

Appendix 6 – External factors – PESTLE analysis

6.1 In common with other developed societies, the north of Ireland has been experiencing a period of profound and accelerating social, political, technological, cultural and demographic change.

6.2 The Review of Public Administration and the increasing drive to reduce bureaucracy to maximize the efficiency of public services impact on how public services will be delivered in the future. As the second biggest departmental budget in the north of Ireland, education will have to bear its share of the potential challenges. This will make all departmental spend vulnerable, and youth work as part of the education continuum is not immune from those key drivers for change. In these circumstances, the challenge will be to define what is truly essential and to articulate clearly the full value of the youth service to young people.

6.3 Education is going through a major period of change in the north of Ireland. A significant issue in the short term is the turbulence around the major administrative changes which are due to take place. The change from the present structures to the new dispensation of the Education and Skills Authority will present challenges but also opportunities. The increased focus on the public value of public services, combined with a renewed emphasis on improving outcomes for young people, creates an ideal opportunity to review how youth work as part of education is contributing to the DE vision of every child fulfilling his or her potential. The revised curriculum is now in place across all schools. At the heart of the revised curriculum lies an explicit emphasis on developing children's personal, interpersonal and learning skills and their ability to think both creatively and critically. Education priorities and policies are focused on raising standards and narrowing the gap in achievement levels. Early convergence planning for the education and library boards is focusing on implementation of key policies such as Every School a Good School, the Entitlement Framework, the Irish Medium Review and CRED, but other opportunities are also being identified.

6.4 It is important to set out the context for review, including external factors which are beyond the control or influence of the Department of Education, but which are however important to future planning.

6.5 The following table is a PESTLE (Political, Economic, Sociological, Technological, Legal, Environmental) analysis which provides a broad framework within which to consider the external factors that could impact on youth services within education in terms of future planning and delivery.

Appendix 6 – External factors – PESTLE analysis

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PESTLE ANALYSIS –YOUTH WORK IN EDUCATION

PESTLE Environment	Factors	Impact
Political	<ul style="list-style-type: none"> • Programme for Government, focus on growing a dynamic innovative economy • Review of Public Administration and wider reform agenda, Education priorities and policies focused on raising standards, closing the gap including implementation of key policies such as ESaGS, the Review of IME and CRED • Revised Curriculum, explicit emphasis on developing children's personal, interpersonal and learning skills, active citizenship and their ability to think both creatively and critically • The DSD Volunteering Strategy and findings from research such as 'Its all about Time' focus on the need to support volunteers • Emergence of OFMDFM Cohesion, Sharing and Integration Strategy • OFMDFM 'Our Children Our Pledge' 10 year strategy • The Youth Assembly and Network for Youth 	<ul style="list-style-type: none"> • Creates opportunities to better position youth services within government agenda for education in terms of contribution to DE mission • RPA changing the focus from one of administrative boundaries to addressing the needs of young people and working together to deliver better experiences and outcomes • Revised Curriculum aims incorporate youth work curriculum aims, creating opportunity to demonstrate complementarities • Increased demand for evidence of outcomes achieved for young people participating in youth service. • Opportunity for youth service to demonstrate positive contribution to enhanced social capital. • Compact and Concordat strengthens the relationship between the Government and the Voluntary Community Sector, provides opportunities for improved cross sectoral working in the interests of children and young people. • Opportunities to engage are not enough. Young people need to develop the skills to effectively participate. Youth service key delivery partners have access to approx 300,000 young people.

PESTLE Environment	Factors	Impact
	<ul style="list-style-type: none"> The Northern Ireland Compact, "Partners for Change" and the Concordat 	
Economic	<ul style="list-style-type: none"> Budget pressures on all Departments will mean DE must focus on what's essential and maximising resources for front line services Increased cost of providing resources for youth services in education - revenue and capital 20,000 + volunteer resource The cost to society of young people not in education, employment or training, disengaged and self excluding [Prince's Trust estimated the cost to Government of youth unemployment in NI to be in excess of £0.5m per week and £1.7m per week in terms of foregone earning by the young people]¹ Attainment levels for some mask huge tail of underachievement for others which leads to poor outcomes including lower levels of income, lower standard of health 	<ul style="list-style-type: none"> Significant additional public expenditure pressures, limited options available beyond a reprioritisation of existing budget allocations. Budget restrictions and identification of priorities will require a clearer focus on demonstrating outcomes that contribute to the overall DE mission - narrow the range of outcomes targeted by youth service in education Demand for consistently high quality youth services as part of education which are responsive to the needs of young people Increased cost of youth work, focus on retaining and supporting volunteers The cost of supporting/providing the service must be balanced against the competing demands on the education budget, focus will be on what's essential and across what age range Where the formal education sector has been unable to assist marginalised young people, youth work through non-formal education, can respond by offering a second chance to prevent young people entering a NEET group

¹ <http://www.princes-trust.org.uk/PDF/Princes%20Trust%20Research%20Cost%20of%20Exclusion%20apr07.pdf>

PESTLE Environment	Factors	Impact
	and well being	or remaining in one.
Social	<ul style="list-style-type: none"> • Demographic changes, school aged population increasing • Education is compulsory, children and young people aged 4-16 are in school • Legacy of over thirty years of conflict within and across communities in the North • Emergence of social networking sites, blogs, twitter, facebook. • A third of young people either live in a neighbourhood renewal area or in one of the 30% most deprived areas in the north • Equality and Inclusion agenda • DSD Volunteering Strategy and emphasis on growing social capital • Perceived increased involvement of young people in anti social behaviour and drug and alcohol abuse • Negative perception of young people • Lack of understanding of value/impact of youth work • Cost to society of children and young 	<ul style="list-style-type: none"> • Young people represent over 1/3 of total population, many of them are in school for over 5 hrs per day involvement in youth is voluntary and therefore has to be relevant and responsive • Opportunity for youth services to become more inclusive and provide positive activities through outreach to newcomer families and section 75 groups • Youth work provides opportunities for young people to develop their personal and social skills, and fosters active participation and citizenship and can help challenge negative perceptions of young people • Youth work through EDI Initiative seeks to enable the service to meet the challenges posed for those working with young people in contributing to the creation of a more equitable, diverse and democratic society • The Youth Service provides volunteering opportunities aimed at increasing skills capacity of young people and maintaining social capital within communities • Youth services within education have a distinct but complementary contribution to educating young people in a different learning environment • Where the formal education sector has been unable to assist marginalised young people, youth work through

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	<p>people in NEET group, with low education attainment levels, young people addicted to drugs and alcohol, engaged in risky or illegal behaviour</p> <ul style="list-style-type: none"> • Health and Well Being 	<p>non-formal education, can respond by offering a second chance to prevent young people entering a NEET group or remaining in one</p>
Technological	<ul style="list-style-type: none"> • The emergence of social networking sites, blogs, twitter, facebook, mobile technology etc, has created alternative forms of instant communication • A priority within education and reinforced in Programme for Government is a commitment to innovation and STEM subjects • IT strategy within education • Internet safety • Systems recording, MIS • Focus on recording outcomes not processes 	<ul style="list-style-type: none"> • Young people can communicate and socialise in a virtual world, and can access increased amounts of unrestricted information, generating their own media • The benefits and risks associated with the emerging could impact on delivery of youth work within education i.e. new technology provides the opportunity for youth work to engage young people by providing safe access to emerging media • Youth work within education can harness the skills and experience of young people in their centres and projects to develop, websites, blogs, in supportive protective environments • Sufficient, reliable and up to date management information on the use of resources and the outcomes achieved is essential to sustain public investment
Legislative	<ul style="list-style-type: none"> • ESA legislation included a prominent reference to youth services as part of education • Public authorities are responsible for the 	<ul style="list-style-type: none"> • Opportunity for youth services to demonstrate relevance in contributing to overall educational outcomes and providing opportunities for young peoples' civic engagement

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	<p>promotion of equality of opportunity (stemming from statutory obligations arising from Section 75) and the promotion of a culture of rights and responsibilities (stemming from the Human Rights Act 1998)</p> <ul style="list-style-type: none"> • The United Nations Convention on the Rights of the Child (UNCRC) gives children and young people over 40 substantive rights, including the right to access to services such as education, be informed about and participate in achieving their rights in an accessible and active manner • The Child Poverty Act enshrines in law the commitment to eradicate child poverty by 2020 and help ensure that we take action now to tackle the causes as well as the consequences of poverty • Implementation of Disclosure and Barring Scheme. These revised safeguarding arrangements, which extend to youth services, seek to improve the way in which people who work with children are vetted and monitored 	<ul style="list-style-type: none"> • Opportunity for youth service to demonstrate inclusive and supportive learning environment, outreach and specific programme work with Section 75 groups • Legal requirements on safeguarding extend to youth services

PESTLE Environment	Factors	Impact
Environmental	<ul style="list-style-type: none"> • Youth estate including outdoor education centres • Cost and quality of commercial activities • Transport issues, particularly for young people from rural backgrounds or those living in interface areas can impact on access to youth services • The impact of anti social behaviour, drug and alcohol abuse on communities • Depletion of social capital in modern society 	<ul style="list-style-type: none"> • Budget restrictions could slow progress of capital investment. May need to maximise better use of existing education estate • Cost effective local access to outdoor education centres which offer opportunities for groups and individuals to explore, experience and enjoy the natural environment • Provision of low cost positive activities, offer non formal educational interventions which can draw young people away from less productive or risky activity • Youth work provides opportunities for young people, youth workers and volunteers to build and sustain social capital alongside social partners and schools, to overcome apathy, disengagement and low expectations