

TASKFORCE REPORT

REPORT OF THE TASKFORCE ON PROTESTANT
WORKING CLASS COMMUNITIES

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FOREWORD BY TASKFORCE CHAIR

Government has put in place a range of strategies and mainstream programmes aimed at tackling disadvantage in all communities: however, despite significant socio-economic improvement in Northern Ireland, there remain deep-rooted challenges afflicting both Catholic and Protestant areas.

As part of Government's ongoing commitment to tackling disadvantage in all of its forms, the Taskforce to Address the Needs of Protestant Working Class Communities was established in 2004 by the then Minister for Social Development, John Spellar. This was a response to concerns that, in many areas, Protestant working class communities appeared to be less likely or less able to engage with the wide range of Government policies and programmes available to them.

The key objectives of the Taskforce were, initially, to test the perception that some problems are worse in Protestant working class communities and, secondly, to gain an understanding as to why Government support, available to all working class communities, has not been taken up in some Protestant communities or has failed to deliver the expected outcomes.

The diagnostic work of the Taskforce has included a comprehensive review of existing research; the commissioning of

two new pieces of research into the Sandy Row and Greater Village areas; and extensive engagement and consultation with civil and elected representatives of the Protestant community in Northern Ireland.

While the evidence continues to point to deprivation across Protestant and Catholic communities, through the work of the Taskforce it has also become clear that working class Protestant communities are, for a variety of reasons, often less able to tackle problems in their neighbourhood.

I am confident that this Taskforce Report will prove to be a valuable resource for Government in helping to understand the priority issues within Protestant working class areas and how they may be managed by Government and by communities themselves. I hope that it will also have a role in shaping Government's future engagement with these communities, particularly in improving the delivery and effectiveness of public services.



ALAN SHANNON
Taskforce Chair

1. INTRODUCTION

- 1.1 In March 2004, Government appointed a cross-Departmental Taskforce to consider the specific needs of Protestant working class communities. This appointment followed concerns, expressed both within the community and within Government, that in many areas Protestant working class communities appeared not to be benefiting, as expected, from the wide range of Government policies and programmes available to them.
- 1.2 The Taskforce, chaired by Alan Shannon, Permanent Secretary of the Department of Social Development, was composed of senior Civil Servants from across the Northern Ireland Civil Service, with representation from all those Departments having significant service delivery responsibility, including the PSNI. A list of members past and current is provided at Annex A.
- 1.3 The Taskforce's brief was three-fold: initially, to test the perception that some Protestant working class communities could be expected to benefit less from mainstream Government programmes; secondly, to gain an understanding as to why this might be so; and, finally, to make recommendations as to how the identified obstacles in terms of accessing and benefitting from the delivery of public services and programmes might be addressed.
- 1.4 Before completing its analysis, the Taskforce, in addition to reviewing the large body of relevant research and data already available, has undertaken extensive consultation with a wide range of stakeholders within the Protestant community in Northern Ireland and, in particular, has commissioned two diagnostic exercises in the Sandy Row and Greater Village areas.

1.5 The key objective of this work has not been to create new policies, but instead in finding ways to re-focus existing Government policies and programmes in order to better serve the needs of the community. In making its recommendations, the Taskforce has considered:

- How the delivery of services can be improved, modified or made more effective for the communities they serve;
- How barriers faced in accessing and benefitting from the delivery of mainstream public services can be reduced;
- How to address, more effectively, key practical issues faced in working class communities such as access to employment, skills, training, literacy and numeracy, community cohesion, community confidence and empowerment;
- How to harness the expertise of the wider community and effectively integrate key interests (including the business, faith, community and political sectors) into the programme for improvement.

1.6 Since its inception the Taskforce has reported regularly to Ministers, through the Minister for Social Development, providing details of emerging findings and offering advice as developments have unfolded. This report contains the final analysis and recommendations of the Taskforce on the way forward.

2. TASKFORCE ENGAGEMENT

2.1 The Taskforce began its work with a comprehensive diagnosis of the issues within Protestant working class communities. This involved the review and consideration of relevant research and the findings of recent opinion surveys as groundwork. A number of specific pieces of research informed the Taskforce analysis. These included:

- *The Northern Ireland Life and Times Survey*, which showed that the Good Friday Agreement was seen overwhelmingly by Protestants as benefiting Roman Catholics most and which demonstrated an increasingly pessimistic view of community relations by Protestants;
- OFMDFM's report on *Participation Rates in Further and Higher Education*, which aimed to assess pupils' attitudes towards third level education and the factors which influence the formation of these attitudes, with a view to determining the effects on participation rates. The research showed that a 'non-progressor' is likely to be a Protestant male who: lives close to his school; attends a secondary school with low rates of progression and performance; is less likely to have parental or teacher discussions about progression; and who feels alienated in terms of ability and getting on with others.
- The Rural Community Network's report *Border Protestants and Community Development* study, which found an absence of community involvement, a poor sense of confidence and self esteem, a negative attitude towards cross community activity, fragmentation, an absence of community leadership, a low sense of belonging, feelings of distrust, resentment, anger and hopelessness, a lack of awareness of funding programmes, an unwillingness to apply for funding and a Protestant ethos described as 'Nothing for Nothing.'

2.2 On this basis, the Taskforce undertook a comprehensive round of engagements with a wide range of stakeholders to explore in more detail the issues within Protestant Unionist Loyalist (PUL) working class communities. These stakeholders included the Community Relations Council, community activists including some involved in restorative justice and ex-prisoner provision (in some cases with personal experience of violence and imprisonment as part of the conflict), the Protestant Unionist Loyalist Network (rural focus), representatives of

the main Protestant churches, and other faith based groups. The Taskforce also met with representatives of the Orange Order (this deputation included representation from all counties in Northern Ireland). Separate discussions with the business community in the form of the Confederation of British Industry and the Institute of Directors also took place.

POLITICAL CONTEXT

- 2.3 This work was grounded in the wider political context. Meetings were held with representatives from all political parties.
- 2.4 Also relevant were engagements with the Loyalist Commission and the Ulster Political Research Group (UPRG).
- 2.5 The key issues to emerge from this engagement process centred on the implications for Protestant working class communities of limited educational aspirations and attainment, associated limited employment opportunities, and general capacity and leadership issues. Many community representatives recognised a need to promote local community participation, in particular the active encouragement of parents to support schools, and more generally through more responsible and pro-active leadership. There was also general recognition that there are no quick fixes and that the solutions lie in the proper assessment of local community needs and in the fine tuning of existing initiatives, programmes and interventions to address these needs most effectively. There was also a broad consensus that many of the problems arose from economic decline and deprivation of a kind which is by no means unique to the Protestant community or to Northern Ireland, where the particular political environment has contributed to a loss of confidence and a poverty of ambition.
- 2.6 A list of all organisations and public or private bodies involved in meetings and discussions with the Taskforce is set out at Annex B.

3. SANDY ROW AND GREATER VILLAGE STUDIES

3.1 Many politicians and community representatives involved in the Taskforce engagement process pointed to levels of disaffection among Protestant working class communities since the Good Friday Agreement, claiming that this has been fuelled by the perception that nationalist communities have reaped the benefits of the political process. Other challenges cited include poor levels of knowledge of and take up of funding programmes in Protestant areas, and a lack of skills, capacity and confidence. The Taskforce decided to test these assertions by undertaking a more detailed examination within a community recognised as representative of Protestant working class conditions and attitudes.

RATIONALE FOR SELECTING SANDY ROW/GREATER VILLAGE

3.2 The Taskforce considered that such problems are particularly acute in inner city communities where the departure of the upwardly mobile and pressure from urban development combine to magnify disadvantage. Sandy Row and the Greater Village areas were therefore selected for this more detailed work. Both communities are significantly disadvantaged urban communities; both are within the worst 10% as measured using the Noble measures of multiple disadvantage and both have a very strong cultural identity. Current challenges to this identity are perceived in the changing nature of the current local indigenous population, with a significant increase in a young transient population associated with students, hospital employees and immigrant workers.

3.3 In parallel therefore with its process of engagement with key stakeholders, the Taskforce commissioned two specific diagnostic exercises in the Sandy Row and Greater Village areas to develop their knowledge and test the extent and degree of the case being made as a basis for the development of action to address the real issues within Protestant working class communities.

3.4 The aims of these studies were determined as follows:

- To identify scope for improvement in the delivery of public services to the area, both short and medium term;
- To focus on specific initiatives to improve access to employment, skills training, adult literacy and youth intervention; and
- To identify measures to promote community development and community cohesion, particularly leadership training.

- 3.5 The work was carried out by an inter-Departmental team based on the ground. The studies involved detailed work within the two local communities to identify the barriers and issues they perceived as creating the greatest difficulty for them. The findings were then examined in detail and, in conjunction with community and statutory providers, the Taskforce identified scope for improvements.

FINDINGS FROM THE STUDY

- 3.6 Detailed reports of the findings in both areas, including a comprehensive list of recommendations and supporting information, were launched by John Spellar and David Hanson respectively at local events. Both reports were also published by the Department for Social Development and are currently available on the Department's website. The key issues emerging from the studies are considered below.

Need for better co-ordinated and more effective Public Services

- 3.7 Contrary to perceptions held by some, the central priority was the need to create conditions to facilitate a better engagement between the local community with the services and resources already available. In concluding the Sandy Row report the Project Team recommended:

"In terms of service delivery there are many programmes already in place and it would appear that issues relate mainly to communication and understanding of the availability and benefits of these and accessibility and support to retain individuals on the programmes rather than the need for new programmes".

Access to Employment, Skills Training, Adult Literacy and Youth Intervention

- 3.8 Despite a proximity to a healthy labour market, there remained a perception that the current opportunities and provision within both communities do not meet specific local needs as effectively as necessary. Poor adult literacy and numeracy inhibit many from participating at any level. There is a failure within communities to recognise training as a route out of poverty and many feel that there is insufficient financial incentive to move away from benefits.

The Greater Village report found that:

“in relation to access to employment and skills training the issue is not about availability or opportunities of which there are many, but about a lack of engagement by the population of the Greater Village area and the barriers many have in terms of low educational attainment, low aspirations, physical and mental health problems, social problems and the apparent acceptance of economic inactivity”

Community Development, Community Cohesion and Leadership Training

- 3.9 Evidence was available of fragmentation within the community in both areas, although importantly there was also evidence of considerable capacity, as illustrated in the breadth and health of many community organisations and activities, particularly in the Greater Village area. The implementation of the Neighbourhood Renewal strategy in the area, supported by full time staff, has provided a greater impetus to achieving co-ordination and partnership.

The Sandy Row report concluded that:

“individuals and those working in the community in Sandy Row must take responsibility for effecting change in the lives of the people in the area. Clear leadership must be shown and all must work strategically for the betterment of the Sandy Row area and in partnership with the other local areas within the Neighbourhood renewal area.

Churches and faith based organisations have significant potential to contribute more effectively to capacity building and community cohesion, and have a wealth of experience and expertise from which local communities could more actively benefit. This sector particularly demonstrates a good understanding of the issues locally and is keen to contribute to the development of effective solutions.”

Neighbourhood Renewal

- 3.10 The strategic response to the Sandy Row and the Greater Village Reports, as with other deprived urban areas, will be provided through the delivery of the local Neighbourhood Renewal plans. The Government’s Neighbourhood Renewal Strategy, launched in June 2003, aims to target the most acute

deprivation in Northern Ireland by focusing resources on areas where it is most intense. A long-term view is being taken and the strategy envisages a 7-10 year implementation time-scale so that sustainability and stability can be achieved.

- 3.11 Neighbourhood Renewal takes an integrated approach to solving the multi-dimensional nature of deprivation. Its success is very dependant upon the adoption of an inclusive and integrated approach by all Government Departments and public agencies. Poor educational attainment is a recurring theme in all of the most deprived Neighbourhoods. A Neighbourhood Partnership is a single body that brings together at local level the different parts of the public sector as well as the private, business, community and voluntary sectors so that different initiatives and services support each other and work together in tackling deprivation. When formally established, these Partnerships produce Vision Frameworks and Action Plans which define actions to be taken forward to improve life for all those living within the community.
- 3.12 In the shorter term, however, the recommendations of these two reports have provided the basis for engagement with both the local community and statutory providers in agreeing respective responsibilities and ownership to bring about the required improvements. In total over 300 actions were recommended. Since then, progress on implementation has been very encouraging. Departments, agencies and community groups, through the Sandy Row Community Forum and Greater Village Regeneration Trust, have been addressing the agenda. Belfast Regeneration Office has provided £202,284 for key posts and running costs for Sandy Row Community Forum and Belfast South Community Resources over the next two years. A Neighbourhood Manager has been appointed to manage the process and a Neighbourhood Partnership has been established with representation from Sandy Row and the Greater Village communities.
- 3.13 The Sandy Row / Greater Village experience is being used as a model of good practice in the roll out of Neighbourhood Renewal across Northern Ireland. The model provides a strong general basis for agreeing collective action in other Protestant areas, and more widely.

4. ANALYSIS AND DISCUSSION

4.1 A number of constantly recurring issues have emerged throughout the work of the Taskforce. While it is the view of the Taskforce that these reflect the bulk of Protestant urban working class areas, it is worth noting that rural areas present many of the same challenges, with particular nuances in terms of perceived isolation (and vulnerability particularly in border areas). In contrast however, there is some clearer evidence of structure, cohesion, and willingness and ability to move forward in a pragmatic way in rural areas.

EDUCATION

4.2 The headline issue, by any measurable standard, is the poor level of educational attainment in some Protestant working class areas, with the associated problems of employability due in part to very low levels of essential skills.

- In particular, many Protestant working class areas continue to be characterised by a population with a lack of academic or vocational qualifications.
- Investment to address these issues in the form of pre-school and early years provision has largely been sourced from a number of funds, many outside mainstream funding, and therefore largely uncoordinated and unsustainable, reducing long term and tangible benefit. A number of examples of quality pre-school projects funded through short term/non mainstreamed funding exist within deprived PUL areas in Belfast; these have failed to attract Education & Library Board support.
- Some professionals involved in the provision of education in Protestant working class areas advise that, by the time they get to primary school, many pupils have already established poor behaviour patterns and demonstrate a low level capacity to engage positively with purposeful and structured learning. The level and quality of family based support for the education of these children is often very poor.

4.3 This position is illustrated through analysis of 2001 Census and Noble 2005 data. Appendix 1 shows that of the 15 wards in Northern Ireland with the lowest proportion of school leavers obtaining at least a Level 2 qualification, 13 are Protestant wards. Analysis of 2001/02 school

leavers in the 30 most deprived wards in terms of education and training indicators, show that there is significant educational underachievement in Protestant working class areas compared with Catholic wards suffering similar levels of deprivation (Appendix 2 refers).

- 4.4 An analysis of data collected on schools in the Greater Shankill area by the Department of Education produced the following results:

Pre-School

- 4.4.1 In 2004/05 the Pre-School Education Expansion Programme provided funding for 460 pre-school places. Of these, 110 places in the statutory sector were taken up by children not in their immediate pre-school year (This represents 28%, compared to the NI average of 11%). This may indicate that the Greater Shankill is over-provided with pre-school places, that the number of pre-school-age pupils is dropping in this area or that uptake has simply not been as predicted.

- 4.4.2 ***Enrolments***

Primary

- 4.4.2.1 School census data indicates a decline in enrolment figures for primary schools in the Shankill from 2,217 pupils in 1999/2000 to 1,782 pupils in 2005/2006 (i.e. 435 pupils or 19.6%). Catholic West Belfast primary schools have also experienced falling enrolments – from 7,751 pupils in 1999/2000 to 5,550 pupils in 2005/2006 (i.e. 2,201 pupils or 28%). These percentages are significantly higher than the all-NI enrolment drop of 8.2% over the same period.

Secondary

- 4.4.2.2 Enrolments for secondary schools in the Shankill have dropped from 2,555 pupils in 1999/2000 to 2,169 pupils in 2005/2006 (i.e. 386 pupils or by 15%). Schools in Catholic West Belfast have had a less significant drop over this period: 6,856 pupils in 1999/2000 dropping to 6,331 pupils in 2005/2006 (i.e. 525 pupils or by 7.7%). Both the Shankill and Catholic West Belfast percentage decreases over this period are somewhat high against the all NI (non-grammar) decrease of 3,175 pupils or 3.4%.

Transfer Results

- 4.4.3 Of those taking the tests, the percentage of pupils achieving Grade A in Shankill schools saw a steady increase from 9.7% in 1998/1999 peaking at 18.5% in 2000/2001, and dropping to 8.2% in 2003/2004. The proportion of Catholic West Belfast pupils achieving Grade A has remained higher than Shankill schools and increased fairly steadily across the years from 19.7% in 1998/99 to 23.3% in 2003/04. The All NI Average over this period has increased from 37.2% in 1998/1999 to 39.3% in 2003/2004.

Opt Outs

- 4.4.4 There has been a rise in the proportion of pupils opting out of taking the transfer test. The All NI Average in 1998/99 was 32.4% rising to 35.5% in 2003/04. Schools in the Shankill area tend to have a larger 'opt-out' population than those in Catholic West Belfast. In 1998/99, 58.9% of pupils opted out compared to Catholic West Belfast where only 36.6% opted out (4.2 percentage points above the NI average compared to Shankill schools: 26.5 percentage points above the average). In 2003/04, Shankill schools had a 66.8% opt-out rate, 31.3 percentage points above the NI average, while Catholic West Belfast had a 46.2% opt out rate, 10.7 percentage points above the NI average.

Pupils Resident in Greater Shankill and West Belfast Areas Attending Grammar Schools 2001/2002 – 2003-2004

- 4.4.5 Statistics show that the percentage of pupils resident in the Greater Shankill area attending Grammar schools has increased slightly from 12.5% (140 pupils) in 2001/02, to 12.9% (143 pupils) in 2004/05. Comparative data for pupils resident in Catholic West Belfast indicates that a higher proportion of pupils attend Grammar schools. In 2001/02, 19.6% (1,490 pupils) attended grammar schools. This rose slightly to 20.8% in 2004/05.

Key Stage Results – Stages 1 & 2

- 4.4.6 Over the period 1998/99 to 2002/03 Key Stage 1 and 2 results in English and Mathematics show the Shankill to be well below both the NI average and West Belfast averages.

4.4.7 **Key Stage 3 Results**

English Results

4.4.7.1 Secondary schools in the Shankill area have seen a gradual improvement in this subject. Although they are still below the NI non-grammar average they are similar to the figures for Catholic West Belfast schools.

Mathematics Results

4.4.7.2 In the last three years the Shankill and Catholic West Belfast secondary schools are on a par with each other, although still well below the NI non-grammar average.

Science Results

4.4.7.3 Over the six year period there has been a considerable variance in results for both Shankill and Catholic West Belfast secondary schools, although both are still well below the NI non-grammar average.

4.4.8 **GCSE Level Results**

5+ Grades A* - C

4.4.8.1 Results for secondary schools in the Shankill over the period 1998/99 – 2003/04 have varied, but each year were well below the NI non-grammar average; however, Catholic West Belfast secondary schools have maintained a steady performance and, while still below the NI non-grammar average, have achieved higher proportions than those obtained by Shankill schools.

Achieving No Results

4.4.8.2 The proportion of pupils achieving no GCSEs or comparable qualifications in the Shankill secondary schools is similar to that in Catholic West Belfast but both are below the NI non-grammar average. In 2003/04 13.3% of pupils in Greater Shankill left school with no GCSEs, compared to a NI average of 5.6%.

4.4.9 **GCE A Level Results**

1+ Grades A-E

- 4.4.9.1 Catholic West Belfast schools were comparable with the NI non-grammar average, with the Shankill schools 19 percentage points below the NI non-grammar average in 2003/04.

Progression to Further and Higher Education

- 4.4.10 School leavers in the Greater Shankill are significantly less likely to enter institutions of further or higher education than the NI average. In 2003/04 28.4% of school leavers in the Greater Shankill progressed to further or higher education, compared to a NI average of 62.7%.

4.4.11 **School Improvement Funding (SIP)**

Primary Schools

- 4.4.11.1 SIP funding (excluding EPF) for primary schools in the Shankill area covering the 8 year period 1998/99 – 2005/06 totalled some £885k. The corresponding figure for Catholic West Belfast primary schools was £2,628m. In terms of the percentage of SIP funding (excluding EPF) going to the Shankill and Catholic West Belfast schools, the 2005/06 allocation represents 0.63% and 0.99% of the total 2005/06 SIP budget respectively. (In enrolment terms, enrolments in Shankill primary schools were just under one third the size of Catholic West Belfast primary schools.)

Secondary Schools

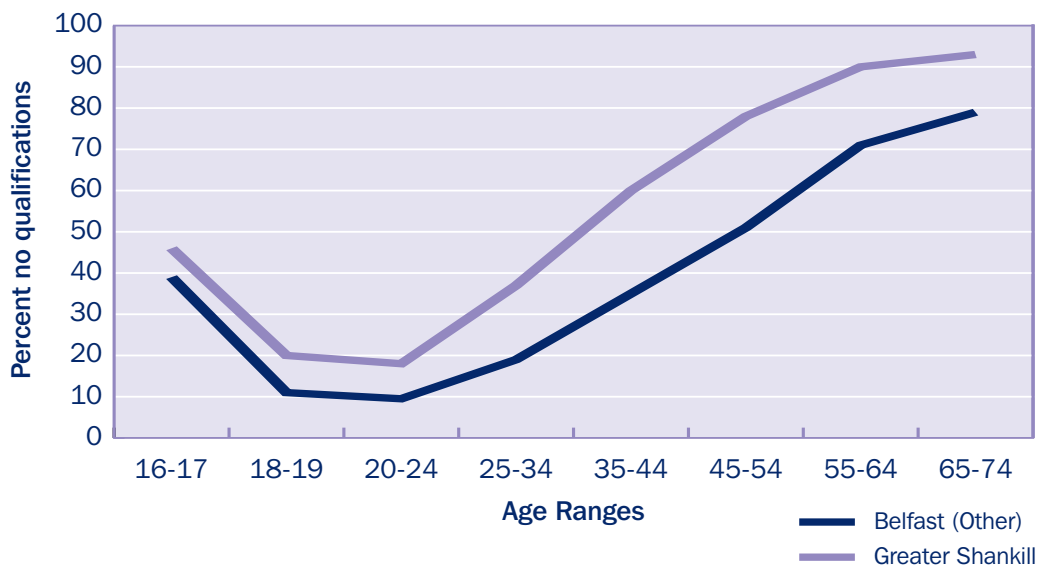
- 4.4.11.2 SIP funding (excluding EPF) in secondary schools in the Shankill area covering the 8 year period 1998/99 – 2005/06 totalled some £1,685m. The corresponding figure for Catholic West Belfast secondary schools was £2,122m. In percentage terms the 2005/06 allocation represents 2.29% and 2.59% of the total 2005/06 SIP budget (excluding EPF) respectively. (In enrolment terms, Shankill secondary schools equate to approx 35% of Catholic West Belfast secondary schools.) It should be noted that funding will vary from year to year depending on the number of schools in the programme in any given year. SIP funding also includes Dissemination of Good Practice funding (for which schools have to bid), and funding for summer literacy and numeracy schemes.

Interface Funding

4.4.12 The Department of Education has allocated a total of £374k Interface Funding for 5 primary schools in the Shankill area over the period 2001/02 – 2004/05. This is funding specifically committed by the Government to schools facing particular difficulties due to the UDA/UFF feuds and North Belfast civil unrest. The net effect of this increased expenditure per pupil has, thus far, not resulted in any significant or sustainable improvement in outcomes or academic results, however, this will be monitored closely as pupils benefiting approach the end of their statutory education.

4.4.13 These findings are further reinforced through the Greater Shankill Education Strategy Report undertaken by Inter-ed Ltd and published in August 2004. This report also paints a bleak picture of adult participation rates in the Greater Shankill area. For example, in the Crumlin, Shankill and Woodvale wards of Belfast, the proportion of adults, aged 25 to 74, with no qualifications is recorded as 82, 79 and 74% respectively. (Table 1, Appendix 1) From age 16 onwards for example, the percentage of residents with no qualifications is significantly greater than elsewhere in Belfast. However, the problem is particularly acute among the over 25s, as the following chart reveals.

Chart 1: Trends of no qualifications



The report also revealed that the problem of a lack of qualifications was particularly acute within the Protestant community, with the average adult having a qualification level below level 1.

LACK OF COHESION / ABSENCE OF ROLE MODELS / CAPACITY

- 4.5
- Evidence of a fragmented community is very clear in the reluctance of the constituent parts of many of these communities to work together with any unity of purpose.
 - Effective local leadership is often lacking, resulting in a growing disaffected underclass, alienated from social and political life and unconnected to real decision making.
 - In rural and border areas, minority Protestant communities are often too small to collectively produce a public representative or local leader capable of articulating their needs or concerns.
 - The influence and grip of the paramilitaries persists in communities where no positive alternative role models are emerging to give leadership, confidence and direction.
 - It is a generally held perception with wide spread acceptance on the ground, in many of these areas, that a lack of capacity exists within Protestant working class communities.
 - The demise of the established order in the form of the Stormont Assembly, the fast changing nature of industry and employment in Northern Ireland has contributed significantly to this perception.
 - Significant opportunity, confidence and income have been lost to the Protestant community through the decline or loss of the engineering and shipbuilding industries and the contraction of employment available in the security services.
 - This is overlaid with the effects of the withdrawal of the professional and middle classes from these working class communities, the demographics of the Protestant communities and the significant population shifts from the west bank in Londonderry, many border areas and parts of West and North Belfast. These factors have led to a growing sense of isolation and disillusionment.
 - An aspect of this is the perceived ‘brain drain,’ or drift of well-qualified young people away from working class Protestant communities to attend third level education in Belfast and beyond. This trend is

reported to be more pronounced in rural areas, to which it is perceived they seldom ever return.

- Protestant communities constantly make comparisons with their nationalist counterparts where they perceive a growth in numbers, confidence and vibrancy. They conclude that they have been denied the support and recognition needed.
- There remains a perceived lack of community development skills and expertise within the community. This is evident and recognised by the communities themselves, many of whom have failed to access and/or maximise funding and support opportunities available. This reinforces the view held by many that the traditional approach to community development needs to be tailored to ensure the engagement of Protestant communities. This may require new ways of providing services and securing the contribution of churches, elected and community representatives and paramilitaries.

4.6 A recently published research report entitled Population Change and Social Inclusion Study has identified the extent of Protestant alienation in Londonderry. Among other issues the study found that fragmentation and rivalry within the Protestant community, alongside a relative lack of community development skills and a failure to network and exchange skills and learning, has served to undermine community development efforts. The research identified something of a mismatch between the delivery of Government policy, particularly Neighbourhood Renewal, and the capacity of the local community to take full advantage of the resources available for regeneration and local development.

4.7 Protestant / Unionist / Loyalist Networking, which was established in 2002, seeks to provide a forum for positive participation and promotion of the value of community development within the wider PUL family. This organisation, which is made up of volunteers, also seeks to improve the understanding of PUL communities leading to increased confidence, participation and good relations. It has undertaken considerable work including focus group discussions and conferences to gather and record the views and experiences of the PUL communities as a means to move forward. The results of these meetings, published in separate reports, provide strong evidence of a community feeling unequal, neglected, abandoned and lacking in confidence. The reports also demonstrate a willingness to work together to address these issues and improve the community participation in relationship and peace building.

PARAMILITARIES

- 4.8
- It is generally accepted that paramilitary organisations operate in, and to varying degrees, exercise control over very many, if not most, working class communities.
 - Strong concerns have been expressed by most groups who met with the Taskforce about the credibility given to paramilitaries by Government (both by Ministers and by Government Departments and agencies, including the PSNI).
 - Opinions were strong about the negative impact of paramilitaries on PUL communities. Numerous examples exist illustrating how paramilitaries have imposed a self interest agenda, have denied communities opportunities to participate and develop, and have enticed young people into illegal activities.
 - Communities recognise the need to involve paramilitaries in the development and regeneration of PUL communities. However, this needs to be tied to a clear and demonstrable transformation process and must include the other community stakeholders. Organisations purporting to speak for such organisations have assured Ministers of a strong desire, on the part of many, to move away from all forms of illegal activity, and have urged Ministers to find ways of supporting that process.

ALIENATION

- 4.9
- A recurring view emerged from the work of the Taskforce reflecting a strong feeling within large elements of the PUL community, and not only those in working areas, of being left behind or passed over by the “peace process” (the very language of which is seen as Republican).
 - Large elements of PUL communities continue to feel they have lost out and that they are perceived by Government as having less value and importance.
 - Numerous examples have been cited as evidence of this, ranging from major Government decisions on security to such issues as the slow pace of development in PUL communities and the perceived Government focus on support and funding in neighbouring nationalist communities.

- Feelings of isolation and alienation are particularly strong in rural and border areas, where, in addition to facing geographical isolation, minority PUL communities often lack political representation. Such communities are further alienated by Government's moves to reduce a security presence in rural and border areas, giving rise to a sense of increased vulnerability.
- In some rural communities it is reported that many Protestants joined the police reserves and part-time soldiers directly after leaving school. In many cases young people largely ignored opportunities for further education or vocational training. The reduction in the security presence and the subsequent demise of security related employment is reported to have resulted in many of these people, now surplus to the needs of the security forces, having limited vocational skills and qualifications, with very restricted options for alternative employment.

REGENERATION

- 4.10
- There is a recorded lack of demand for housing in some Protestant working class areas, resulting from population drift. Some have argued, however, that there is a latent demand which would become more apparent if the right type of housing was available. NIHE has agreed to test this in the Village Area.
 - Territorial issues, particularly in interface areas, result in derelict properties not being demolished. Houses on interfaces are less desirable but the communities fear that if empty houses are replaced (particularly with private housing stock) this would result in the indigenous population being further supplanted. 'Gentrification' through private housing schemes is seen as a threat as properties are often beyond the financial reach of the indigenous community.
 - A poorly maintained environment promotes and adds to feelings of despair and isolation, and adds to perceptions of housing estates being undesirable. In some instances, this is seen as contributing to anti-social behaviour where areas have become gathering places for groups of young people.

- 4.11 The findings of the Sandy Row and Greater Village Reports provide further insight into the need for a strategic and co-ordinated approach to the regeneration of Protestant communities. The changing demographics within these communities require a strategic response, while the demand for more affordable homes as part of a mixed tenure approach remains a high priority for such areas.

HEALTH PROVISION

- 4.12 Similarly, the findings of the Sandy Row and Greater Village Reports identify the need for action to address the perceived inequalities in health experienced by local residents of PUL areas. This perception is reported by many community workers to be shared by residents in most inner city working class areas. Higher levels of poverty in the working class population have clear implications for the poor quality of general health, including the quality of diet, levels of stress and depression, increased levels in the misuse of alcohol and prescription drugs and the use of illegal drugs.
- 4.13 Of particular concern in North and West Belfast are the apparent deteriorating levels of mental health and the recorded increase in the occurrence of suicide and self-harming incidents. This bleak picture of poor public health in many areas is not helped by the increasing level of general obesity and the reduction in the amount of physical exercise taken by the population in general.
- 4.14 Health professionals and community workers are also concerned with research that demonstrates that speech and language problems are more common in children from disadvantaged communities. While this inhibits children's communication it also restricts their educational achievement and their social and emotional development. This in turn can result in both emotional and behavioural difficulties as well as giving rise to severe learning difficulties, often resulting in education exclusion, disaffection and/or marginalisation.

- 4.15 Although statistical data is not available for specific Protestant working class areas, community health professionals are concerned that levels of teenage pregnancy and sexual health problems are significantly higher than the average for N.Ireland in general. For example, the teenage pregnancy figures for the Shaftesbury and Blackstaff wards, which contain the Sandy Row and Greater Village areas, are recorded as 13.3% and 15% respectively, both well above the average for EHSSB area (8.1%).
- 4.16 A recent DHSSPS report states that, “for young people in particular, perceptions of sexuality can become distorted, especially if parents or teachers are too embarrassed to discuss sexual issues openly and honestly.” Research by the Family Planning Association indicates that young people who are less able to talk to their parents about personal or sexual matters are less likely to use contraception when first having sex. When asked as part of the Sandy Row and Greater Village work, numerous mothers in these Protestant working class areas stated that they were unable to speak openly and honestly to their children about such matters.

5. HIGH LEVEL RECOMMENDATIONS

- 5.1 Improved access to quality educational provision for all young people from pre-school to 16 that ensures all pupils achieve sound skills in literacy and numeracy and that 80% gain 5+ GCSEs or their equivalent before leaving school.
- 5.2 Greater flexibility in education to enable schools to support the educational, social, health and welfare needs of the local community with increased involvement of parents and the community in the education.
- 5.3 Expansion in outreach Youth Service provision to increase the participation of all young people aged under 18, and in particular to engage vulnerable and excluded young from disadvantaged communities in both urban and rural settings.
- 5.4 Development of stronger links between Youth Service and mainstream education and training, to complement personal and social development and to promote positive role modelling through peer and community leadership.
- 5.5 Provision of new vocational education and training initiatives to address the barriers experienced by young people and adult learners, to promote higher levels of uptake and success in both vocational and essential skills programmes, taking into account all available and potential employment opportunities, including the priority skills areas.
- 5.6 Development of a co-ordinated programme of community capacity building that takes account of the needs of disadvantage communities, promoting models of good practice that ensure cohesion, sustainability and involve successful and respected business people as role models and mentors.

- 5.7 Regeneration of disadvantaged communities through flagship interventions to improve the local environment, addressing declining housing stock and promoting inclusive and non-threatening cultural identity and celebrations that exclude the trappings of paramilitarism.
- 5.8 Improved access to public health services, with provision made for the particular needs of working class PUL communities.
- 5.9 Particular consideration to be given to the specific needs and circumstances of rural and border PUL communities when developing Government policies aimed at tackling disadvantage. It is acknowledged that the key challenges identified by the Taskforce are likely to manifest differently in rural and border areas as a result of their particular circumstances.

6. RECOMMENDATIONS FOR SUBSEQUENT ACTION

EDUCATION (DE)

- 6.1 The most persistent and recurring issue to emerge throughout the Taskforce's work was that of poor levels of educational attainment. A number of individual aspects emerged ranging from concerns about the low value attached to education within some Protestant working class communities, to the lack of involvement and participation of parents and the wider family grouping in educational activities and provision. These have culminated in poor levels of educational attainment, which have persisted in some areas for many years and show no signs of improving.

These issues can only be addressed through a sustained and co-ordinated programme of action to ensure an effective education provision focused on outcomes. This programme must involve the participation of local communities in a constructive and non threatening way.

The performance measures for education in disadvantaged communities should reflect the needs of the individuals and families living in those communities. There is clear evidence that, under current provision, many young people leave school without the essential skills necessary to compete in the labour market. If those essential skills deficits are not addressed the long term prospects for individual young people, their families and communities are very poor. Essential skills development therefore must be prioritised in disadvantaged communities. Short term actions must complement and be seen to be leading to key long term outcomes.

A planning and budgeting process must be developed that enables resources to support actions that lead to successful outcomes. Such a process must enable all successful organisations, be they school or community based, to participate in the work of education.

The following should inform all educational actions in disadvantaged communities:

- Government to set a target date by which all pupils leaving school at 16 will have the necessary basic skills in numeracy and literacy skills to access vocational training and/or to compete in the labour market;
- The performance measures for all education actions in disadvantaged communities should identify the level for numeracy and literacy attainment necessary to ensure unhindered access to vocational training and enable competition in the labour market. Such performance measures should be prioritised when setting targets for educational attainment in disadvantaged communities;
- The education of children starts at home. Parents must be supported to actively participate in the education of their children. All parents living in disadvantaged communities should have access to educational programmes to develop good parenting skills;
- Education should be seen to be a priority public service in disadvantaged communities. Schools should be developed as resources at the heart of and accessible to the whole community. Community and public services should be located on the same site as schools. Incentives should be introduced to attract the best teachers to schools in disadvantaged communities with flexible deployment arrangements to avoid burn-out. The control and management of schools should actively encourage parents and pupils to work alongside educational professionals;
- We have identified a wide range of initiatives that may improve the performance of schools. All initiatives should be monitored and evaluated against the expected basic numeracy and literacy outcomes;
- There are already examples of successful community based initiatives that address the educational needs of pupils and communities, including their basic numeracy and literacy. Successful community based programmes should, in partnership with their local schools, be prioritised and replicated across all disadvantaged communities.

The following recommendations are aimed at achieving improvements.

6.1.1

Greater accountability and improved performance in schools to secure better outcomes from the educational system through:

- a Implementation of prompt and effective remedial action by Department of Education (DE), Education and Library Boards (ELB) and school management in struggling schools;
- b Exploration of the potential for a wider range of intervention measures including:
 - proven specialists and experienced trouble shooters on a time limited basis in individual schools where low performance is considered to be a management or teaching issue, resulting in failure to meet the needs of their pupils;
 - flexible deployment arrangement of teachers to avoid burn-out; and
 - more robust use of the School Support Programme and the innovative use and application of financial and other supports and sanctions;
- c The development and implementation of clear measurement tools for performance and outcomes from schools;
- d The setting of individual/ local minimum targets to:
 - reduce the numbers of pupils leaving school with very poor levels of literacy and numeracy;
 - increase percentage of Year 12 pupils achieving 5+ GCSEs (or equivalent) at grade C or better; and
 - monitor progress on agreed action plans to meet these targets;
- e Monitoring the performance of schools through more effective use of performance data, supported and validated by inspection reports with clear judgements on standards, outcomes and grading of overall quality;
- f The consistent use of the readily available, accurate and reliable data on school performance to facilitate meaningful comparisons with other similar schools;

- g Objective self-evaluation of each individual school's performance and continuous improvement through stringent monitoring and better use of management information on pupils' attainments, not only in external examinations;
- h Support to promote more effective analysis by classroom teachers of children's performance through improved assessment of learning, not only in accredited examinations;
- i The provision of greater freedom and flexibilities for schools to deliver a tailored, choice driven education within the context of the curriculum requirements and the entitlement framework; and
- j The development of capacity within the education system to maximise the deployment of teachers and educational expertise to meet more effectively the needs and aspirations of individual schools and local communities, for example through 'Extended Schools' provision.

6.1.2 ***Greater and more effective community involvement and buy-in to support the delivery of tailored, choice driven education through:***

- a The development and implementation of strategies and local action plans to empower parents to play a more effective role in the education of their children;
- b The development of initiatives to increase community understanding of the relevance and importance of a good education in today's world of work;
- c The development and implementation of initiatives to help teachers engage pupils in their preferred learning styles, in suitable ability bandings and in appropriate class sizes;
- d The development of initiatives that engage parents of children struggling with mainstream education and encourage them to actively share with school, the responsibility for discipline, behaviour, attendance and application to learning;
- e The provision of specialist in-house services to address the barriers (educational, social, personal and health) that prevent pupils from engaging in learning and to adopt early intervention strategies, including the extension of wrap around childcare and parent support initiatives;

- f Maximising the potential of local industry and the business community in supporting formal and non-formal learning, for example, by becoming involved in the work of schools' Board of Governors;
- g The building of effective links between schools, colleges of further education, training organisations and youth service providers.

6.1.3 ***Greater flexibility and innovation to support local community needs through:***

- a Increased investment to secure and increase the quantity and quality of pre-school/early years provision in areas of greatest social deprivation and disadvantage;
- b The development of new school led programmes, delivered through community partnerships or federations, to address:
 - low and under-achievement;
 - truancy, suspensions and expulsions;
 - marginalisation and disaffection; and
 - seamless and successful progression to vocational education and training;
- c Greater availability/free transport to school;
- d The availability of high quality independent careers guidance;
- e Dedicated 'choice advisers' to help the least well-off and vulnerable parents and their children exercise their choices;
- f On-site family health and welfare services (Full Service School/multi-agency approach);
- g On-site confidential counselling and advocacy service for pupils and families in crisis or in trouble; and
- h Parental access to local and national complaints procedures.

YOUTH (DE)

- 6.2 Closely associated with the issue of education is the provision of services and support for youth. The major concern is the apparent growth of dysfunctional youth, beyond the control of school or parents. This provides easy prey for paramilitaries and has the potential to lead young people to develop a 'career path' into criminality.

Youth provision has traditionally been a 'cinderella' educational service, sometimes attracting lower priority than traditional educational measures. There is a strong opinion suggesting that current service structures are failing to provide appropriate responses in terms of speed and nature of response needed.

The following recommendations are proposed.

6.2.1 ***Enhanced model of youth service provision:***

- a Delivered through new model / new structures, with consideration to the potential of resourcing alternative service providers, based on evidence of impact and outcomes and building on successful models of practice elsewhere;
- b Successful models of provision to be replicated to ensure higher levels of participation, encouraging young people away from paramilitarism and criminality;
- c Young people to be involved in the development and implementation of local youth work provision; and
- d Investment in additional outreach provision to vulnerable and excluded young people, in both urban and rural settings.

6.2.2 ***Establish clear Youth Service targets and identify expected outcomes:***

- a To set a new context through the new 'Youth Work Strategy' to underpin by flexibility the implementation of non traditional practices and involvement of non traditional providers;
- b To define more clearly the desired outcomes of effective youth work;

- c To secure the greater involvement of peer group, positive role modelling and community leadership, building strong links to improving essential skills and employability; and
- d To develop the capacity for effective partnerships with schools, colleges of further education and training organisations to support pupils and young people struggling to engage in mainstream education and training.

EMPLOYABILITY (DEL)

- 6.3 The implications for the employability of a large number of Protestant working class communities, particularly those in the 14-19 year old age brackets who lack the essential skills of literacy and numeracy and whose employment prospects are very limited, are stark.

In many cases, the level of prior attainment needed for the most basic provision under Department for Employment and Learning programmes may be achieved but it limits the degree of success or progression which can be achieved by many individuals.

In particular the following recommendations are proposed:

- 6.3.1 ***Review of provision of training and work preparation programmes to incorporate:***
- a The implementation of changes in the vocational training for 16 – 19 year olds to reduce high levels of non-completion and increase success in NVQs and progression to employment;
 - b An extension in the provision in disadvantaged areas of a revised ‘Access’ vocational training programme for 16 -19 year olds who experience multiple barriers to engaging in vocational training and employment;
 - c The introduction in the Belfast area of ‘Fast Track’ to training, further education and employment to help young people and adults to progress along a ladder of skills and qualifications irrespective of their starting point, and an extension of the ‘Step-Up’ programme aimed at getting school leavers in to higher education;

- d A final evaluation of pilot 'Targeted Initiatives' following which decisions on any future TI-type activity will be made, taking account of other policy initiatives and resources; and
- e Support for essential skills training to be publicised more generally and linked more effectively into Employment Service work to encourage increased participation.

6.3.2 **Action to target Education, Personal and Social needs of individuals and disadvantaged communities through:**

- a The development of a menu of provision to address individual's barriers to employment. In addition to detailed employment and training advice and options for young people with disabilities, opportunities to address essential skills needs and other barriers to work such as ill-health, drug/alcohol misuse/abuse, homelessness etc. will be considered; and
- b Further education, below Level 3, to be targeted on young people and adults from disadvantaged communities, with partnerships developed for example with local schools, primary and secondary. Particular consideration to be given to isolated rural and border communities with limited access to education and training facilities.

CAPACITY BUILDING AND ROLE MODELS (DSD)

6.4 Much has been said about the lack of effective civic leadership in many PUL communities and the fragmented nature of community life. Over recent years the corrosive effect of paramilitarism and the steady disengagement of professional, skilled workers originally from these areas have contributed to a worsening situation. Despite this the Taskforce identified many examples of good practice, experience and expertise within Protestant working class communities.

The following recommendations reflect the learning from these examples:

- Community development interventions in Protestant working class communities to be more focused on improved service delivery with greater involvement/co-ordination of statutory and voluntary organisations, including church and faith based organisations; (DSD to lead)

- Effective models of good practice, such as the Inner East Belfast Forum and the Link centre, to be extended to ensure greater community cohesion and sustainability and supported through a co-ordinated programme of funding across all government departments; (DSD to lead)
- A co-ordinated programme of capacity development in Protestant working class areas, including support of local tenants groups, taking account of the needs and experiences of Protestant disadvantaged communities, with specific proposals to develop enhanced leadership potential; (DSD to lead)
- Neighbourhood Renewal Partnerships required to seek greater involvement of professional and business people as role models/mentors in disadvantaged communities; (DSD)
- Consistent with the actions identified in 'Positive Steps', public sector negotiations for delivery of work by voluntary and community organisations should be based on desired outcomes, resulting in improved service delivery through the development of inter-departmental relationships formalised in service level agreements; (DSD to lead)
- The development of programmes to support entrepreneurship and business start up as a means of developing capacity and securing greater sustainability within these deprived communities; (INI & DSD)
- The development of initiatives to promote and support the involvement of private sector/ business professionals through investment in their local community or in the communities they serve; (All Departments)
- The development of new contracting arrangements with the voluntary and community sector which establish clear links between the investment being provided and the need to address the environmental imagery (murals, flags, emblems, etc.); (All Departments) and
- Further work to be undertaken to identify weaknesses in current public sector systems which need to be addressed to improve access to public services, supported by the development of training in capacity building for civil servants. (All Departments)

REGENERATION (DSD)

6.5 The key issues of regeneration within Protestant working class communities are:

- Concern about the lack of demand for housing in some Protestant working class areas resulting from population drift;
- Territorial issues, particularly in interface areas, which result in derelict properties not being demolished;
- Gentrification through private housing schemes being seen as a threat as properties are often beyond the financial reach of the indigenous community;
- A lack of affordable housing; and
- Poor environmental surroundings promote feelings of despair and isolation.

The following recommendations are proposed to address these issues:

6.5.1 Strategic Planning

- Proposals for a more strategic, master-planning approach to the planning and delivery of regeneration, with greater cooperation and co-ordination across Government departments; and (DSD to lead)
- Greater co-ordination of individual Departmental planning, investment and intervention is essential and requires a lead role to be exercised by the appropriate Department in designated areas, and in particular the development and implementation of more coherent housing and planning strategies to ensure that wider physical, environmental and community planning considerations are taken into account. (DSD to lead)

6.5.2 Regeneration of Local Communities

Government must adopt a much more strategic approach to investment in Protestant working class areas, such as Lower Shankill and North Belfast, to maximise effectiveness and support sustainable Protestant communities; (All Departments)

- Departments should determine the scope to make major flagship interventions in disadvantaged Protestant communities in need of regeneration. The approach pioneered in the development of the North Belfast Learning Centre built around the Model School, should be extended to other disadvantaged protestant areas in need of regeneration; (All Departments)
- Departments should determine scope to initiate community planning exercises in some of the run down, depopulating Protestant communities including:
 - Lower Oldpark
 - Lower Shankill
 - Ballysillan; (All Departments)
- The development of proposals for more creative and effective housing policies to promote affordable and mixed income communities with a more balanced allocation of tenancies. The introduction of mixed tenure and affordable modern homes should be expanded. In particular, plans for Gainsborough, Mountcollyer, Glenbryn, the Village, Connswater and other areas should be accelerated. Proposals should address population drift away from PUL communities in both urban and rural areas; (DSD)
- More account to be taken of developments and strategies being promoted through ODPM in UK which need to influence NI housing policy; (DSD)
- Area specific co-ownership thresholds to be developed to make private housing purchase available to disadvantaged communities, with preference given to residents or people with familial or traditional links to the area; and (DSD)
- Ongoing action to provide communities with a safe and secure environment without the negative influences associated with drugs and criminal activity. (NIO)

6.5.3 **Environment**

- Environmental impact schemes to be redesigned to address dereliction and improve the physical environment in areas with high levels of poorly maintained common areas; (DSD to lead)
- Proposals for promoting celebration of cultural identity and tackling the sectarian nature and aggression traditionally associated with marches, flags, murals and bonfires; and (DCAL + OFDFM)
- Proposals to develop the schools' estate. (DE)

HEALTH PROVISION (DHSSPS)

6.6 Working class communities, where a variety of risk factors including high levels of poverty exist, are acknowledged to be a vulnerable group in terms of general health. Yet the Taskforce has identified a perception that the quality of health provision is lower in some Protestant working class areas, and particularly inner city areas, than elsewhere in Northern Ireland. Additionally, concerns have been raised regarding the specific health issues faced by some Protestant working class communities including of mental health and speech and language.

The following recommendations are proposed to address issues of health provision:

- The screening of existing policies and services to ensure equality of access to public health services in Protestant working class and inner city areas; (DHSSPS) and
- The consideration of proposals to address the particular health challenges identified in some Protestant working class areas including mental health and speech and language. (DHSSPS)

7. CONCLUSIONS

- 7.1 A clear vision for the future of Northern Ireland has been set out by the Government. The Secretary of State's speech of 21 September painted a picture of a prosperous, dynamic place at peace with itself. In doing so Government recognised the particular needs of loyalist communities. Evidence of these needs is easily recognisable through the fragmentation of PUL communities, feuding within loyalism, feelings of isolation, and a community feeling that its traditions and culture are under threat.
- 7.2 Through the detailed work of the Taskforce, Government has sought to better understand how it can use existing policies and programmes to support PUL communities more effectively and to help them address the issues identified in this report. The recommendations proposed by the Taskforce, in conjunction with Neighbourhood Renewal and the many other initiatives currently in operation, provide a strategic response to the needs of all disadvantaged communities and particularly those of PUL communities.
- 7.3 While it has been possible for the Taskforce to identify broad challenges faced by working class PUL communities in Northern Ireland, there remain significant regional variations. These challenges manifest differently in different areas, particularly in rural and border settings, and Government must be sensitive to this when developing its response to tackling disadvantage.
- 7.4 The work of the Taskforce is only part of the solution. The success of recommendations and subsequent inter-departmental efforts to improve the quality of life in these communities is heavily dependant upon the communities themselves. Leadership and ownership are vital to this. Already a number of Government initiatives are operating in PUL communities, strengthening the foundations and building social capital.

For example, Community Conventions, supported and funded by DSD, is a significant investment by Government aimed at bringing together for discussion, deliberation, agreement and action, a wide variety of groups and opinions within PUL communities. It seeks to enhance communication and information in and across these communities, to assist them in articulating their needs and in making their own contribution to the formulation of a response.

- 7.5 Implementation of the recommendations of the Taskforce by all Departments, complemented by existing initiatives, provides a sound approach to addressing the needs within PUL communities. Sustained support and effective community leadership will ensure that these communities are enabled to grow in confidence and vitality.

ANNEXES AND APPENDICES

ANNEX A

LIST OF TASKFORCE MEMBERS

Members at November 2005

Alan Shannon	Dept. for Social Development (Chair)
John McGrath	DSD
Dave Wall	DSD
Frank Duffy	DSD
Angela Clarke	DSD
Russell McCaughey	DSD
Graham Davis	Dept. of Enterprise, Trade and Investment
Mary Bunting	Office of the First Minister and Deputy First Minister
Billy Gamble	OFMDFM
Mike Thompson	Dept. for Regional Development
Roy McClenaghan	Dept. of Agriculture & Rural Development
Andrew McQuiggan	PSNI
Eddie Rooney	Dept. of Education
Mark McCaffrey	Northern Ireland Office
Colin Jack	Dept. of Culture, Arts & Leisure
Robson Davison	Dept. for Employment & Learning
Andrew Elliott	Dept. of Health, Social Services & Public Safety
Bill Pauley	Dept. of Finance & Personnel

Previous members:

Mary Lemon	NIO
Bobby Hunniford	PSNI
Peter Smyth	OFMDFM
Denis McMahon	DHSSPS
Bryan Davis	DCAL

ANNEX B

LIST OF KEY STAKEHOLDERS INVOLVED IN CONSULTATION

Churches:

Presbyterian Church

Church of Ireland

Methodist Church

Faith based groups:

Evangelical Contribution on Northern Ireland (ECONI)

Non-statutory:

Orange Order

Protestant/Unionist/Loyalist Network

Rural Community Network

Diversity Challenges

Statutory:

Northern Ireland Housing Executive (NIHE)

North Belfast Community Action Unit (NBCAU)

Police Service for Northern Ireland (PSNI)

Community Relations Council (CRC)

Political parties

Private Sector:

Institute of Directors (IOD)

Confederation of British Industry (CBI)

Community activists

APPENDIX 1

QUALIFICATIONS PROFILE OF BOTTOM 30 WARDS IN TERMS OF NOBLE EDUCATION DEPRIVATION DOMAIN FOR THOSE AGED 25-74 (2001 CENSUS & 2005 NOBLE)

Noble Education Rank	Ward	LGD	25-74 year old population	Number Qualified to Level 2 or above	Proportion qualified to level 2 or above	Number with No Qualifications	Proportion with No qualifications
1	Shankill	Belfast	2,123	187	9%	1,674	79%
2	Crumlin	Belfast	2,544	454	18%	2,090	82%
3	Woodvale	Belfast	2,668	304	11%	1,965	74%
4	Whiterock	Belfast	2,613	338	13%	1,911	73%
5	Falls	Belfast	2,501	330	13%	1,848	74%
6	Dunanney	Newtownabbey	1,250	121	10%	917	73%
7	Ardoyne	Belfast	3,285	426	13%	2,278	69%
8	The Mount	Belfast	2,595	532	21%	1,700	66%
9	Tullycarnet	Castlereagh	1,438	256	18%	908	63%
10	New Lodge	Belfast	2,854	331	12%	2,204	77%
11	Upper Springfield	Belfast	2,933	437	15%	2,074	71%
12	Duncairn	Belfast	2,328	349	15%	1,696	73%
13	Glencairn	Belfast	2,325	381	16%	1,610	69%
14	Ballymacarrett	Belfast	2,691	435	16%	1,940	72%
15	East	Strabane	1,138	158	14%	864	76%
16	Coole	Newtownabbey	1,455	235	16%	973	67%
17	Twinbrook	Lisburn	1,541	221	14%	1,066	69%
18	Northland	Carrickfergus	856	139	16%	590	69%
19	Ballykeel	Ballymena	1,084	192	18%	717	66%
20	Greystone	Limavady	933	143	15%	676	72%
21	Old Warren	Lisburn	1,395	231	17%	901	65%
22	Creggan South	Derry	1,285	210	16%	931	72%
23	Creggan Central	Derry	1,454	231	16%	1,007	69%
24	Clonard	Belfast	2,383	479	20%	1,531	64%
25	Shaftesbury	Belfast	3,367	834	25%	2,211	66%
26	Ballee	Ballymena	1,270	222	17%	881	69%
27	Blackstaff	Belfast	2,362	576	24%	1,458	62%
28	Brandywell	Derry	1,454	265	18%	1,035	71%
29	Collin Glen	Lisburn	2,461	497	20%	1,464	59%
30	Drumgask	Craigavon	1,643	364	22%	1,028	63%
	Northern Ireland		975,597	358,680	37%	457,441	47%

APPENDIX 2

TABLE 2: RANK OF BOTTOM 30 NI WARDS RECORDING LOWEST PROPORTION OF SCHOOL LEAVERS QUALIFIED TO AT LEAST LEVEL 2 (DE SCHOOL LEAVERS DATA 2001/02)

Ward name	LGD name	Percentage of School Leavers achieving 5 or more GCSE's at grades A*-C or higher qualification					
			All persons	Catholic	Main Protestant denominations	Other Christian/Other Religion	Persons with no religion or religion not stated
SHAFTESBURY	BELFAST	14.04%	5,785	31.0%	44.2%	4.6%	20.2%
TULLYCARNET	CASTLEREAGH	16.00%	2,501	0.7%	69.3%	10.2%	19.8%
THE MOUNT	BELFAST	16.13%	4,259	1.6%	62.8%	10.0%	25.6%
WHITEROCK	BELFAST	20.18%	5,427	94.6%	0.2%	0.1%	5.0%
BALLYKEEL	BALLYMENA	20.59%	2,020	4.3%	63.7%	11.6%	20.4%
NORTHLAND	CARRICKFERGUS	20.83%	1,524	5.1%	65.0%	10.1%	19.9%
DUNCAIRN	BELFAST	22.22%	4,007	2.2%	70.3%	7.6%	19.9%
BALLEE	BALLYMENA	22.50%	2,193	5.4%	62.7%	11.4%	20.5%
FALLS	BELFAST	23.46%	5,043	86.1%	0.6%	0.0%	13.4%
BLACKSTAFF	BELFAST	23.53%	3,964	1.7%	70.7%	7.7%	19.9%
WOODSTOCK	BELFAST	23.73%	5,133	2.8%	60.8%	10.3%	26.1%
MONKSTOWN	NEWTOWNABBEY	24.24%	3,200	4.9%	63.5%	10.3%	21.3%
WOODVALE	BELFAST	24.62%	4,594	0.6%	76.7%	7.4%	15.3%
BALLYCRAIGY	ANTRIM	25.00%	1,923	3.5%	71.9%	6.7%	18.0%
SHANKILL	BELFAST	26.09%	3,784	0.6%	75.3%	8.2%	15.9%
UPPER SPRINGFIELD	BELFAST	26.15%	5,894	87.7%	0.3%	0.2%	11.9%
FEENY	LIMAVADY	27.27%	2,037	85.9%	8.0%	0.4%	5.8%
STILES	ANTRIM	28.13%	2,405	34.1%	36.1%	4.7%	25.1%
BALLYSALLY	COLERAINE	28.57%	2,787	11.8%	56.8%	8.2%	23.3%
GLENCAIRN	BELFAST	29.31%	4,026	11.0%	67.2%	7.6%	14.2%
BALLYBOT	NEWRY & MOURNE	30.77%	2,136	90.9%	1.7%	0.6%	6.8%
ARDOYNE	BELFAST	31.18%	6,599	86.7%	0.8%	0.0%	12.6%
BALLYLOUGH	MOYLE	31.25%	944	0.8%	83.2%	4.9%	11.1%
BALLYMOTE	DOWN	31.25%	2,477	80.2%	6.2%	1.5%	12.1%
CRUMLIN (BELFAST)	BELFAST	31.25%	4,376	1.6%	74.7%	7.7%	16.0%
BALLOO	ANTRIM	30.8%	1,658	30.6%	51.0%	3.7%	14.7%
CREGAGH	CASTLEREAGH	19.0%	2,151	3.5%	63.2%	12.6%	20.6%
MINNOWBURN	CASTLEREAGH	17.4%	2,234	2.6%	67.4%	10.3%	19.7%
GREYSTONE	LIMAVADY	28.6%	1,679	46.2%	38.4%	3.3%	12.2%
BUSHMILLS	MOYLE	30.8%	761	1.4%	81.2%	1.8%	15.5%
NORTHERN IRELAND		58.70%	1,685,267	40.3	39.5	6.37	13.88

To avoid disclosure of small cell sizes, the exact proportion obtaining at least a Level 2 qualification is not given for wards where there were fewer than 5 school leavers.

ADDITIONAL COPIES

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