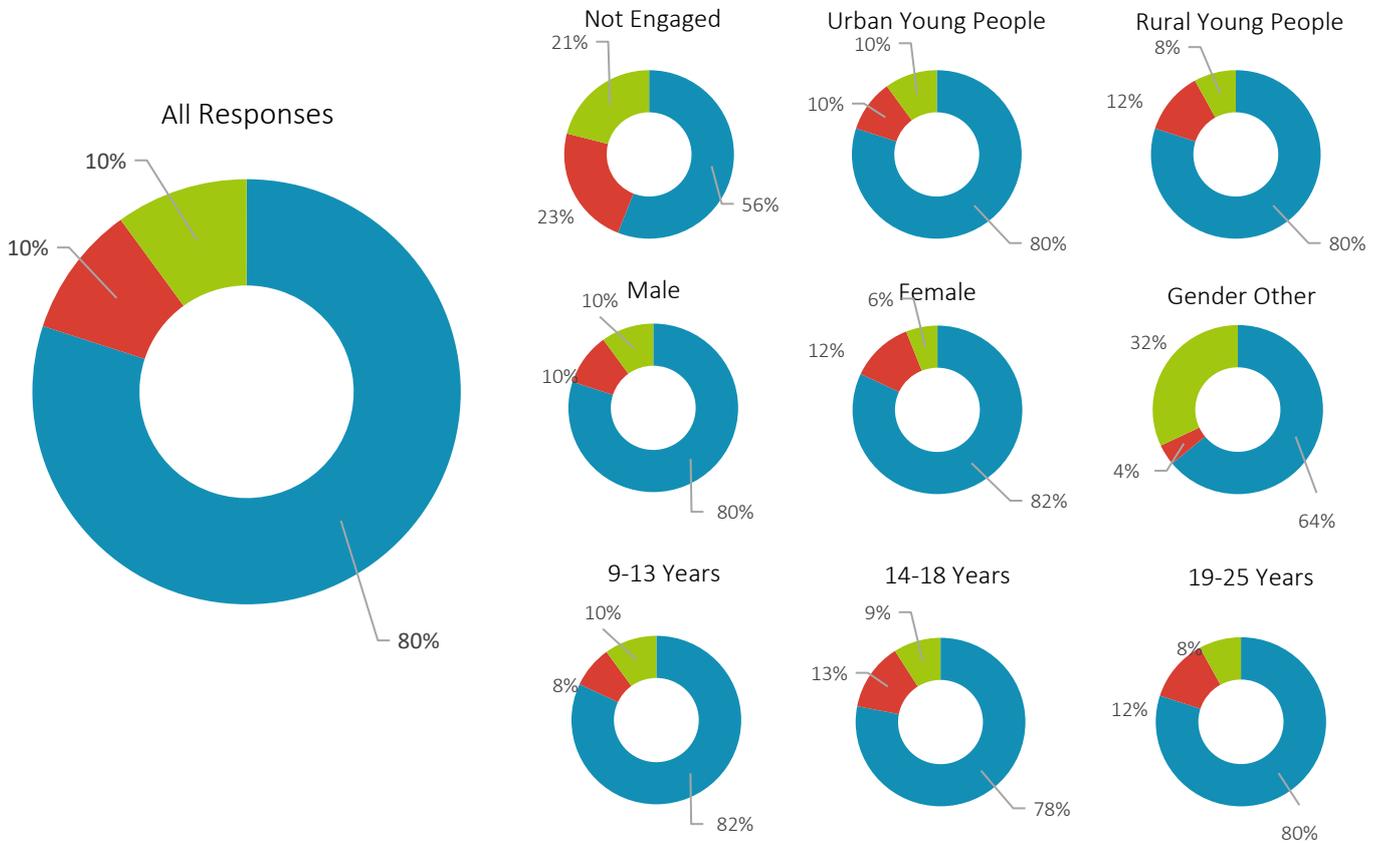
¹⁸ Sectarianism in Northern Ireland – a Review. https://www.ulster.ac.uk/_data/assets/pdf_file/0016/410227/A-Review-Addressing-Sectarianism-in-Northern-Ireland_FINAL.pdf

Survey Findings – Good Relations

Yes No Don't Know

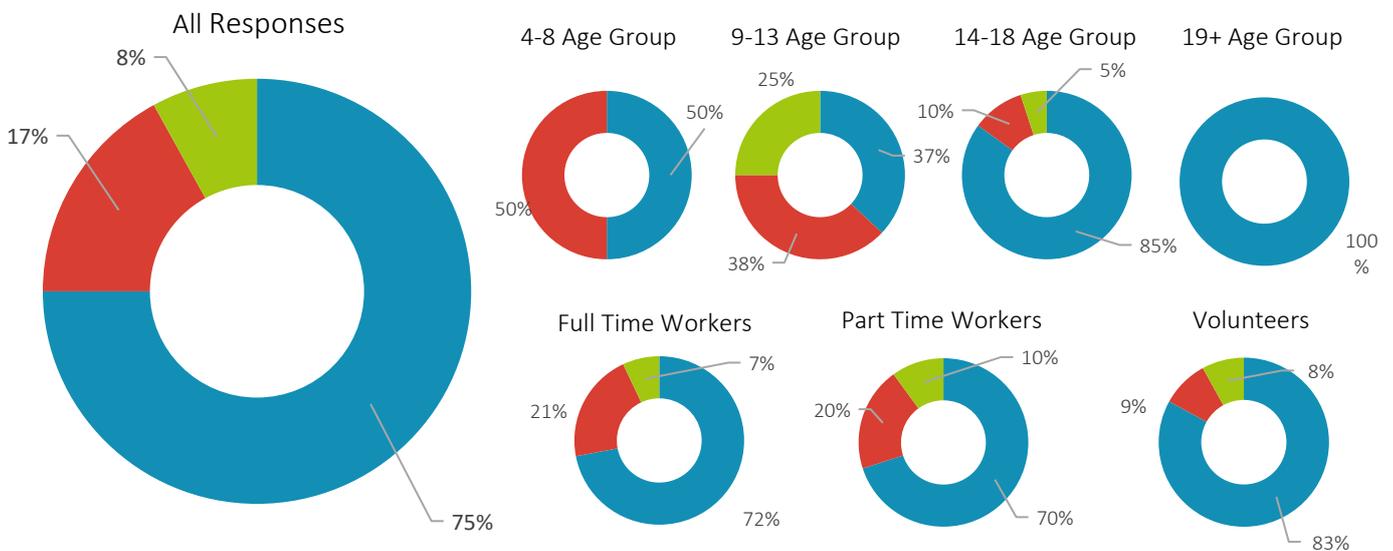
Young People

Do young people have opportunities to meet, learn and socialise with people from different backgrounds in your area?



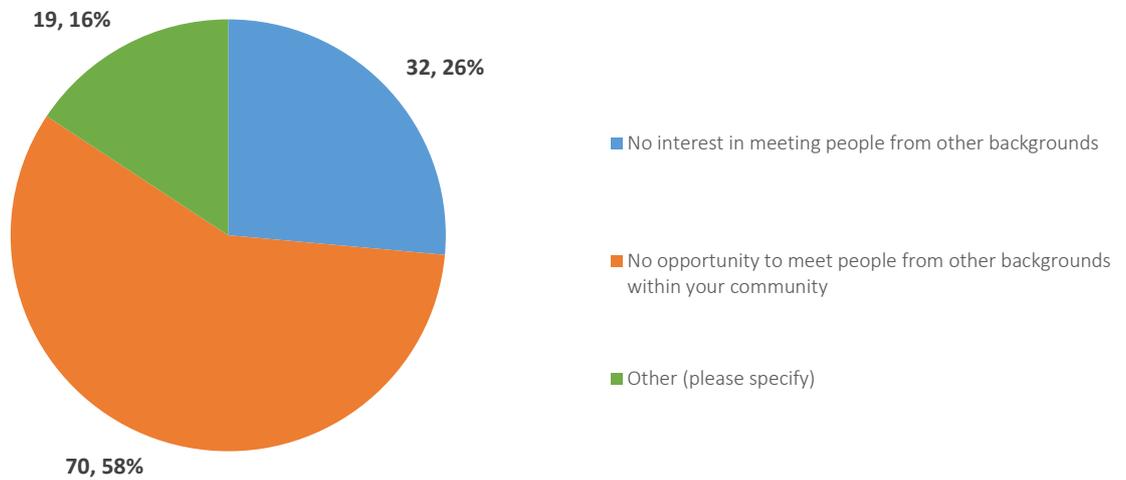
Youth Workers

Do young people have opportunities to meet, learn and socialise with people from different backgrounds in your area?



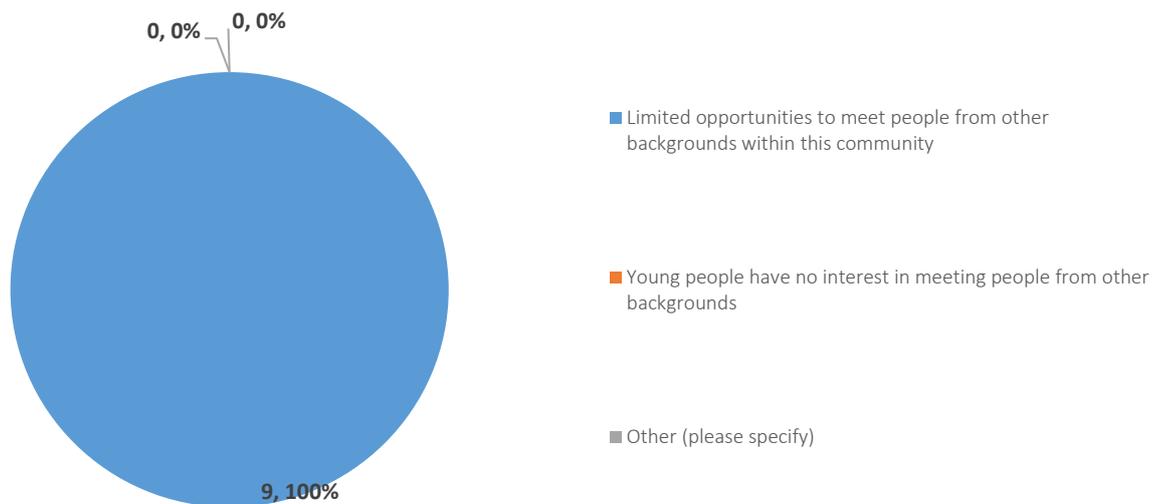
Young People

Good Relations - Reason you believe why you do not have these opportunities?

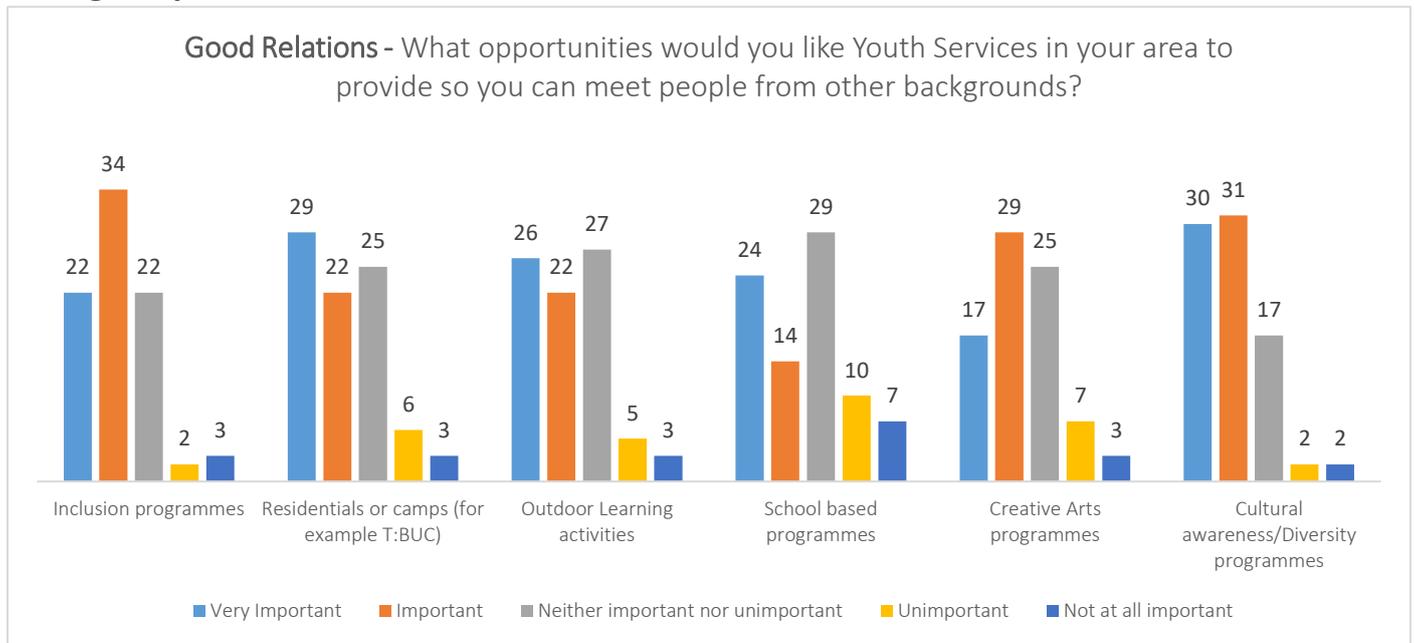


Youth Workers

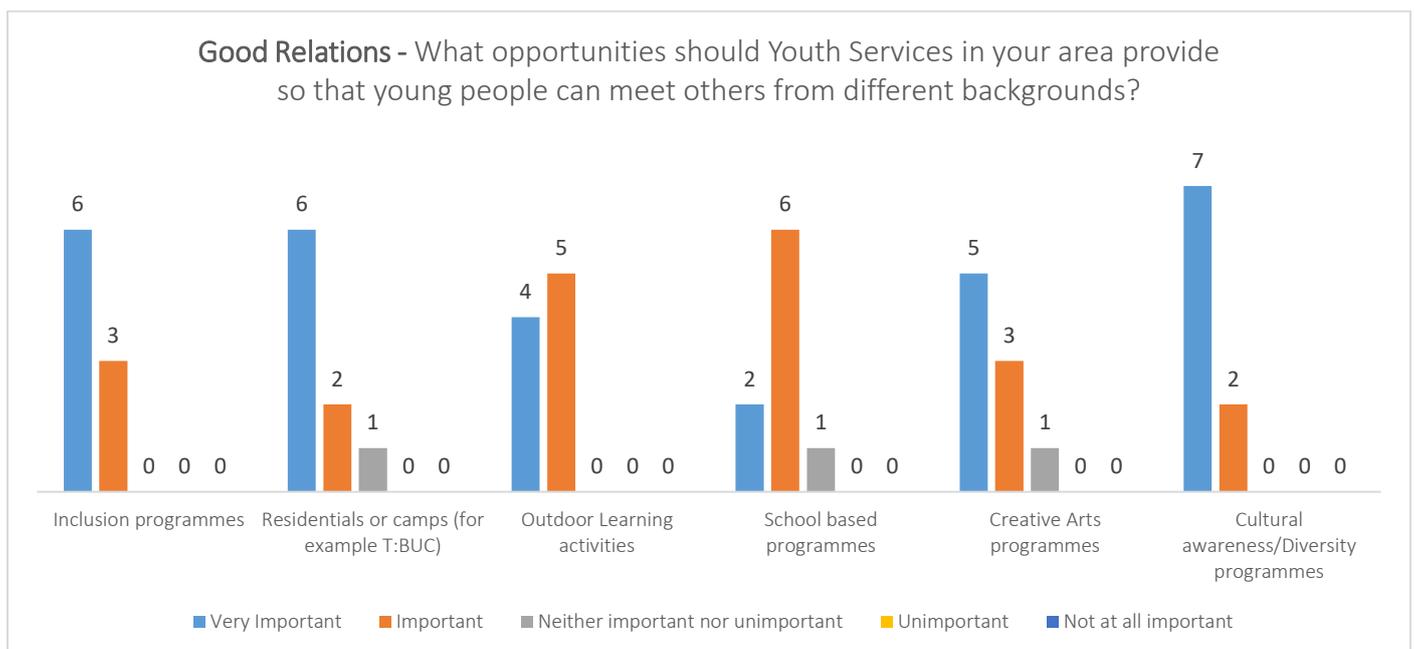
Good Relations - Reason you believe why Young People do not have these opportunities?



Young People



Youth Workers



Discussion

The vast majority of respondents to the Youth Service survey in Mid & East Antrim, 80%, noted that they had opportunities to meet, learn and socialise with young people from different backgrounds in their own area. However, for those not engaged with Youth Services the figure was only 56% and for those identifying as gender other the figure was 64%. Three quarters of Youth Workers and Volunteers (75%) supported the view that young people had opportunities to meet, learn and socialise with young people from different backgrounds in their area. This is interesting given that the majority of young people live and are educated separately, however in the last number of years many young people have benefitted from participation in T:BUC camps.

Despite the Good Relations policy, Northern Ireland remains a divided community. We have a segregated education system with the majority of children and young people attending schools based on their religion. Public and social housing is overwhelmingly segregated between the two communities and this can lead to inter-community tensions, involving young people especially at contentious times of the year and particularly at interface areas. This can also lead to young people coming under the influence of paramilitaries.

Of those young people responding to why they did not interact with young people from different backgrounds, 26% had no interest in meeting people from other backgrounds whilst 58% had no opportunity to meet people from other backgrounds within their community. All proportion of Youth Workers and Volunteers supported this view suggesting that young people had limited opportunities to meet people from other backgrounds within their community.

Northern Ireland has become a much more culturally diverse place in recent years. However, in the last number of years racist hate crimes have exceeded sectarian hate crimes. A recent Northern Ireland Life and Times Survey highlighted increasing levels of intolerance among people in Northern Ireland and the 18-24 year old age group were the most intolerant.¹⁹ At a recent engagement event young people supported the view that Youth Services could provide safe spaces for young people and promote inclusion and embrace and celebrate difference.

The most favoured programmes identified by young people to improving Good Relations were Outdoor Learning Activities, Cultural Awareness and Diversity programmes and Residential or Camps, highlighting existing provision. At a stakeholder event young people also wanted more access to International programmes to meet need in this area. Youth Workers and Volunteers reported that Cultural Awareness and Diversity programmes, Inclusion programmes and Residentials and Camps were the best ways to improve Good Relations among young people.

Other marginal groups also experience intolerance and prejudice. For example, the LGBTQ community have complained that they have been subjected to political and social intolerance, where their rights have been denied and not respected. For many within this community, discrimination and prejudice begins in school and many young people have complained of bullying and harassment. The vast majority of young people identifying as gender other reported that they would like to see Cultural Awareness or Diversity programmes delivered by Youth Services to meet their needs or raise awareness of their particular issues.

¹⁹ <https://www.amnesty.org.uk/blogs/belfast-and-beyond/northern-irelands-increasing-problem-racism>

Participation

Area of Enquiry 4: Participation

Key Facts

- The overall attendance figures for schools in Mid and East Antrim in 2017/18 was 94.6%.
- 4,069 pupils were suspended from schools in Northern Ireland in 2017/18. (3,199 male pupils (78.6%), 870 female pupils (21.4%).)
- Approximately 6,900 children and young people from Mid and East Antrim live in a deprived area.
- Approximately 15,000 children and young people from Mid and East Antrim live in a rural area.
- According to the last census (2011) there are 8,000 young carers in Northern Ireland.
- 982 Newcomer children and young people attend schools in the Mid and East Antrim.
- 55 Traveller children and young people attend schools in Mid and East Antrim.
- 91 Roma children and young people attend schools in Mid and East Antrim.
- Whilst there are no specific numbers for Mid and East Antrim, the most recent figures reveal that 671 Looked After Children were supported by the Northern Health and Social Care Trust. Some of these children and young people live and attend schools in the Mid and East Antrim.
- According to the Office of National Statistics, 4.2% of young people in the UK aged 16-24 identify as either Lesbian, gay or bisexual. In Mid and East Antrim Ireland this equates to approximately 625 young people.
- From January-March 2019 there were 20,000 young people (aged 16-24) in Northern Ireland who were not in education, employment or training (NEET). This represents 10.2% of all young people aged 16-24.
- 8,703 children and young people from Mid and East Antrim were registered with a youth group in 2017/18.

Why is this measure important?

Article 12 of the United Nation's Convention on the Rights of the Child stipulates that: *Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously.*²⁰ Children and young people's participation in decision making on issues that affect them has increasingly been recognised and valued as a right. It has also been reported that successfully engaging young people in the institutions, communities and contexts in which they live and building their capacity as active citizens can be a critical factor in their positive development as individuals, enhance their career prospects and life chances and support their positive contribution to these same contexts and institutions.²¹

Participation is the process whereby children and young people can influence decisions about their lives and directly contribute to decisions that affect them. Participation enhances children and young people's personal, social and political development and provides practical experiences and teaches them how to behave responsibly.²²

²⁰ https://downloads.unicef.org.uk/wp-content/uploads/2010/05/UNCRC_summary-1.pdf?_ga=2.10450293.1730959173.1571222212-2071504256.1570712098

²¹ Chaskin, R.J., McGregor, C. & Brady, B. (2018), *Engaging Urban Youth: Community, Citizenship and Democracy*, NUI, Galway.

²² <https://www.niccy.org/media/1330/niccy-advice-benefits-of-engagement-with-children-and-young-people-dec-14.pdf>

Participation can stimulate an awareness of wider societal issues that can negatively affect their local communities. As well as giving young people a voice, active participation ensures that they are valued within their own communities and are part of the decision making process that can bring about solutions to the challenges they face.

The benefits of participation for children and young people are many and include some of the following: As well as empowering young people to be active citizens and engage with wider society, participation develops their leadership skills, increases their sense of ownership and belonging, improves their communication, negotiation and collaboration skills, enhances their self-confidence and self-esteem, allows them to gain a better understanding of democratic processes and improves their career prospects. Participation also allows young people to express their needs and ideas.

Participation comes in many forms from attending school or a youth centre, involvement in social activities and clubs, playing sport, music or cultural activities as well as youth leadership, volunteering and peer mentoring. Meaningful participation can enhance a young person's sense of belonging, connectedness and feeling of being valued, which can contribute to positive mental health.

What are the factors that can negatively impact on a young person's participation?

Research indicates that there are substantial barriers to participation for certain groups of children and young people, particularly the most marginalised and vulnerable.²³ The reasons are many and varied. In some cases there may be a lack of Youth Services or other adequate local alternatives in a community. Young people may be disaffected from schools and fail to engage in education and will therefore lack the necessary skills to engage in wider society.

In some instances young people may disengage due to social, economic, or cultural or language barriers and challenges, for example living in a low income household or in a deprived community, growing up in a rural area, being a Newcomer, a young person Looked After or having a disability or Special Educational Need.

Participative activities may be inaccessible due to their location, lack of transport, cost implications or limited digital connectivity. Many young people living in rural areas face these challenges. Opportunities to participate may conflict with school or other commitments or be inaccessible due a disability. It is also possible that children and young people may feel they are not well enough supported or lack motivation and confidence to participate.

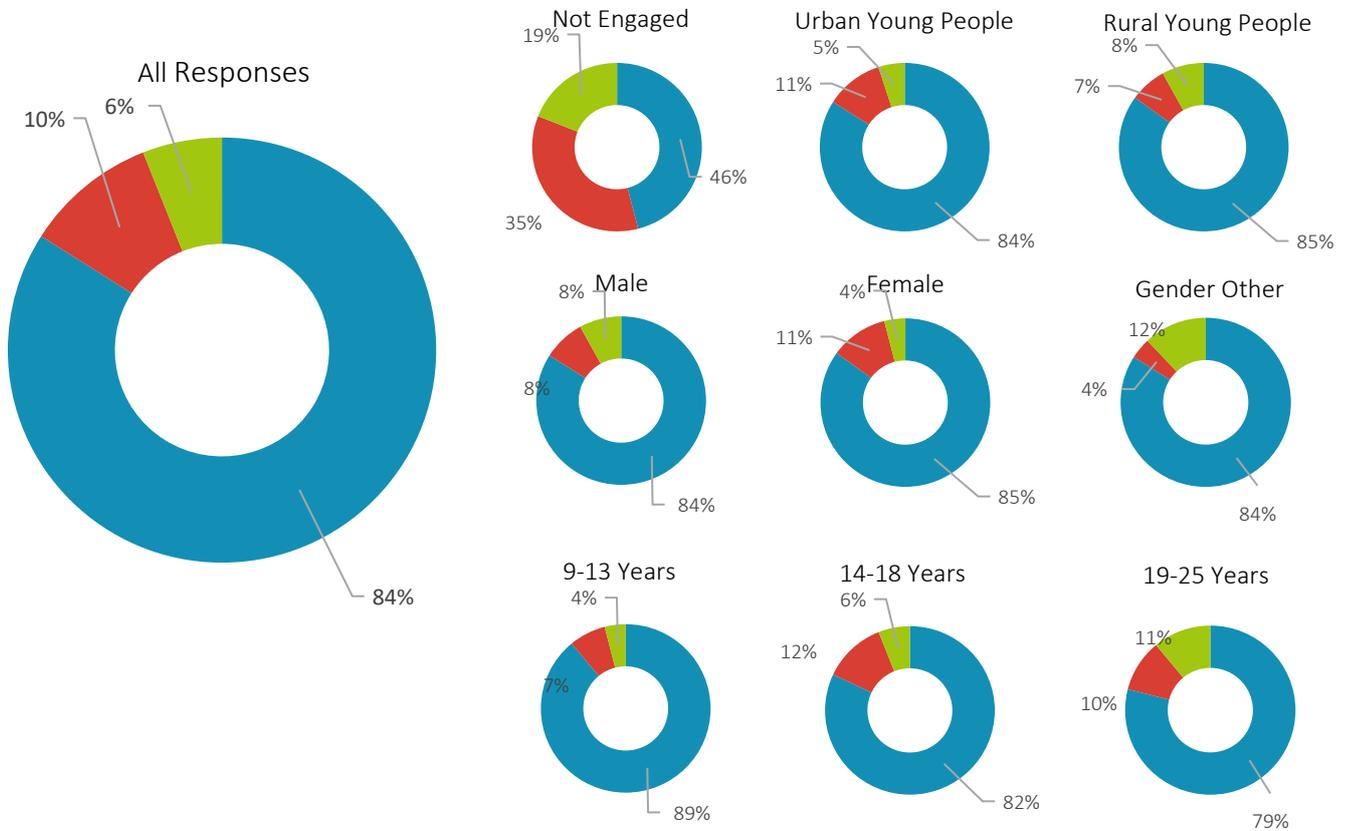
²³Holdsworth, R. Stokes, H. Blanchard, M. & Mohamed, M. 2006, Civic Engagement and Young people in the city of Melbourne, Australian Youth Research Centre, University of Melbourne.

Survey Findings – Participation

■ Yes
 ■ No
 ■ Don't Know

Young People

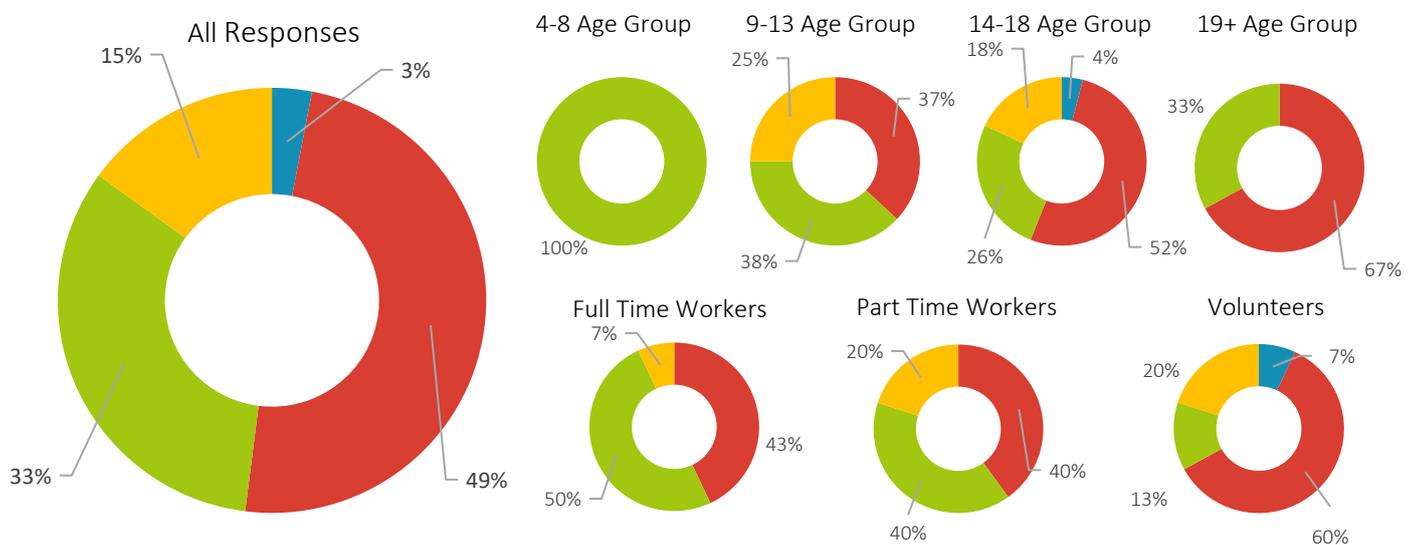
Do you have opportunities to take part in Youth Services in your area?



■ Not at all
 ■ Often
 ■ Sometimes
 ■ Very Often

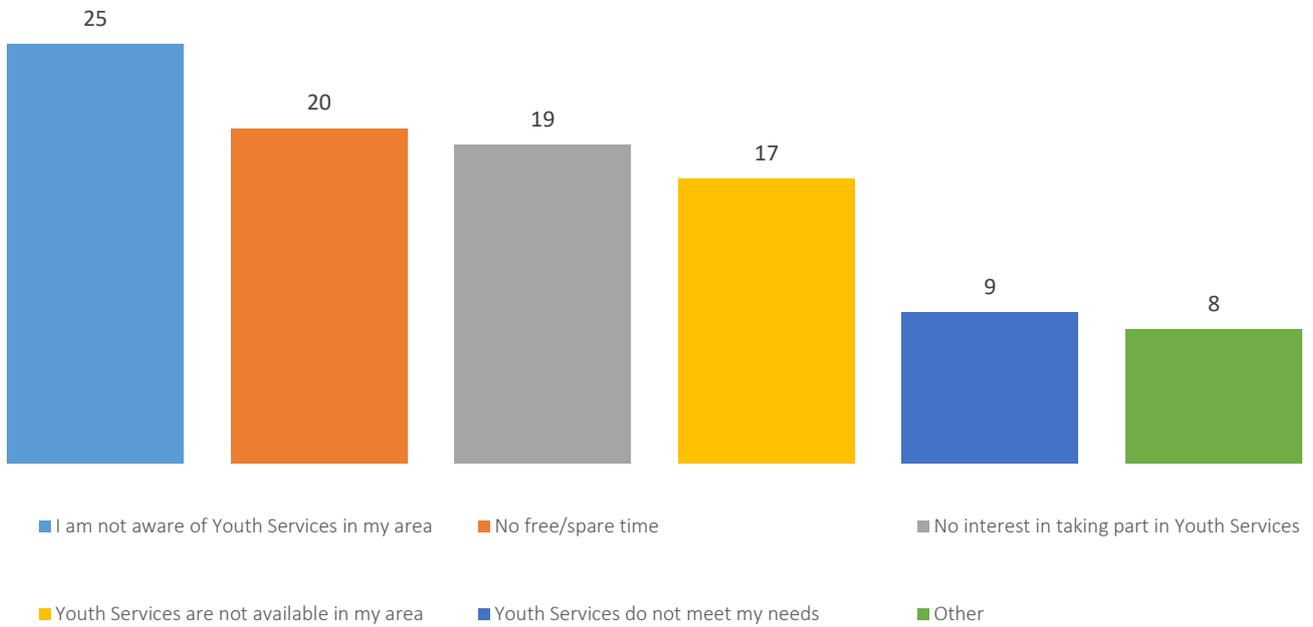
Youth Workers

Please rate how often young people in your area have opportunities to participate in Youth Services



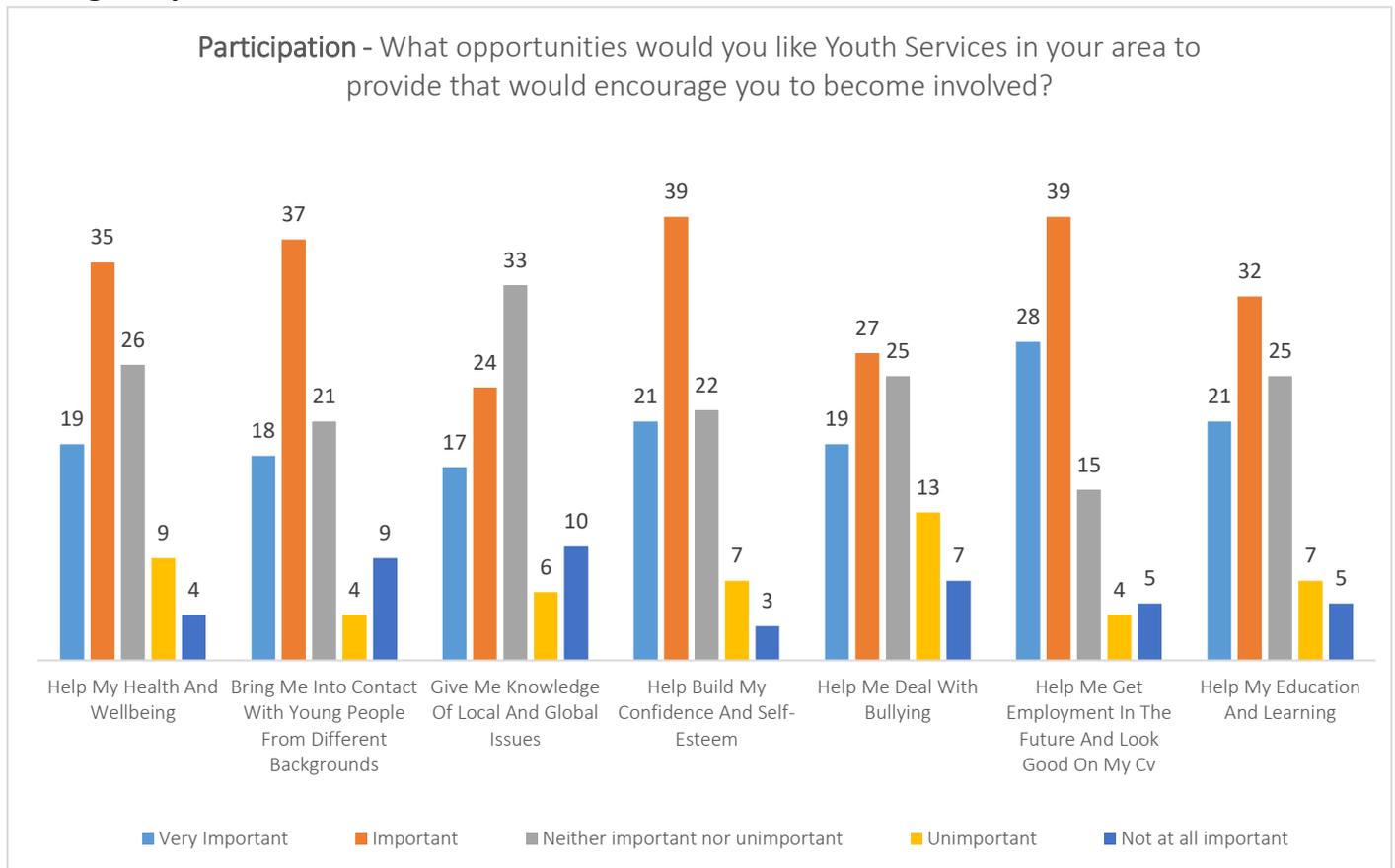
Young People

Participation - Reason you believe you do not have opportunity to take part in Youth Services in your area?

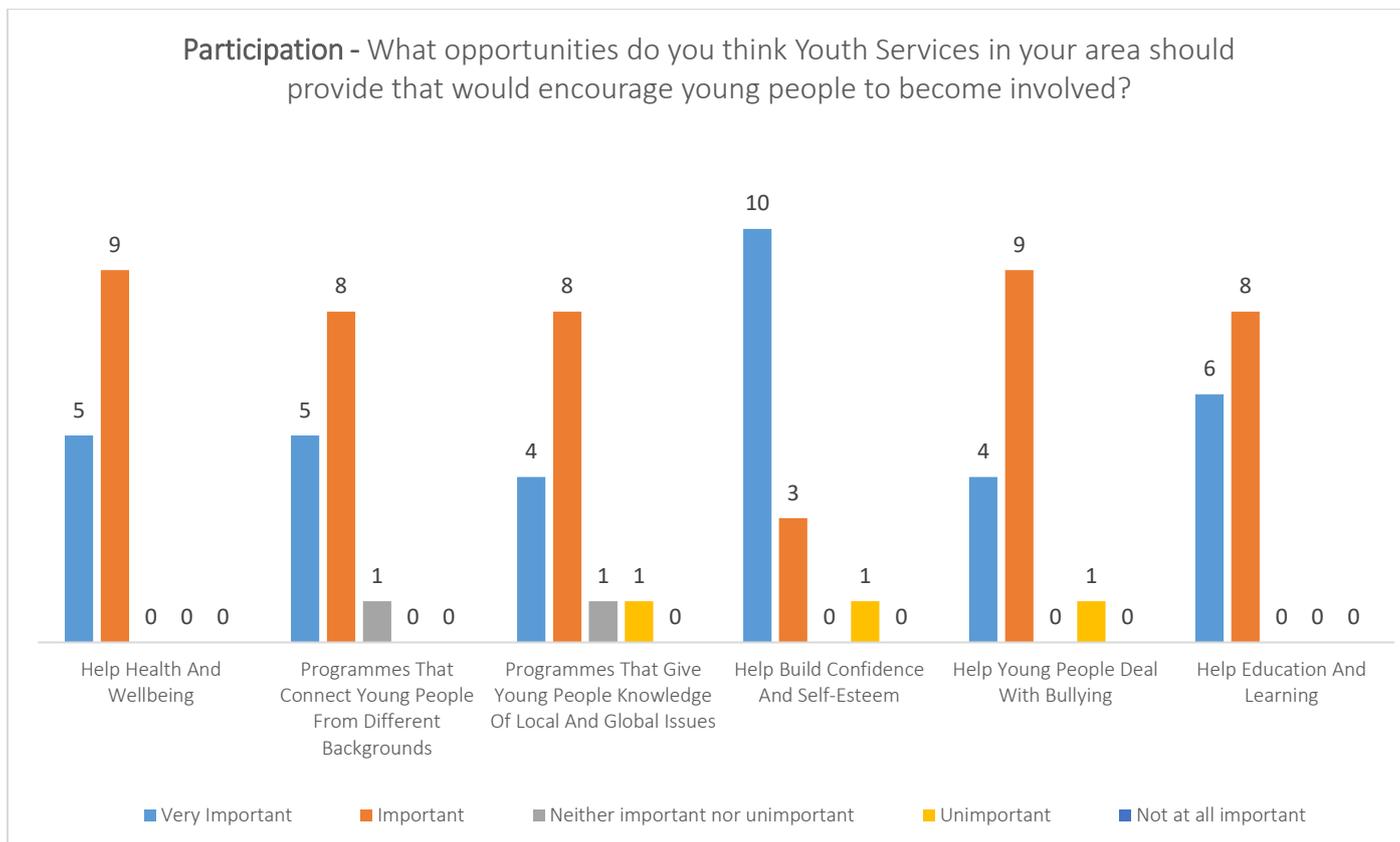


Young People

Participation - What opportunities would you like Youth Services in your area to provide that would encourage you to become involved?



Youth Workers



Discussion

Most children and young people in Northern Ireland have access to some form of social, cultural or sporting outlet. Participation in school, Youth Services and wider society helps children and young people become more confident and independent. It can also provide opportunities to socialise and make friends with people from different backgrounds.

84% of survey respondents in Mid & East Antrim stated that they had an opportunity to take part in Youth Services in their area. There was no discernible difference in terms of age or gender, however, only 46% of those not engaged in Youth Services and 84% of those identifying as gender other reported that they did not have opportunities to take part in Youth Services.

Of those young people not accessing Youth Services, 9% reported that Youth Services did not meet their needs, 17% noted that Youth Services were not available in their area but 25% claimed they were not aware of Youth Services in their area. This is a challenge to youth services in Mid & East Antrim to make sure that they have effective publicity strategies so young people are aware of what is available.

Young people who have been engaged in social, leisure and cultural activities are well-placed to apply for a university place or jobs and training opportunities because they have developed meaningful skills and experiences. As well as participating in an activity they enjoy, young people have often developed important life skills like communicating with others, teamwork, problem-solving and also gained a higher level of emotional maturity.

The survey results highlighted that young people would like to see Youth Services provide support through programmes that helped them obtain employment in the future, programmes that will help with their

confidence and self-esteem and also programmes that supported their education and health and wellbeing. Youth Workers and Volunteers suggested that programmes to develop their confidence and self-esteem, health and wellbeing programmes and education and learning programmes were most likely to encourage young people to become involved in Youth Services.

However, there are significant numbers of young people for whom participating in wider society is not an option. Many of these young people will face barriers and challenges that their peers take for granted. Some such as Newcomers may face language and cultural barriers, young carers may not be able to participate due to other commitments, disabled young people may have accessibility problems, homeless young people and young people from deprived areas may face financial barriers and rural young people may face challenges with transport and lack of digital infrastructure. Interestingly, 85% of rural young people stated that Youth Services were available to them. Internal EA research which reported rural young people feeling isolated and lacking access to services. This suggests that rural young people in Mid & East Antrim are better served than their counterparts in the rest of Northern Ireland.

There are also groups of young people who fail to attend school or access Youth Services. They may be carers, children and young people Looked After, disabled young people or have simply become disaffected with the formal curriculum. Failing to participate in school, Youth Services or wider society can have a detrimental effect and lead to negative outcomes for children and young people including, social exclusion, low confidence and self-esteem and can also negatively affect their mental health and resilience. A recent report from the Child Poverty Action Group found that increasing numbers of young people from low income families were going hungry. As a consequence, young people experience feelings of shame and stigmatisation, feel cut off from their learning and social opportunities due to a lack of money and food.²⁴

The majority of young people at a local engagement event noted that Youth Services catered for all learning styles, however some young people were reluctant to participate in learning opportunities either at school or with Youth Services due to low self-esteem, lack of self-confidence, anxiety or a fear of failure. The survey revealed that a high proportion of young people stated that they would like to participate in programmes that would improve their confidence and self-esteem. This again highlights the value of Youth Work and the impact it can have on a young person's life and future outcomes.

Through consultations with young people it has become evident that young people want to participate in wider society. It was recognised that Youth Services are ideally placed to provide young people with a platform to have their voices heard and responded to through Local Advisory Groups, Youth Councils and other civic events and fora. Many suggested that this form of participation should be continued and expanded upon. It was also reported that participation in wider society would improve their overall life chances, career opportunities and general health and wellbeing.

²⁴ <https://cpag.org.uk/news-blogs/news-listings/why-food-not-answer-hunger-uk>

Inclusion, Diversity & Equality of Opportunity

Area of Enquiry 5: Inclusion, Diversity and Equality of Opportunity

Key Facts

- Whilst there are no specific numbers for Mid and East Antrim, the most recent figures reveal that 671 Looked After Children were supported by the Northern Health and Social Care Trust. Some of these children and young people live and attend schools in the Mid and East Antrim.
- 982 Newcomer children and young people attend schools in Mid & East Antrim.
- 5,678 children and young people have a Special Educational Need or a disability.
- According to the Office of National Statistics, 4.2% of young people in the UK aged 16-24 identify as either Lesbian, gay or bisexual. In Mid and East Antrim this equates to approximately 625 young people.
- In April-June 2019 there were 20,000 young people (aged 16-24) in Northern Ireland who were not in education, employment or training (NEET). This represents 10.2% of all young people aged 16-24.
- According to the Simon Community there are at least 6,000 homeless young people across Northern Ireland. (Homeless can mean living in unsuitable and unstable accommodation).²⁵
- According to the last census (2011) there are 8,000 young carers in Northern Ireland.

Why is this measure important?

An equal society recognises people's different needs, situations and goals and removes the barriers that limit what people can do and can be.²⁶

Inclusion ensures that all children and young people regardless of their background are able to fully participate and access opportunities in all aspects of their lives. This is about ensuring that children and young people have access to services and resources that are accessible, safe and welcoming to all and that do not leave anyone behind.

Diversity is the term used to describe the incredible range of human differences. It includes, but is not limited to, age, race, ethnicity, gender, sexual orientation, social class, disability, religion or belief, national origin, and political beliefs. Diversity is about taking account of differences between people and groups of people and placing a positive value and celebrating these differences.

Equality is not about treating everybody the same. It is about treating everybody fairly.²⁷ Equality of opportunity ensures that all children and young people have an equal chance to participate fully in society and to take up opportunities. Equality of opportunity also ensures that young people have an equal chance to reach their potential and be the best that they can be.

²⁵ <https://www.simoncommunity.org/homelessness/knowledge-hub/homelessness-in-ni>

²⁶ Equalities Review (2007) Fairness and Freedom: The Final Report of the Equalities Review. Norwich: HMSO.

²⁷ <http://www.cwvys.org.uk/wp-content/uploads/2014/06/HB-Equalities.pdf>

What are the factors that can negatively impact on a young person experiencing prejudice and discrimination?

There is a strong legislative framework which protects individuals and groups of people from discrimination, however inequalities persist. Whilst the majority of children and young people in Northern Ireland enjoy safe, happy and active lives, there are significant numbers of young people who experience discrimination and prejudice or face barriers because of their age, gender, race, ethnicity, religion, sexual orientation, disability or even where they live. In some cases, young people may face multiple discrimination.

Inclusion, diversity and equality of opportunity are the basis of a fair and equitable society. However if they are not acknowledged or respected it can lead to a number of negative consequences. Inequalities can arise from discrimination and prejudice that children and young people may face based on an aspect of their identity.²⁸

A recent report from Barnsley Council noted that inequality and discrimination and a lack of respect for others hold us all back.²⁹

Children and young people experiencing prejudice and discrimination are less likely to feel part of a group and participate, withdraw from school and society, suffer poor mental health which can have a negative impact on their academic and social outcomes. Those most likely to encounter discrimination will include some of the following groups: Children and Young People Looked After, those with a Special Educational Need or a Disability, Newcomers or those from a minority ethnic group, young Carers, young people identifying as LGBTQ, young people excluded from school or at risk of exclusion, young people registered as Not in Employment, Education or Training (NEET), victims or witnesses of domestic abuse, those at risk of offending, living in a deprived or rural area, homeless young people and school age mothers.

²⁸ <http://www.seemescotland.org/>

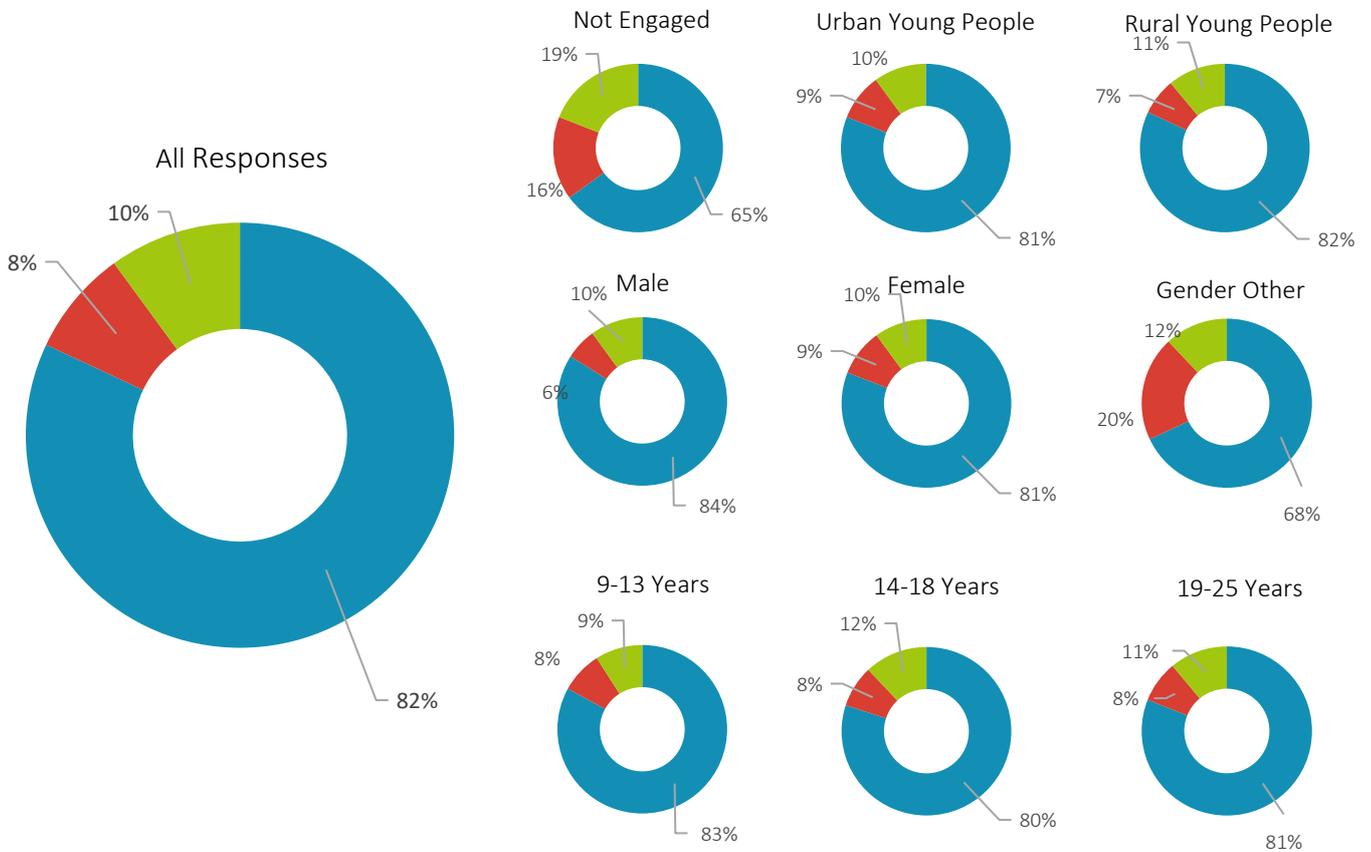
²⁹ <https://barnsleymbc.moderngov.co.uk/documents/s36773/Appendix%201.pdf>

Survey Findings – Inclusion, Diversity and Equality of Opportunity

■ Yes
 ■ No
 ■ Don't Know

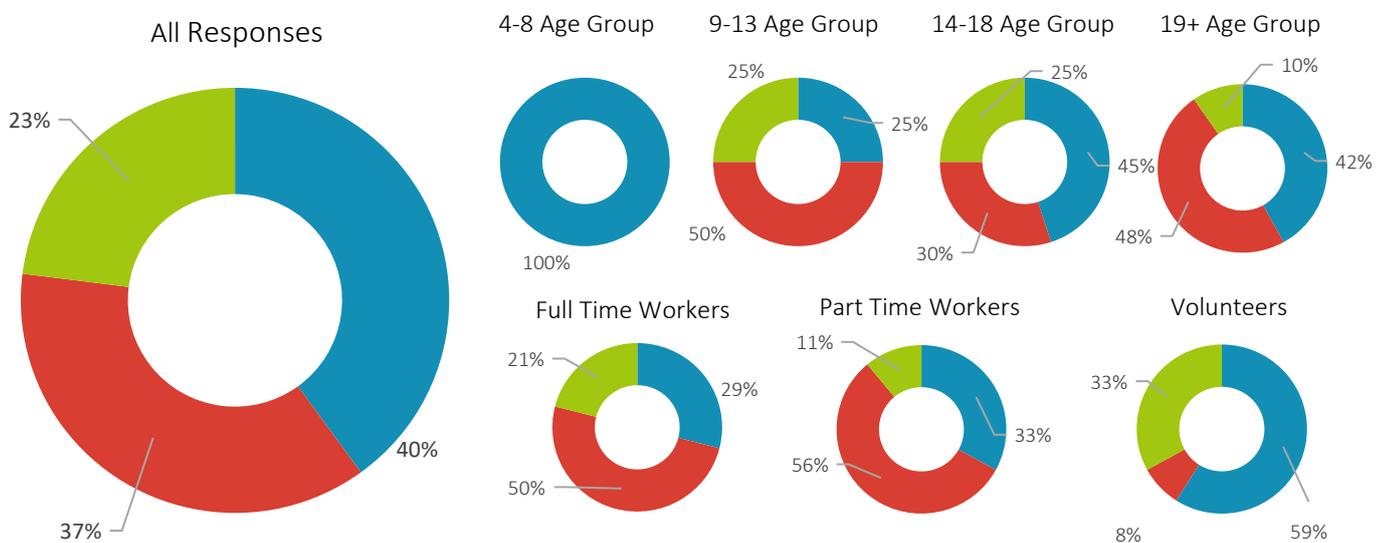
Young People

Young people in your area have the same opportunities in life and are treated the same as other young people?



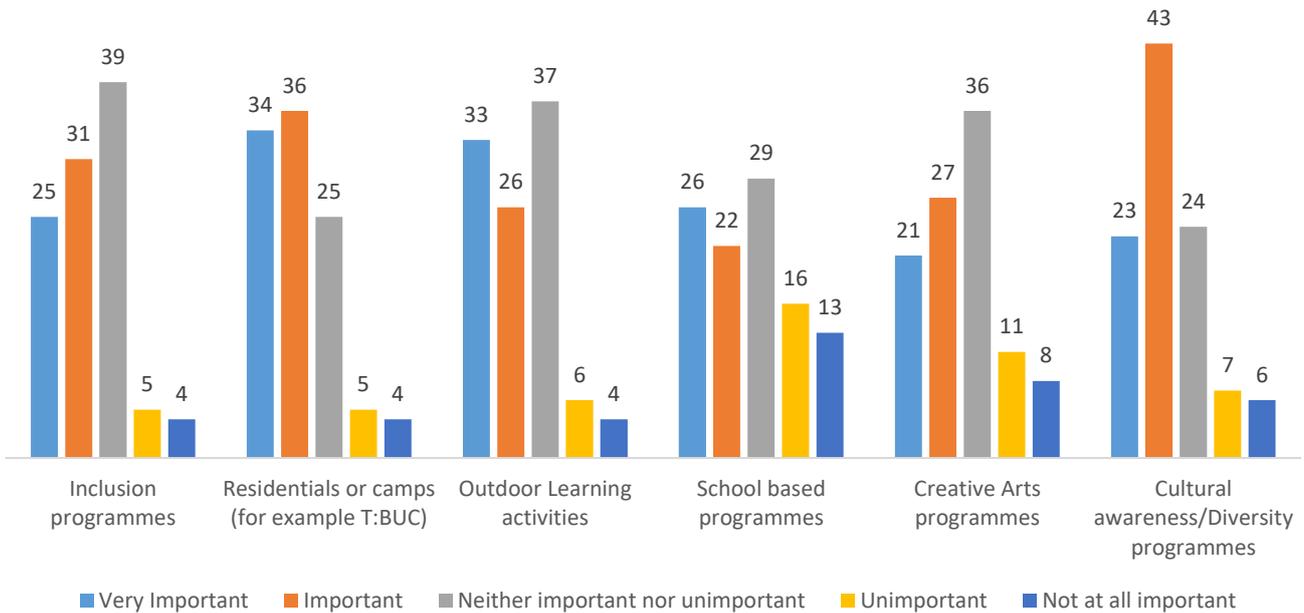
Youth Workers

Young people in your area have the same opportunities in life and are treated the same as other young people?



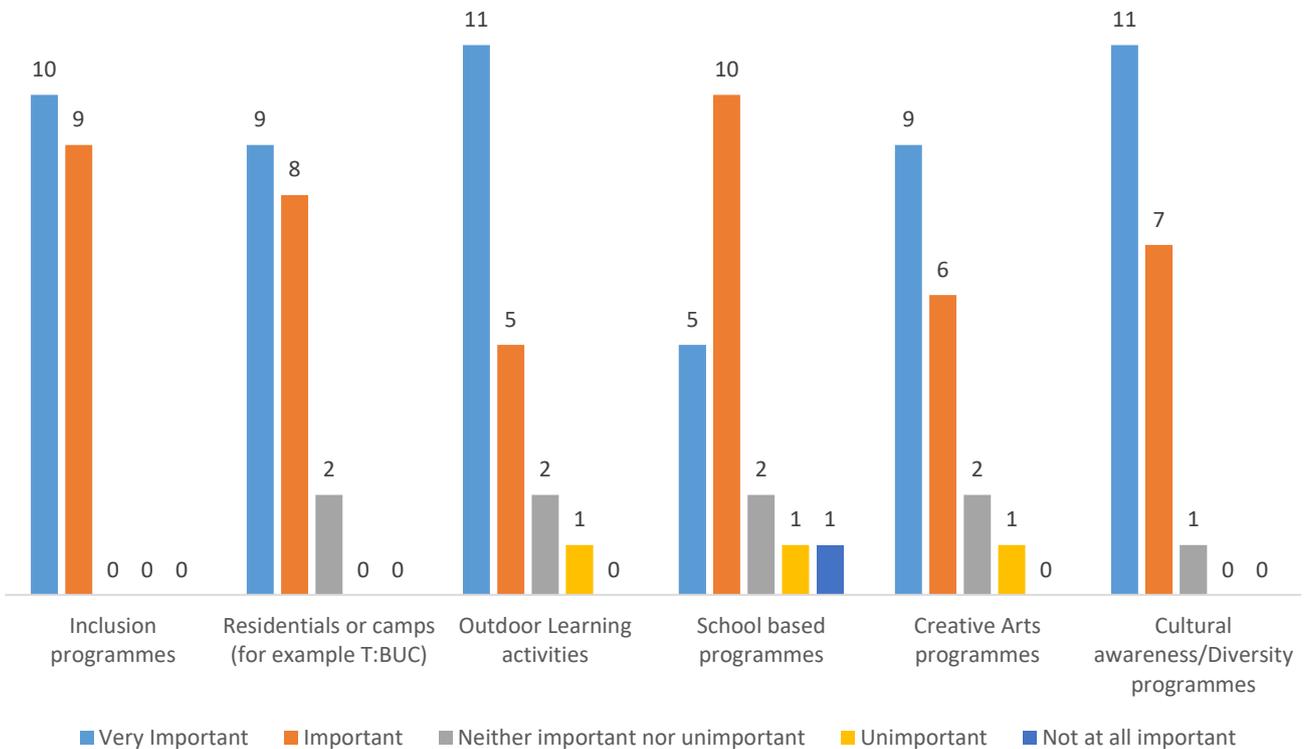
Young People

Inclusion, Diversity & Equality of Opportunity - What opportunities would you like Youth Services in your area to provide so you can feel more included?

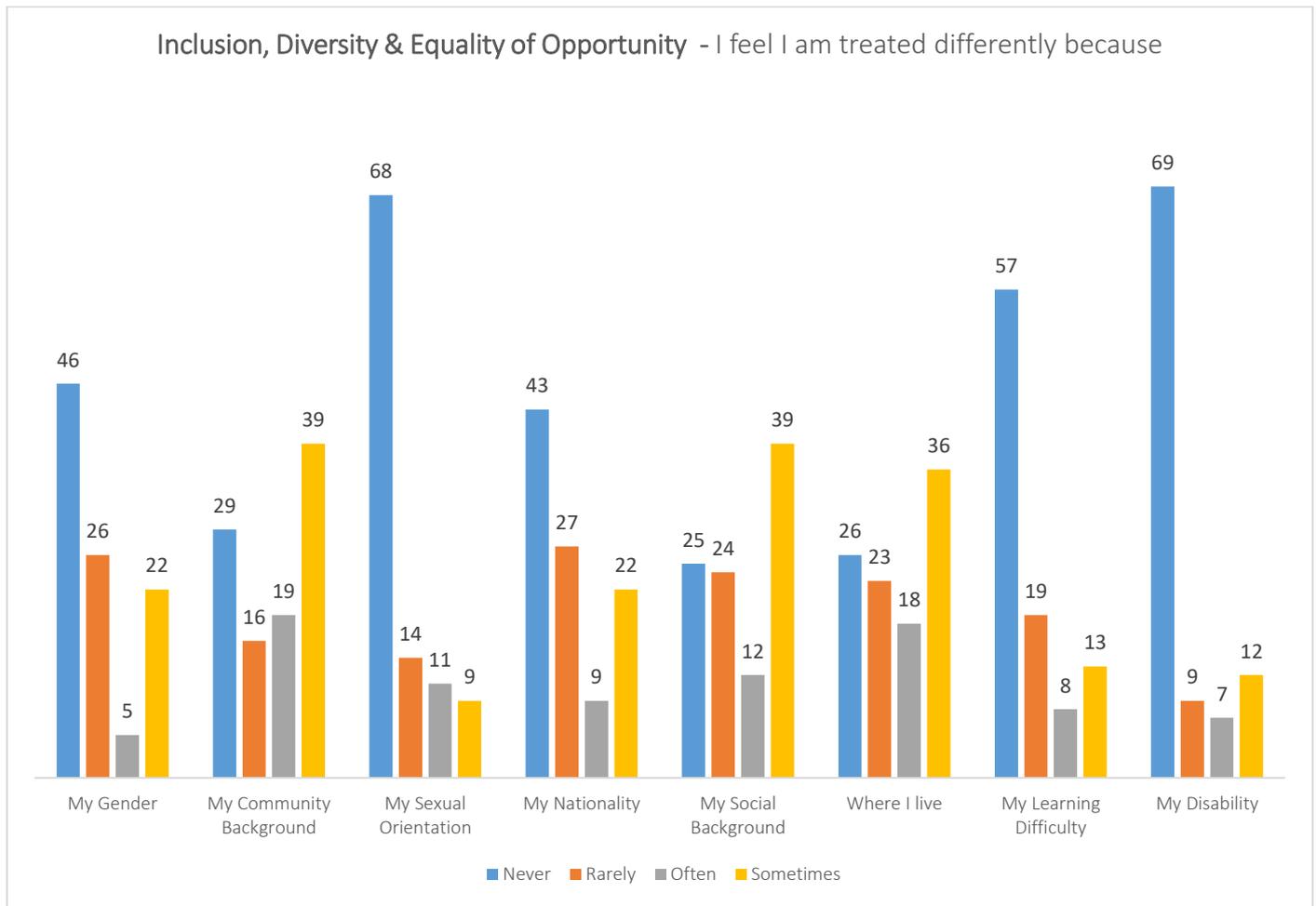


Youth Workers

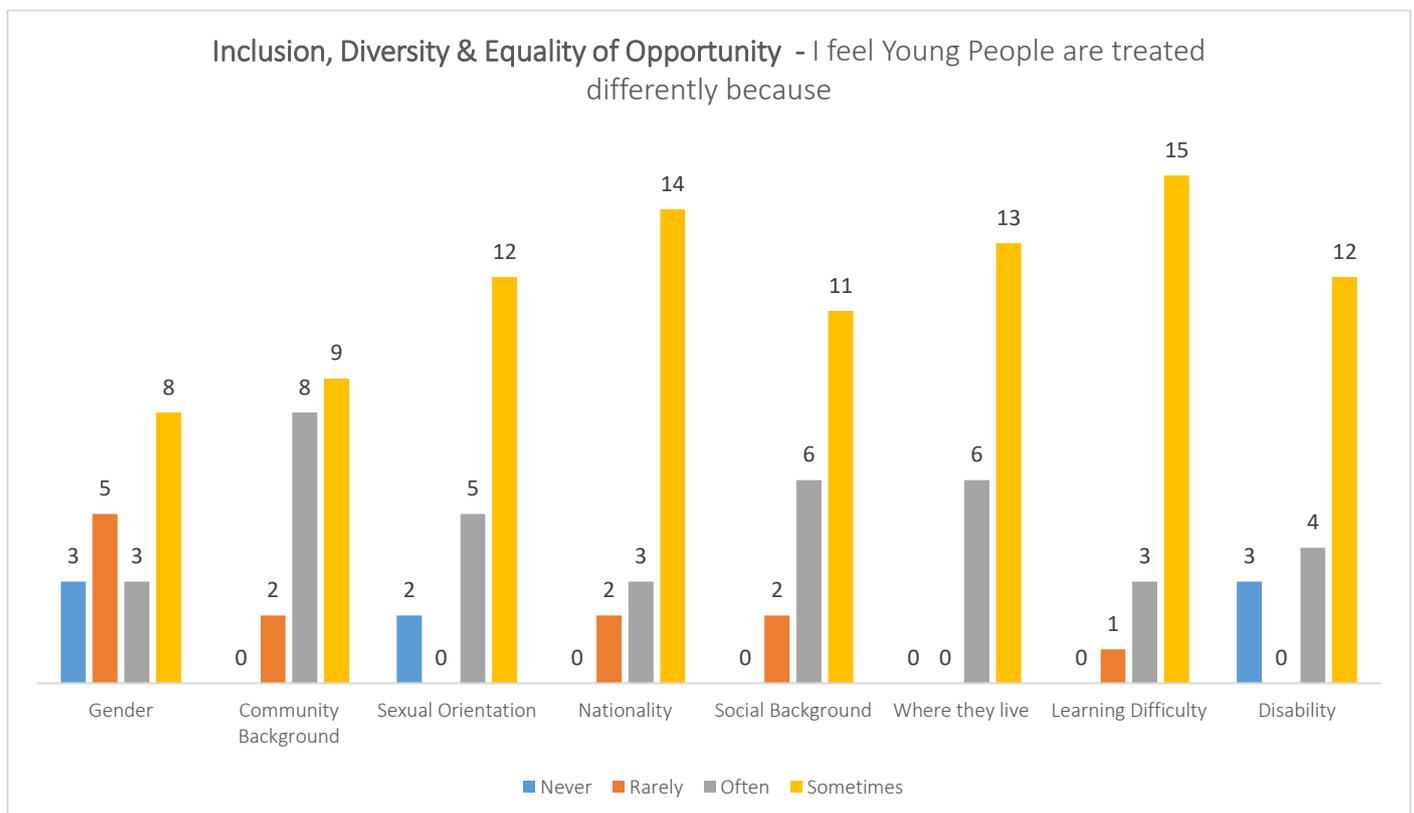
Inclusion, Diversity & Equality of Opportunity - What opportunities should Youth Services in your area provide so young people can feel more included?



Young People



Youth Workers



Discussion

The Education Authority is committed to preventing discrimination, eliminating prejudice, promoting inclusion and celebrating diversity. As an organisation we encourage staff and the children and young people we work with to have respect for themselves and others. EA deliver services that recognise and build upon the strengths of the children and young people in our care from all cultures, religions, gender, age, sexual orientation, ability and backgrounds, in ways that meet their needs and help them to achieve their full potential.

However, there are marginalised groups of vulnerable young people in our society who experience discrimination and do not have the same levels of opportunity to access education or the curriculum, Youth Services or other activities because of their particular situation, such as race, gender, religion, disability or where they live.

At a recent stakeholder engagement event, participants noted that among the specific groups that are currently excluded were homeless young people, young Carers, young parents, LGBTQ young people and members of the Travelling Community. It was also suggested that a lack of Irish Medium provision was a barrier for some young people feeling included.

Stakeholders also noted that some of the barriers that young people faced in terms of being able to participate, included, transport, lack of facilities, access to centres, language and communication, caring responsibilities and a lack of money.

82% of respondents to the survey in Mid & East Antrim noted that they had the same opportunities in life as others and were treated the same. However, for those not engaged with Youth Services the figure was 65% and for those identifying as gender other the figure was 68%. This highlights that some vulnerable groups believe they do not feel included or have the same opportunities as others. It is interesting to note that only 40% of Youth Workers and Volunteers believed that young people in their area had the same opportunities in life and were treated the same as others.

For those young people who believed they were not treated the same as others the reasons given were because of where they lived or their social and community backgrounds. Youth Workers and Volunteers identified these same reasons as the young people along with nationality. This appears to indicate that many feel discriminated against because of where they live and the disadvantages they face in their daily lives and within their communities.

Internal EA research noted that young people from deprived communities and rural areas did not believe they had the same opportunities to participate and achieve in education and participate in Youth Services though rural young people in Mid & East Antrim do not show any difference to their urban counterparts. This may be down to the perception of rural and urban within the borough, many young people in villages see themselves as living in urban rather than rural areas. Participants at a stakeholder engagement event noted that in rural areas there was a lack of facilities and access to services for young people to come together and promote inclusion, especially with young people from Section 75 groups.

All children and young people have the right to be heard and negative attitudes, behaviours and stereotypes towards them should be addressed. Specific individuals and groups may encounter systematic, attitudinal and physical barriers to equality because of their personal circumstances or characteristics. This exclusion ensures that these vulnerable groups of children and young people may feel isolated and marginalised. Discrimination, prejudiced based bullying and social isolation can impact a young person's educational

outcomes and also affect their overall health and wellbeing, loss of self-esteem, lack of motivation and depression and anxiety, leading them to withdraw from mainstream society.

Young people reported that in order to address some of their concerns around Inclusion, Diversity and Equality of Opportunity that they would most like to engage in Outdoor Learning activities, Cultural Awareness and Diversity programmes and Residential or Camps. Youth Workers and volunteers stated that Inclusion programmes, Cultural Awareness and Diversity programmes and Residential and Camps were the best services to provide so that young people felt included.

Both young people and Youth Workers noted that it was important to work with young people in the design of programmes to meet their needs in this area. It was also noted that young people felt safe to explore these issues in a Youth Work setting.

Living in Safety & Stability

Area of Enquiry 6: Living in Safety and Stability

Key Facts

- Approximately 6,900 (16.3%) young people live in the most deprived areas of Mid and East Antrim. (NI average 25.2%).
- Approximately 15,000 (35.5%) young people in Mid and East Antrim live in a rural community. (NI average 34.5%).
- Whilst there are no specific numbers for Mid and East Antrim, the most recent figures reveal that 671 Looked After Children were supported by the Northern Health and Social Care Trust. Some of these children and young people live and attend schools in the Mid and East Antrim.
- The most recent figures reveal that there were 2,213 domestic abuse incidences in Mid and East Antrim. (Northern Ireland 31,531).
- The total number of movements within the Juvenile Justice Centre for Mid and East Antrim in 2017/18 was 19. (Northern Ireland 582).
- In 2017/18 a total of 7,715 days of custody was provided by the Juvenile Justice Centre in Northern Ireland.
- The total number of individual young people in custody in 2017/18 was 167 for Northern Ireland. (139 in 2016/17)
- In April - June 2019 there were 20,000 young people (aged 16-24) in Northern Ireland who were not in education, employment or training (NEET). This represents 10.2% of all young people aged 16-24.
- According to the Simon Community there are at least 6,000 homeless young people across Northern Ireland. (Homeless can mean living in unsuitable and unstable accommodation).
- According to the last census (2011) there are 8,000 young carers in Northern Ireland.

Why is this measure important?

Children and young people experience their formative years through the relationships they form with their parents or guardians and other adult role models who support them. If these relationships provide safe, stable and nurturing environments then children and young people are more likely to develop both physically and emotionally. However, if these relationships are unstable or abusive then this can have a negative impact on a young person's physical and emotional health and development.

A young person's early life experiences shape who they are and can potentially inform their life-long learning and health. A recent study noted that children thrive in stable and nurturing homes and environments where they know what to expect and feel that their relationships, health and safety are secure.³⁰ To develop to their full potential, children and young people require safe and secure housing, a balanced diet, access to medical care, secure relationships with parents and guardians, including nurturing and responsive parenting and high-quality learning opportunities at home and in school.³¹

³⁰ <https://ifstudies.org/blog/how-instability-affects-kids>

³¹ Sanderson, H., & Huerta, S. (2013), *The Negative Effects of Instability on Child Development: A Research Synthesis*, The Urban Initiative, Washington.

What are the factors that can negatively impact on a young person living safely and securely?

Adverse childhood experiences can have a detrimental effect on a child or young person's personal and social development. As well as having negative consequences for the individual it can also impact on other young people in local communities. A recent study noted that a negative home environment can lead to a series of problems, including among others, poor language development, deficit in school readiness, later behavioural problems and mental health issues.³²

There are a number of risk factors such as socio-economic, demographic, environmental and cultural influences which can directly impact on a young person. These range from instability in terms of parenting, their home environment, lack of a male role model, education and employment and can include negative transitions which they may experience, such as family relationships, including divorce or remarriage, moving home and school, neglect and witnessing or being the victims of domestic abuse.

These negative influences on children or young people can have serious consequences for their future life chances. Vulnerable children and young people are more inclined to have behavioural problems, poor educational attainment and limited career prospects and poorer general and mental health. They are also likely to have limited personal resilience and engage in risk taking activity including alcohol and drug misuse, anti-social behaviour, inappropriate use of social media leading to child sexual exploitation, crime, gang involvement and are more susceptible to be influenced or threatened by paramilitaries. Other consequences include, isolation, being bullied, homelessness, stigmatisation and social exclusion.

Children and young people from Section 75 groups are those at most risk of not living safely and securely. There are large numbers of these children and young people throughout Northern Ireland.

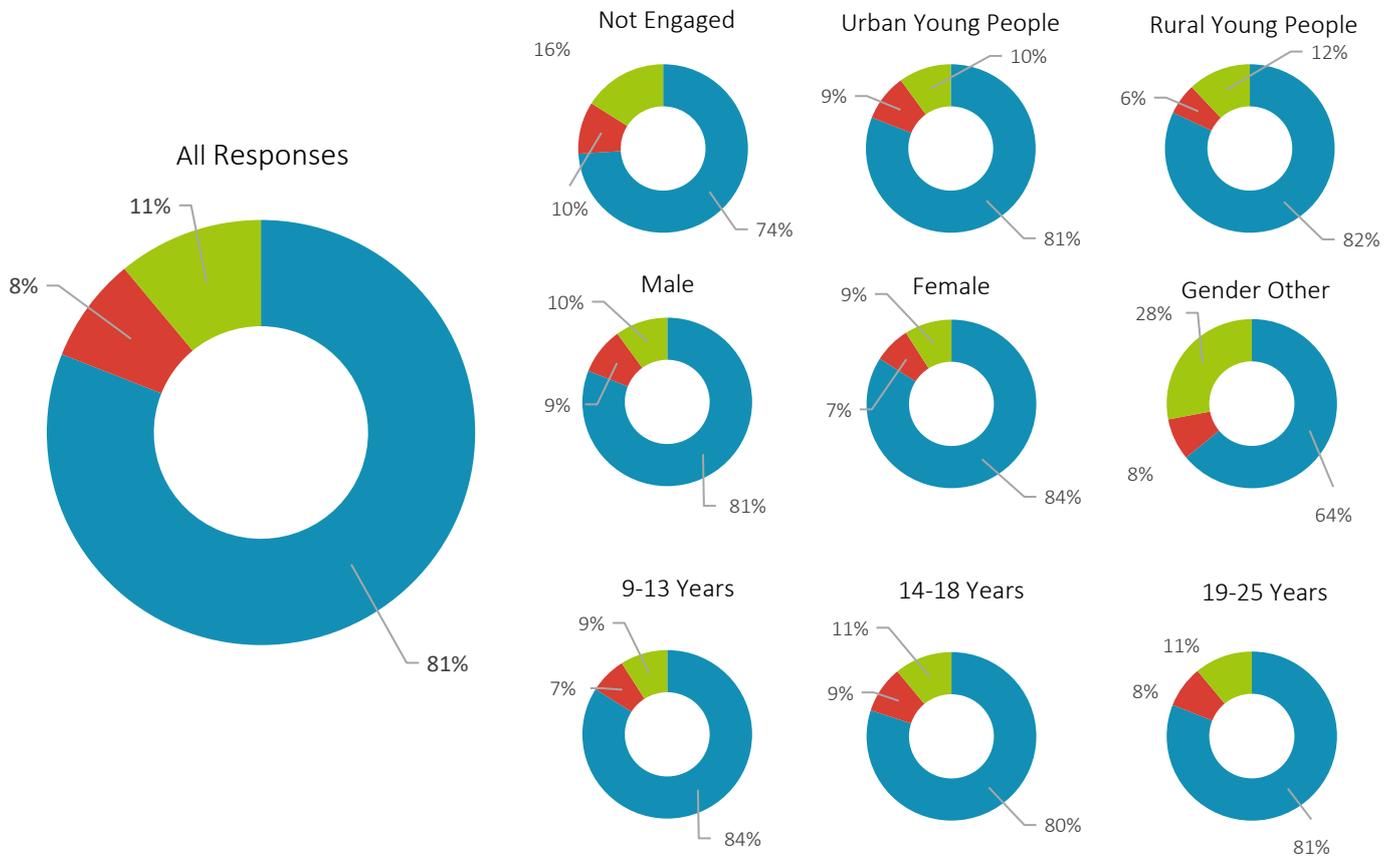
³² http://www.urbanchildinstitute.org/sites/all/files/databooks/TUCI_Data_Book_VII_2012.05_family.pdf

Survey Findings – Living in Safety and Stability

Yes No Don't Know

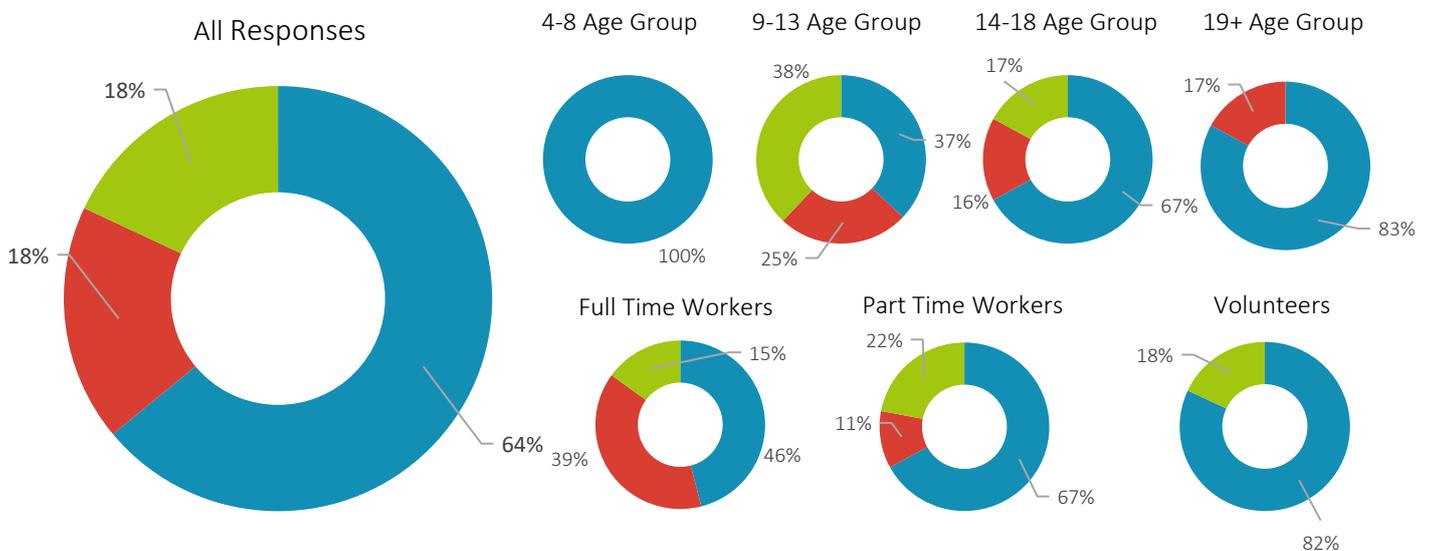
Young People

Do Young People that you work with feel safe in their own community?

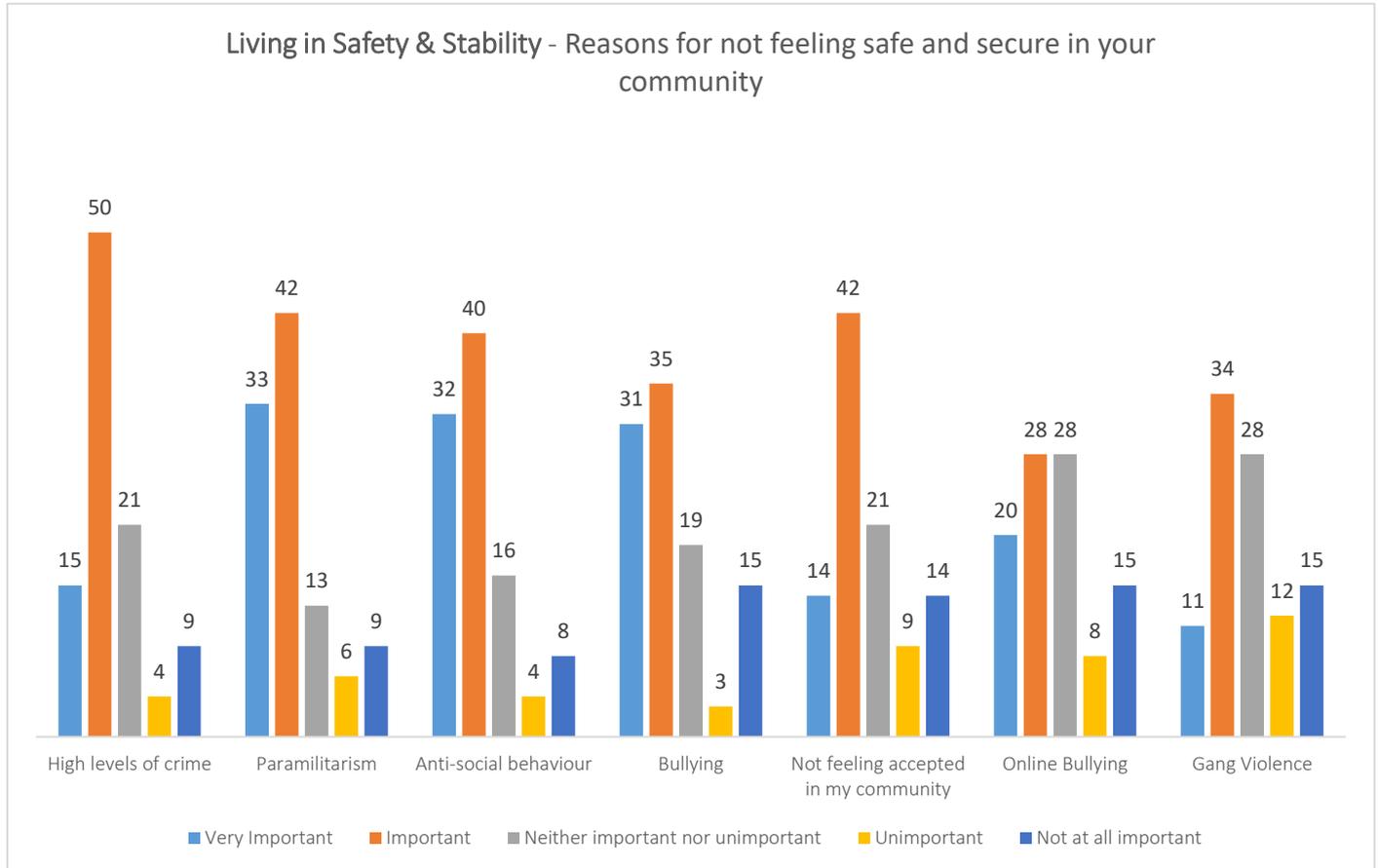


Youth Workers

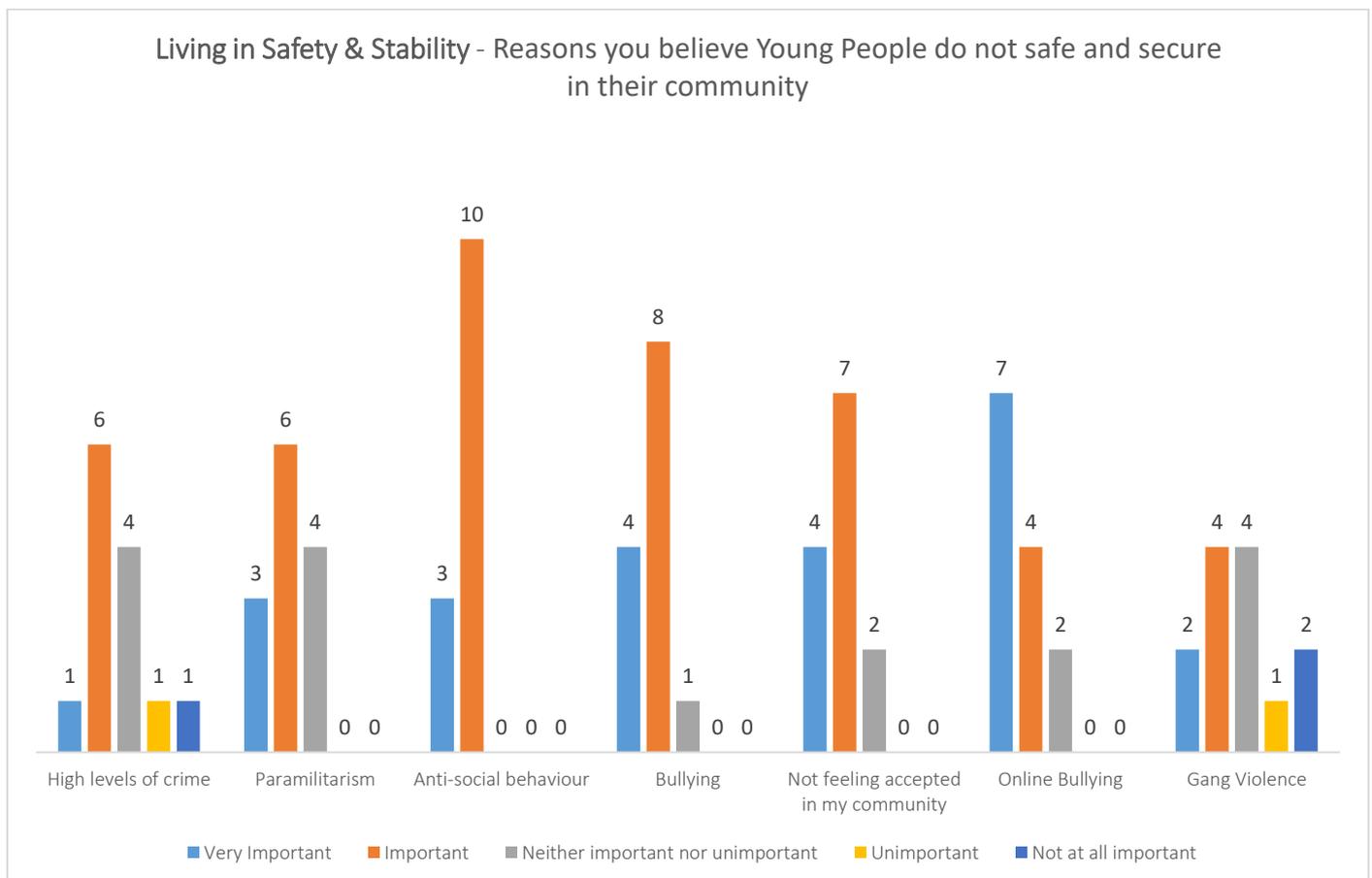
Young People that you work with feel safe in their own community?



Young People



Youth Workers



Discussion

Where one lives has a direct bearing on one's life chances and outcomes. Children and young people growing up in a stable, secure home and environment are more likely to achieve academically, have better health outcomes, more opportunities to participate in wider society and have better career opportunities.

A safe, secure and loving home environment as well as a school, Youth Service and community which is consistent and nurturing, makes a big difference for the most vulnerable children and young people in our society. However, there are many young people experiencing significant adversity in their home lives and within their communities which can have a negative impact on their education, health and social outcomes.

For these young people insecurity and transitions create stress which can threaten a young person's sense of belonging and security. A recent local consultation event with young people reported that Youth Services have a key role in providing safe and supportive environments in helping young people achieve their potential and to promote the positive role that young people can contribute to their local communities.

Of those young people in Mid & East Antrim who responded to the survey the vast majority, (81%), reported that they felt safe in their own community. The only discernible difference being among those who identified as gender other with only 64% feeling safe in their own community and also not feeling accepted in their community. Only 64% of Youth Workers and Volunteers noted that the young people that they worked with felt safe in their own community.

The principle reasons given by young people for not feeling safe were anti-social behaviour, high levels of crime bullying, online bullying and not feeling accepted in their community. Youth Workers and Volunteers also noted that these were the most common reasons given for young people not feeling safe in their own community. Young people who experience bullying are more likely to miss school or attend a youth centre, feel safe, happy or achieve, be healthy and are less likely to make a positive contribution to their community. Young women were more likely to identify gang violence as a reason for feeling unsafe.

Young people at an engagement event suggested that some of the reasons why anti-social behaviour and crime occurred was due to easy access to alcohol and drugs, lack of a police presence, poor lighting and limited CCTV and Youth Centres not being open at weekends or when they were needed most. Young people discussed the possibility of a multi-agency approach, including the voice of young people, to tackle these issues and the importance of accountability from all stakeholders and partners was stressed. It is also important to note that children and young people reported that youth centres were places where they felt safe.

Research has shown that as children and young people are spending more time on social media they are more vulnerable to being victims of child sexual exploitation.³³ Engaging in sexting or the sharing of inappropriate sexual images between adults or their peers can lead to bullying or blackmail and can have a detrimental effect on a young person's mental health and resilience.

³³ <https://www.knowsleyscp.org.uk/wp-content/uploads/2016/03/7-Minute-Briefing-CSE-and-Social-Media.pdf>

Young people at an engagement event recognised the growing concerns young people had around child sexual exploitation and supported the development of new digital resources and programmes to help young people develop virtual resilience, including good digital and social media habits and a better understanding of their online presence.

Internal EA research revealed that young people were increasingly concerned about gang violence and arranged fights. In Mid & East Antrim this is of particular concern to young women. The Police Service of Northern Ireland have confirmed that this is growing concern. These are being organised through social media. It was reported that these fights may have been organised by gangs along sectarian or territorial lines. Another worrying development is, according to youth workers, the anecdotal reported increase in the number of young people carrying and using knives.

Paramilitarism is a reality for many in Northern Ireland and also a growing threat to children and young people, particularly those from the most deprived communities where they exert the greatest control. Mid & East Antrim has a Communities in Transition area covering parts of Carrickfergus and Larne. There is a dedicated EA START Youth Worker there and all youth workers deliver Lawfulness programmes. A recent report noted that without a functioning Executive and uncertainty regarding Brexit making the task of ending paramilitarism is more difficult.³⁴ Paramilitary activity is also linked to criminality and organised crime and young people from deprived communities are more susceptible to be influenced and become involved. At a recent engagement event young people recognised the threat posed by paramilitary organisations in their areas. They were able to articulate how young people could become involved and the suspicion with which police were viewed in these communities. Young people supported the idea of community partnerships, based on trust and respect, involving all key stakeholders to provide young people with alternative opportunities.

Another report noted that young people who have been exposed to paramilitaries, either as victims or witnesses, have mental health issues, endure feelings of anger and fear, have suicidal thoughts and use alcohol and drugs as coping mechanisms.³⁵ Young people recognised and supported the work of Youth Services in delivering Lawfulness programmes to support these vulnerable young people at challenging times in their lives.

³⁴ Independent Reporting Commission, 2019, Second Report, HMSO, London.

³⁵ <https://theconversation.com/paramilitaries-still-cast-shadows-over-lives-of-young-people-in-northern-ireland-106205>

Establishing Areas for Action

Establishing Areas for Action

Youth Work Priorities

Priorities for Youth outlines five key areas for the planning and delivery of Youth Services:

- Raising Standards for All.
- Closing the Performance Gap, Increasing Access & Equality.
- Developing the Non-Formal Education Workforce.
- Improving the Non-Formal Learning Environment.
- Transforming Governance and Management of Non-formal Education.

Based on this assessment of need, Local Planning for Youth Services should consider the following areas for actions within this policy context to develop and deliver effective Youth Services for children and young people.

Raising Standards for All

Area of Action: Delivering on Assessed Need

This Assessment of Need will be used to direct work within Mid & East Antrim through the Local Youth Development Plan. The Local Youth Development Plan will be continually reviewed and updated annually. Stakeholder engagement events will help provide relevant up to date information on key issues.

Area of Action: Proportionate Reporting on Youth Service Outcomes

Currently 130 voluntary groups are registered and receive funding for generalist provision. The Engagement Framework enables them to effectively report on how young people engage with their provision. The Engagement Framework is designed to allow smaller providers to quickly collate information without it becoming a bureaucratic burden.

Targeted interventions use the Outcomes Framework to report on the impact they have had with young people. Professional EA staff and large voluntary groups use this to assess the developmental change with each young person they have worked with. This framework reflects the intensity of these interventions.

Area of Action: Stakeholder Engagement and Research

The Local Advisory Group will work alongside the Senior Youth Officer to organise a series of Engagement Events to appraise need and provision in the area. These events will enable stakeholders to share their knowledge of the area and issues affecting young people.

Additionally, Young People will have the opportunity to engage in thematic youth conferences where they can bring their experience and knowledge.

Area of Action: Quality Assurance

The quality of provision will be assured through a combination of Moderation, Unit Visits, Supervision and use of Target Monitor.

These will be used proportionally dependent on the size and level of funding providers receive. Statutory provision receives proportionate Quality Assurance checks based on whether the delivery is by professionally or locally qualified workers.

Area of Action: Promotion of Service and Opportunities

The surveys showed that a promotional strategy using a variety of methods is needed to effectively reach young people. Social Media is the most popular method for accessing young people, however only a third identified it as their preferred method of communication. It is important that more traditional methods such as leaflets and posters alongside publicity events are also used.

Closing the Performance Gap, Increasing Access and Equality

To ensure a greater focus on service delivery this assessment of need recommends that under this priority there are six areas of action informed by the areas of enquiry. The outputs that Youth Services will deliver to meet the needs of children and young people under the six areas of action are:

Health and Wellbeing

Mid and East Antrim Youth Service will address Health and Wellbeing issues of Mental Health, Sexual health and gender specific issues through sports and fitness, outdoor learning, leadership programmes and anti-bullying programmes.

Addressing risk taking issues such as alcohol and drug misuse and sexual health continues to be a priority delivery area within Mid and East Antrim. In response to the assessed need, Youth Workers will develop and deliver programmes under the following headings. Young people considered these to be their preferred options.

- Sports and Fitness Programmes
- Mental Health Programmes
- Relationship Programmes
- Alcohol/Drugs Programmes
- Gender Specific Programmes
- Leadership Programmes
- Anti-Bullying Programmes
- Creative Arts Programmes

Additionally Youth Workers have the option to signpost young people to EA Youth Service's FLARE Team who provide support to young people experiencing poor mental health or who have been impacted by suicide.

Learning and Achieving

The assessment of needs shows that young people recognise Youth Service as providing learning opportunities.

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 in Youth Services to provide qualifications that were accessible, meaningful and would meet their career and life opportunities.

The Youth Service "Learning Together Programme" (LTP), delivers both accredited and non-accredited programmes in targeted schools. 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.

Accredited training and leadership opportunities are essential for 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 as individuals and to contribute to their local community.

Many young people in Mid & East Antrim have lower educational attainment and Youth Workers will help address this through the following programmes:

- School Based Youth Work
- Accredited Programmes

- Non-Accredited Programmes
- Leadership Programmes
- Life Skills Programmes
- Outdoor Learning

Good Relations

Many young people do not get the opportunity to engage with those from a different background.

The key findings within this area of enquiry highlight a significant need for good relations work to be delivered across Mid and East Antrim.

Specific programmes or interventions focusing on cultural awareness and diversity are required to break down barriers and to learn about local history, religion, politics and culture.

Diversity and awareness raising programmes also need to look at difference in a much broader sense terms of race, ethnicity and gender to help address prejudice and discrimination.

Youth Services need to ensure that they are open and welcoming to all young people. Proactive steps are needed to engage vulnerable or marginalised groups of young people including newcomers.

Youth Workers in Mid & East Antrim will address this through the provision of the following:

- Inclusion Programmes
- Residential Programmes
- T:BUC Camps
- Cultural Awareness Programmes
- CRED Programmes

Participation

Generalist Programmes will be delivered in Youth Centres across Mid & East Antrim which will operate at key times depending on the needs of the locality they serve. Focus will be placed on weekend provision and post-primary age bands.

Centre based and Area Youth workers will operate Outreach and Detached Work to engage with young people and inform them of provision.

Young people have identified a role for youth service in delivering Employability Programmes and these will be delivered in EA Youth settings. We will provide volunteering opportunities.

Young people will have the opportunities to participate in social action programmes locally and globally.

Rural Youth Work programmes are needed to engage with the large numbers of young people who live outside the catchment area of current provision.

Inclusion, Diversity and Equality of Opportunity

It is recognised that there is a need for young people from diverse backgrounds to come together and meet on a more regular basis.

Targeted work is needed to engage vulnerable groups of young people including LGBTQ young people, young people with disabilities, children and young people looked after, newcomers to ensure they have access to services and barriers to engagement removed or addressed. The mechanisms to engage these groups of young people should be through residential/camps, cultural identity/diversity programmes and through the medium of creative arts.

Youth Workers will develop Inclusion Programmes to address discrimination and prejudice, to encourage mutual respect and celebrate diversity.

Methodologies used will include the following:

- T:BUC Camps
- International Programmes
- Rural Youth Work
- Outdoor Learning
- Residentials
- Cultural/Diversity Programmes

Living in Safety & Stability

We will deliver Lawfulness Programmes including the area based Youth Volunteer Academy and the school based SYTES programme. These programmes will be targeted in areas and schools based on local information in conjunction with our partners in PSNI. Youth workers will also deliver lawfulness programmes addressing respect for the law. Young people will also be referred to the START Programme which has a dedicated youth worker.

Detached Youth Work as a methodology to engage with young people at key times and in key areas will be used throughout the year.

Area and Centre Based youth workers will also deliver programmes addressing

- Internet Safety
- Anti-Bullying
- Safeguarding
- Personal Development

This will not only provide a greater focus for the planning and delivery of services but will also enable the service to report on the impact of Youth Work on the Children and Young People's strategy. When developing outputs under this priority and areas for action, consideration should be given to developing outputs which will meet the needs of:

- LBGTQ Young People
- Children Looked After
- Children and Young People with Learning and Physical Disabilities
- Newcomer Children and Young People
- Young People from the Travelling Community

Furthermore, evidence from desktop research and the online survey places a particular emphasis on the need to provide quality generalist provision for young people. Providing a high quality universal service will assist in limiting the need for early intervention or targeted services for young people as they progress into adulthood.

Respondents to the survey also highlighted the need to recognise young people's contribution to participating in Youth Work programmes, projects or generalist provision. Youth Services should consider a range of locally and nationally recognised certifications or accreditations to meet the needs of young people.

Developing the Non-Formal Education Workforce

Area of Action: Workforce Development

Youth Services should ensure all staff are trained to best respond to the current needs of children and young people. Accredited and non-accredited training will be offered to all staff based on their needs identified through an annual Trainee Needs Analysis. All statutory centres will be appropriately staffed to ensure a range of programmes and activities are available at all times. Recruitment strategies linking in with local job fairs and using social media will be deployed. The Trainee Youth Support Worker Scheme will

operate annually providing young people aged 18-25 with a paid opportunity to gain accredited training, work experience and a Youth Support Worker position within their local Youth Centre

Area of Action: Practice Development and Support

All staff will receive regular support and supervision commensurate with their role. New staff will receive a thorough induction in EA processes as well their specific job role.

Area of Action: Volunteer Development

EA will implement a volunteering strategy for adults and young people ensuring that they have the same support as paid staff. Young Volunteers will be registered as Millennium Volunteers and have their work recorded with the scheme. A local volunteer recognition event will take place annually to celebrate the service that volunteers provide.

Improving the Non-Formal Learning Environment

Area of Action: Participative Structures

The voice of young people in the design and delivery of services is a key feature of Youth Work. Young People will make up at least 50% of the membership of the Local Advisory Group, the remaining places taken by adults who work with or have a vested interest in youth services.

The LAG will organise and deliver at least two stakeholder events each year on themes that have been identified regionally and locally.

Young people will have the opportunity to participate in Youth Voice where they will represent the voice of young people across the Borough.

Young people will also help decide on the distribution of small grants and the moderation of programmes funded through the Small Grants scheme.

Young people's participation will be celebrated at the Regional Youth Awards.

Area of Action: Development & Maintenance of EA Youth Estate

The modernisation and maintenance of all EA youth centres will be progressed to provide a safe, suitable environment for the delivery of youth services.

Health and Safety Audits will be carried out on all sites and identified issues addressed.

Area of Action: Digital Transformation of Youth Service

All youth centres will provide a WiFi connection that young people can use free of charge.

A corporate network in all centres will allow staff to access EA systems and retrieve current information on all policies, procedures and communications. The network will also allow workers to report on their work and communicate effectively with others inside and outside of the organisation.

Youth Services should consider all systems and processes that can be provided online using a digital first focus not digital only.

Transforming Governance and the Management of Non-Formal Education

Area of Action: Funding Scheme for Voluntary Youth Organisations

As outlined in Priorities for Youth, Youth Services should fully implement the New Funding scheme arrangements for regional and local voluntary youth organisations and ensure it effectively meets the needs of children and young people.

Summary of Recommend Areas of Action 2020-2023

Youth Work Priority: Raising Standards for All	
1.1	Delivering on Assessed Need
1.2	Proportionate Reporting on Youth Service Outcomes
1.3	Stakeholder Engagement & Research
1.4	Quality Assurance
1.5	Promotion of Service Opportunities

Youth Work Priority: Closing the Performance Gap, Increasing Access and Equality	
2.1	Health and Wellbeing
2.2	Learn and Achieve
2.3	Good Relations
2.4	Participation
2.5	Inclusion, Diversity & Equality of Opportunity
2.6	Living in Safety and Stability

Youth Work Priority: Developing the Non-Formal Education Workforce	
3.1	Workforce Development
3.2	Practice Development & Support
3.3	Volunteer Development

Youth Work Priority: Transforming the Non-Formal Learning Environment	
4.1	Participative Structures
4.2	Development & Maintenance of EA Youth Estate
4.3	Digital Transformation of Youth Service

Youth Work Priority: Transforming Governance and the Management of Education	
5.1	Funding Scheme for Voluntary Youth Organisation

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