



# **Claudy Visioning Process**

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## Introduction

The Inside Out Programme has had a presence in Claudy since 2004 and in that time, it has worked with many young people and reached some very notable achievements. In recent years however, as competition for shrinking resources have become greater and youth work practice has become more focused on a range of particular themes, the opportunity for maintaining a broad range of provision has become more difficult and in turn securing funding.

Even with a history of documenting and collating evidence of need through a mixture of evidence-based practice, consultation, external evaluation and desk research, we acknowledge that in the current climate our arguments for funding particular services in Claudy has had to become more robust in the face of a shifting environment.

With that in mind, we took a decision to set aside any plans that we previously devised and concentrate on a piece of research with a significant percentage of the youth population from the immediate and surrounding Claudy area, that would not only unearth concerns of a personal nature but current thinking regarding a range of issues.

An application to Derry City and Strabane District Council for funding under its Community Relations programme would not only allow us to engage young people from the two main traditions (and beyond) but would jointly reflect their opinion, values, ideas, beliefs and aspirations.

The Claudy Visioning Process is an attempt to create or imagine a vision of what youth provision might look like in the future. The process was not in any way an attempt to deliver an all-encompassing youth work strategy for the area but rather provide space and time for young people from Claudy to offer their input into a process and in doing so build from the ground up a cross-community consensus that might inform the development of any future youth work strategy.

The process has involved a number of stages including surveying the views of young people, critiquing initial findings and working together to examine further ideas and opinion that genuinely enables us to reach the conclusions and recommendations that we put before you.

In closing, I would like to thank Derry City and Strabane District Council for funding the project, St. Patrick's and St. Brigid's, Lisneal and Foyle Colleges alongside Limavady High School for their support, commitment to and endorsement of the process.

I would very much like to convey my thanks to all the young people who not only participated in the process but endeavoured to be as honest and open with their views as possible.

**Fergal Barr**  
**Co-ordinator, The Inside Out Programme**  
**March 2018**

## Conclusions

- young people have rarely been consulted on their views and when asked only a minority are prepared to 'step forward' and offer ideas, however, when engaged there is an appetite to participate and develop ideas and thinking
- a significant number of young people not only like Claudy but appreciate various aspects of it, equally they feel at best indifferent and at worst negative towards it, i.e., 'I like Claudy but it could do better'
- young people are clear about what they would like to see changed within Claudy – the same issues came up regularly throughout the process, e.g., [repair of] 'the bridge', public toilet, state of the roads, traffic congestion and parking among others
- issues affecting young people in Claudy are not too dissimilar to other areas although the order in which they prioritise them suggests they view issues differently from those in urban areas
- a significant number of young people access and use 'facilities' within the area although what they view as facilities is quite broad and a departure from 'the norm', e.g., young people view shops as facilities
- from the list of issues identified as affecting young people in Claudy, three of the top five appear to be connected, i.e., Self-confidence/Self-esteem, My Health and Stress/Anxiety/Worry
- bullying was one of the top ten issues affecting young people and when ranked appeared in the top 5 also, suggesting there may be an issue of bullying amongst young people in Claudy
- global issues selected by young people seem to mirror much of the media headlines suggesting that young people are staying informed of current affairs or that their understanding of global issues is being led by mainstream or social media
- young people spend most of their leisure time 'connected', either through the internet or on social media; they also spend real time with their friends and pursue other interests which compensates for the amount of time spent in front of screens
- Young people are 'connected' but they often complained about the lack of signal when at home and in the more rural areas of Claudy
- a significant number of young people now view themselves as Northern Irish although this is primarily among young Protestants
- religion still plays a role in society and/or affects how a community behaves but only half of respondents were definite about the role of religion, signalling a shift in thinking regarding religion or a move away from the religion altogether
- young people seemingly have plenty of contact with those from 'the other side' but they are less receptive to cross-community work than cross-border work

## Recommendations

- establish a culture of participation among young people in the immediate and surrounding Claudy area so as to increase the capacity of young people to play a role in their community
- identify and implement a range of measure that facilitates young people's involvement in a range of existing or future civic structures on a local, regional, national and international basis
- ensure regular consultation through a range of media in order to establish a representative voice on a range of issues affecting young people in the Claudy area
- nurture and support measures that enable young people find their voice be that through structured training or experiential learning opportunities
- prioritise structural issues in Claudy such as 'the bridge', the public toilets, parking, traffic congestion and transport and provide the means by which young people can engage with bodies with responsibility for these matters
- develop and implement pro-active responses to the clear list of priorities has been identified by young people through the survey
- discuss further the subject of (what constitutes) facilities/amenities in the Claudy area and explore the relationship between young people and those managing/promoting use of and access to facilities
- explore how Claudy could realistically 'do better' through the eyes of young people with a view to making Claudy more attractive to visit
- explore the implications of being so 'connected' to the internet and communicating digitally to ascertain the benefits and non-benefits of living in the digital age
- explore more about young people's views on religion in order to ascertain changes facing the church not only in Claudy but wider area
- explore with young people what it means to be British/Irish/Northern Irish/Other
- initiate conversations around the subject of gender to ascertain young people's views on this wider subject
- develop or implement programmes that address issues that affect young people at a personal level with a particular focus on self-confidence and self-esteem
- initiate a range of conversation on a range of global issues identified by young people that explore themes of identity, nationality, ethnicity, political ideology, social justice, etc.
- initiate a range of activities that promotes good relations between young people from all traditions but within the wider context of cross-border and regional, national and international practice

## **Overview of the project**

### **Aim**

'Claudy Visioning Process', a consultation project involving secondary school-age young people living and studying in the immediate and surrounding Claudy area, had the aim of informing the development of a future Rural Youth Work Strategy for the Claudy area. A total of 324 young people took part in the survey and follow-up activities. The project included young people that attend school in Claudy but live outside of the area.

### **Need**

The project was identified as being required for a number of reasons:

- (i) the level of youth work provision currently existing in the Claudy area is limited to occasional, one-off or part-time provision;
- (ii) services for young people tend to be segregated in nature, e.g., provided through bodies such as the GAA and the Churches;
- (iii) no significant meaningful consultation with young people in the Claudy area has been carried out for a considerable period of time;
- (iv) the recent Community Planning Process for the Faughan Ward was not adequately represented/attended by the wider Claudy community (for example, Claudy Rural Development Ltd had to organise a separate meeting to ensure an adequate response to this process) and thus the interests of young people were not reflected adequately overall;
- (iiv) previous reports and/or consultations compiled by The Inside Out Programme or by organisations on its behalf where not considered robust enough when critiqued as part of funding applications submitted to various bodies and thus the need to provide an 'up-to-date' picture of issues affecting young people was considered timely, appropriate and relevant.

### **Process**

A Consultation Process initiated and facilitated by The Inside Out Programme in co-operation with St. Patrick's & St. Brigid's College, Lisneal College, Limavady High School and Foyle & Londonderry College took place between November 2017 and March 2018 and consisted of the following: survey, focus groups, planning group and an Open Space event.

The project has explored a range of questions that have yielded some interesting findings but reflect the opinion, interests, ideas and some of the aspirations of young people living and studying in the immediate and surrounding Claudy area.

This report helps give a lead on how youth provision in Claudy might evolve over the coming years and will help to inform prospective funding applications. The consultation involved a number of key activities so as to achieve the aims of the project although delays in accessing participating schools meant that the original schedule had to be amended. Below is an outline of the phased process which took place:

- (i) Promotion of the initiative to participating schools
- (ii) Survey with pupils (in school)
- (iii) Focus Group meetings (in schools)
- (iv) Planning Group meetings (in the Diamond Centre)
- (v) Open Space Meeting (in the Diamond Centre)
- (vi) Public Information Session (in the Diamond Centre)
- (vii) Launch & Presentation of findings (in The Diamond Centre)

The **Survey/questionnaire** involved 260 pupils and enabled us to gather information on a range of subjects but primarily focusing on 3 key areas (i) issues affecting Claudy (and surrounding area) (ii) issues prioritised by young people as most important to them at a personal level and (iii) most important issues at a global level. We also sought to find out their views on religion and nationality, and how young people spend their time outside of school.

**Focus Group meetings** allowed us to ‘test’ or critique findings from the survey. There was four focus groups in total, one in each school involving six pupils from Foyle College, 24 from Limavady High, 7 from Lisneal College and 23 from St. Patrick’s & St. Brigid’s College.

**Planning Group** meetings facilitated conversations with four young people who designed, planned and helped to implement the Open Space Workshop that followed.

**An Open Space Event** brought young people from Foyle and St. Patrick’s and St. Brigid’s College together to further explore identified issues as well as nurturing ideas for what a future Claudy might look like.

**A Public Information Session** was an open invitation for the public to hear about initial findings from the project.

**The Launch of Project Report** conveyed to those who participated in the project, as well relevant stakeholders and new audiences, the findings from the process. In doing so, the launch also increased the potential for future investment in youth provision in the immediate and surrounding Claudy area, either as a stand-alone initiative, or as part of a wider and broader youth work strategy.

## Background to Survey respondents

### Age

The average age of those who completed the questionnaire was 13.5, but can be broken down as follows: 11 (36/13.8%), 12 (39/15%), 13 (44/16.9%), 14 (50/19.2%), 15 (51/19.6%), 16 (19/7.3%), 17 (1/0.38%), 18 (2/0.77%) and 18 (6.92%) didn't answer.

### Gender

From 260 respondents, 152 (58.5%) were male, 101 (38.8%) female, three (1.25%) didn't answer the question and four young people (1.5%) did not identify as male or female

In focus groups we inquired if gender identification was an issue, or if the topic had come up in conversations with their peers, or were they aware of or party to any conversations around this subject but they confirmed no, although they did acknowledge that the question of gender identification was becoming more relevant. Whilst the figure of those not identifying as male or female is exceedingly small it should not be assumed that it is not an issue – there are some young people who have chosen not to identify as male or female and thus we should be cognisant of this in our future deliberations.

### Where young people live

Pupils live in a wide variety of rural and urban areas spread across the immediate and surrounding areas of Claudy – these include Foreglen, Killaloo, Learmount, Stradaren, Ervey, Dungiven, Greysteel, Ness, Derry and even Muff (Donegal). It should be noted that whilst a significant number of young people study at St. Patrick's and St. Brigid's College in Claudy, 35% come from Derry-Londonderry.

### How young people spend their time

How young people spend their time outside of school was not only posed in the questionnaire but was also critiqued in focus groups, hence the higher number of responses. Responses in focus groups also echoed those in the questionnaire, i.e., Using the Internet (311), Communicating digitally (273) 'Hanging out' with my friends (245), Sports (234), Hobbies (223), Playing Video Games (212), With family (211), Watching TV (198), Church (198) and Homework (150). In focus groups pupils were asked to rank the top 5 – and like the questionnaire they fared exactly the same.

### Consultation with young people

Prior to our survey only 37 (14.2%) of young people declared they had been asked about issues they thought important in their community. Asked as to who did the asking, Teachers (27%) and parents (27%) emerged as the two most common responses. **This means that not less than 85% of young people in Claudy have never asked been about issues that affect them.** In focus groups we asked pupils what they thought the percentage of young people being asked about issues were and figures offered ranged from 30 – 80%. All were surprised to learn that it was as low as it was.

### How to address issues

Only 19 (7.3%) said they had thoughts on how to address the issues whilst 78 (27.6%) said they would be willing to think about it and discuss it further; 130 (50%) didn't want to discuss it further and (12.7%) didn't answer. **Worryingly, only 1 in 3 young people (97/37%) had ideas and/or were willing to engage further in exploring the issues.** When pupils were asked to guess percentages of those willing to engage in further exploring issues responses were quite high, ranging from 20% to 86% - there was much surprise that only 7% of respondents had thoughts on how to address issues (although one pupil did guess correctly). The perception among young people is that as a group, they are vocal and active in addressing issues but our findings suggests otherwise



## **About Claudy**

### **How do pupils rate Claudy?**

In response to a question at the beginning of the questionnaire pupils give Claudy an average rating of 7.12 (out of 10) but this dropped slightly to 7.08 when the question was posed again at the end of the questionnaire. When the same question was posed in focus groups (sixty pupils), the number dropped dramatically to an average of 4.6. Combined, the average is 6.6 and this as we will go on to demonstrate reflect the general feeling about Claudy which could be viewed as 'we like it but could do better'.

### **What do pupils think of the area?**

When asked to describe Claudy, 36.9% described it as both quiet and friendly, 30.7% described as nice and 23.8% said they like it but it could be better. In focus groups, we asked if pupils agreed with these descriptions – apart from highlighting recurring issues such as 'the bridge' needing repaired and the state of the public toilets, pupils agreed.

### **What do pupils feel about the area?**

Some of the feelings that Claudy arouses range from happiness (22.3%), Pride (19.6%) and Contentment (16.9%) to depression (17.3%), boredom (9.2%) and a combination of frustration, anger, loneliness which when combined equates to 43.5%. If we take happiness, pride and contentment as a guide then almost 60% of young people seem satisfied with life in Claudy. It should however be noted that 85 young people (32.7%) selected the 'no feeling' option on the questionnaire and thus a different picture emerges. Many young people of course live outside Claudy and thus might explain the perceived indifference to Claudy.

What seems to emerge is a picture of a significant number of young people who not only like Claudy and appreciate aspects of it but equally feel at best indifferent and at worst negatively towards it which seems to mirror the notion that 'we like Claudy but it could do better'

### **What might improve the area?**

When asked what might improve the area the top five choices were (i) more facilities and amenities (32.3%) (ii) friends living closer by (26.2%) (iii) better internet connection (22.7%) (iv) more community activity (21.2%) and (v) better public transport (15.8%). In focus groups responses largely mirrored these answers but also other local infrastructure such as 'the bridge', public toilets, state of the roads and lighting were highlighted.

### **What might young people change about the area?**

When asked what they would change about the area, 29.6% chose facilities, followed closely by variety of shopping 28.8%, then design and layout of the area 26.15% and more arts, events and culture 23%. Changes to the Country Park (17.3%), restoring or renovating older or vacant buildings (16.5%) and increased business (16.2%) were among a total of 8 other suggestions ranging from (15%) to fixing the bridge (2.3%).

In the focus groups, many suggestions echoed those in the survey but additional suggestions included improving the scenery, making decorative changes including plants and shrubbery, redesign parking and create a 'Central Attraction' thus providing 'a reason to visit'

### **What are the issues affecting Claudy?**

From a list of 30 options contained within the survey, pupils identified the top ten issues affecting Claudy as follows: Smoking (33.8%), Alcohol/Drinking/Pub Culture (31.5%), Bullying (27.3%), Employment Opportunities (22.7%), Nowhere to socialise (20.8%), Low Income/lack of money (19.6%), Illegal Drugs (18.84%), School (18.1%), Environment (16.2%), Facilities & Amenities/Anti-Social Behaviour (14.6%). At our Open Space Event we tested the top ten issues by asking pupils to either select agree/disagree/don't know

for each issue – the results can be found at the end of this report but 5 of the top 6 issues identified in the survey remained the same, with only anti-social behaviour ranked by this group among the top 5 on this occasion.

### **What do young prioritise are the most important issues affecting Claudy?**

Pupils were then asked to rank issues from 1 to 5 starting with the most important. With the exception of Illegal Drugs (which replaced Employment Opportunities), the top 5 issues remained the same although it should be noted that whilst illegal drugs was prioritised above Employment Opportunities, it scored less in the overall survey, i.e., 49 to 59. Overall, the top ten issues ranked by pupils remained the same as those identified by pupils with only religion replacing facilities/anti-social behaviour. Further critiqued in focus groups, responses echoed those in the survey although other issues were mentioned, e.g., ‘the bridge’ (which was mentioned in all four focus groups), the elderly, traffic congestion and speeding cars/‘boy racers’.

### **Do young people use facilities/amenities in the area?**

The survey revealed that only half of young people (50.4%) use facilities in Claudy, whilst 33.5% said they didn’t and 16.1% didn’t answer. On the face of it the numbers using facilities might appear low but bearing in mind that a significant number young people don’t live in the area then this figure doesn’t reflect so poorly. When those living in Derry are extracted from the total number of respondents then the figure using facilities rises to 73%.

### **What facilities do they use? What do young people view as facilities?**

Efforts were made not to limit the definition of facilities/amenities as merely those that can be categorised as leisure, community, sports and so on but rather leave it open so that we could get a sense of what young people view as facilities/amenities and how often they used them. Responses ranged from ‘unknown’ to ‘quite often’ but taken as an overall figure, Shops (43.8%), followed by Parks (22.3%), Football pitches (20%), School/Youth Club (10.8%) and The Diamond Centre (9.6%) were the top five facilities used by young people.

### **More questions than answers**

Given the diverse nature of those chosen it’s difficult to draw any meaningful conclusions and would require further exploration as to why these came out as the top 5. O’Kanes Meats we know is popular with pupils for lunch and whilst many might view the school as a facility and therefore not surprising, why the Opticians, the Pharmacy and the Public Toilet ranks so highly is intriguing.

### **Who is responsible for Claudy?**

At our Open Space Event we held an exercise called ‘Agree/Disagree’ where pupils position themselves along an imaginary line depending on whether or not they agree or disagree with a statement. Alternatively, they can stand in the middle if they are ‘Unsure’ or ‘Don’t Know’.

We posed the statement, ‘*Claudys is an area forgotten about by everyone*’ to 26 pupils – 24 agreed with only two disagreeing. This is overwhelming and adds to the sense of abandonment (which is something that we at Inside Out have often heard over the years) felt by young people at least. This feeling has in no doubt been exacerbated in recent times by the length of time that it took to begin work on fixing the bridge after the floods of 2017.

We also wanted to determine if that sense of abandonment was merely something that could be levelled at others and so we posed the following statement, ‘The main issue affecting Claudy is that those who live in Claudy don’t care enough about it’ which resulted in 12 agreeing, 7 disagreeing and 7 who were Unsure or Don’t Know. This indicates that there is a role for the community in advocating on behalf of Claudy but there is a lack of leadership which was exemplified by the next statement when we *If Claudy had more political representatives it would be more successful* – all 26 pupils agreed.

## **About Young People in Claudy**

### **On a personal level what issues occupy young people the most?**

Self-confidence/Self-esteem emerged as the biggest issue that affects young people on a personal level with 45.8% selecting. In second place but a long way behind was My health (23.8%) followed by Family/Life (23.1%) with the remaining top ten issues made up of Bullying (22.3%), Stress/Anxiety/Worry (17.7%), Being Accepted (16.5%), Alcohol (15.4%), Money (15.4%), Drugs (13.5%) and Being Alone (12.3%). In total 10 other issues were 'scored' and this ranged from violence (of any kind) (12.3%) to coping from morning to night (2.3%).

Answers in focus groups only partially reflected those from the survey – for example socialising, employment opportunities, support within the community, boredom and (due to location and being reliant on others for transport), 'everything has to be pre-arranged'.

Pupils were a little surprised to learn that Self-confidence/Self-esteem was the biggest issue although in one focus group, Stress/Anxiety/Worry, was by far the overwhelmingly identified as the most important issue. Asked whether bullying was an issue in Claudy there were mixed opinions but some were adamant that it was.

### **What personal issues do young prioritise as most important?**

We then asked respondents to identify their 5 main issues of concern and with the exception of Stress/Anxiety/Worry (which was replaced by Alcohol), the top four issues that were identified remained the same, i.e., Self Confidence/Esteem (41.2%), Bullying (24.2%), My health (20.8%) and Family/Life (18.5%). Even though Alcohol replaced Stress/Anxiety/Worry it scored less, i.e., 15.8% as opposed to 17.7%.

Issues 6-10, were Drugs (15%), Stress/Anxiety/Worry (14.6%), Money (13.5%), Peer pressure (10.8%) and Violence of any kind (10.4%). A further 12 issues were expressed as concerns ranging from Being Alone (10%) to Traffic Congestion (0.77%).

## **About the World**

### **What global issues concern young people in Claudy?**

Terrorism & Security (56.9%) was the top global issue identified by respondents followed by Racism (49.23%), Potential of Nuclear War (30%), Climate Change (27.3%), Mental Health (23.5%), Addiction (23.5%), Employment Opportunities (19.6%), Homophobia (18.5%), Cost of Education (18.5%) and Brexit (18.1%). A further 12 issues were identified ranging from inequality (16.2%) down to Over consumption (3.8%). 'Other' completed the 12<sup>th</sup> issue but this only constituted 1.53% and was made -up of a number of single issues.

In focus groups we asked pupils to identify what they thought were the main global issues – whilst they guessed some that were on the list, e.g., Terrorism, Environment, 'Trump' and Brexit, their answers also referenced more local issues such as drugs, bullying, anti-social behaviour, smoking, paramilitaries and sectarianism.

### **What global issues do young people view as the most important?**

Respondents were then asked to identify the 5 global issues that concerned them most and somehow unsurprisingly, the top 5 remained the same. From the top 10, 8 remained the same with only the cost of education (18.5%) and Brexit (18.1%) dropping out to be replaced by Addiction and employment opportunities jointly (10.4%). Brexit was number 11 on the list (with 10%) whilst Education was the last from 26 issues (0.77%). At the Open Space Event we asked pupils if they agreed/disagreed/don't know if Brexit is the most important issue facing young people – whilst 10 said they didn't or were unsure, the remaining 14 disagreed leading us to conclude that Brexit doesn't really figure among young people's concerns in Claudy.

## **Religion & Nationality**

### **Young people in Claudy – their views on religion**

From 260 respondents, 75.8% were 'brought up' in a religion, 5.4% 'not brought up' in a religion, 11.5% 'not really brought up' in a religion and 7.3% didn't answer the question. Currently, 58.5% consider themselves to be religious whilst 30.8% consider themselves as not religious and 10.76% didn't answer the question. Those brought up in the Catholic faith amounted to 64% whilst 17.7% were from a Protestant faith; 3.8% identified themselves as Atheist and 0.4% as mixed faith; 13.8% didn't answer the question.

Half of respondents 50.4% think religion has a role in today's society, whilst 16.2% think 'maybe', 21.5% are 'unsure' and 3.5% didn't respond; 8.5% think religion has no role in today's society. Just over half of respondents, 51.9% believe that religion affects how the community in Claudy behaves, 8.5% believe not, 12.3% think maybe, 19.2% are unsure and 8% didn't answer.

In focus groups, pupils were generally surprised that only half thought that religion had a role in today's society, and affects the way a community behaves. They expected both to be much higher and most of those in the focus groups certainly were of the opinion that the behaviour of the community is effected by religion. For young people in Claudy whilst there is an acknowledgement of the continued influence of religion, the survey seems to suggest a move towards a more secular society or at least a move away from religion.

### **Young people in Claudy – their views on nationality**

Only 7.3% considered themselves 'raised' as British whilst 50.8% were 'raised' as Irish and 29.6% Northern Irish. Only 1.5% viewed themselves as European, 4.2% were unsure, 0.4% were raised with no nationality, 2.7% were made up of other nationalities and 3.5% didn't answer the question.

When asked what nationality they consider themselves now, responses largely mirrored those above with 7.7% considering themselves as British, 55% Irish, 30% Northern Irish, (1.5% European, 1.9% unsure, 0.4% raised with no nationality, 2.7% other, and 0.77% didn't answer.

This reaffirms the view, certainly in teenage years, that young people retain the nationality they 'grew up' in or with and there is very little departure from this. What is notable from these figures is that more young people now consider themselves to be Irish than when raised as Irish and only a marginal increase among those now feeling more British was concerned.

The most interesting figure to emerge was that in both questions, 30% of pupils consider themselves as Northern Irish which echoes and exceeds figures from the 2011 census where 20% of the population considered themselves as Northern Irish. This seems to signal a move away from how people traditionally view themselves as either British or Irish. However, in this case, the majority of pupils categorising themselves as Northern Irish can be found within the Protestant community and this suggests that there is a redefining of nationality among young Protestants whereas among young Catholics there appears to be a reaffirming of their Irishness.

### **Good Relations**

At the Open Space event we asked pupils to state whether they agreed/disagreed or don't know/are unsure with regard to Good Relations (the results can be found at the end of this report). Most pupils believe that Good Relations are better now than they were five years ago but will be worse in five years' time. A small minority claim to have a good understanding of the culture of minority ethnic communities whilst a larger minority, (one-third) have a good understanding of other people's heritage & culture.

Just over half the group would be happy to take part in cross-community activities whilst almost all of the group are happy to be involved in Cross-Border activities. All have contact with people from the 'other community' and two-thirds claim to have contact with people from ethnic communities. When it comes to

dealing with sectarianism and racism slightly more pupils believe that people., i.e., the community, has more ability than politicians. That said, and although there is doubts about politicians ability to deal with issues, there were many 'in the middle' when it came to this question and therefore might be persuaded to believe politicians have indeed got the ability but recent events at Stormont might indeed have questioned their faith in politicians. What is clear is that whilst 58% of the group believed the community has more ability, 42% were of the opposite opinion.

## Claudy Visioning Process – Results of Questionnaire

<b>1. Gender breakdown</b>	
Male	152
Female	101
Don't identify as Male or Female	4
Blank	3
<b>2. Average age</b>	13.5
<b>3. Which part of the area do you live in?</b>	
Claudy Village & surrounding area	91
Derry	81
Foreglen	15
Killaloo	13
Learmount	12
Stradaren	12
Ervey	8
Dungiven & surrounding area	7
Greysteel	6
Ness	3
Muff	1
Blank	11
<b>4. How would you rate your area 7.12 (at start of the questionnaire); 7.08 (when asked again at the end of the questionnaire)</b>	
<b>5. How would you describe your area?</b>	
Quiet	96
Friendly	96
Nice	80
I like it as it is but could be better	62
Lively (or it can be)	52
I like it just as it is	45
Scenic	44
Little or no facilities	29
Has potential if invested in	23
Isolated/Disconnected from everyone	15
Don't know	13
Run down	6
<b>6. What do you think might improve the area?</b>	

More facilities & amenities	84
Friends living closer by	68
Better internet connection(s)	59
More community activity	55
Better public transport	41
My area is fine–needs no improvement	36
Bigger population	26
<b>6.b. Issues affecting Claudy</b>	
1. Smoking	88
2. Alcohol/Drinking/Pub Culture	82
3. Bullying	71
4. Employment Opportunities	59
5. Low Income/lack of money	51
6. Nowhere to socialise	54
7. Illegal Drugs	49
8. School	47
9. Environment	42
10. Facilities & Amenities	38
11. Anti-Social Behaviour	38
12. Well-being of the elderly	35
13. Public Services	35
14. Religion	27
15. Crime	27
16. Mental Health	26
17. People moving away from the area	26
18. Educational Prospects/Options	25
19. Community Relations	24
20. Suicide	24
21. Costs of living/things	23
22. Poverty	19
23. Use of prescription Drugs	19
24. Teenage Pregnancy	19
25. Internet provision	17
26. Other	17
27. Community Leadership	15
28. Politics/Politicians	12
29. Policing	10
30. Availability of Health Provision	6

<b>7. From the above (including any you have added) what 5 issues are the most important to you?</b>		
1.	Smoking	60
2.	Bullying	59
3.	Alcohol	50
4.	Illegal Drugs	49
5.	Employment Opportunities	39
<b>8. Have you ever been asked before about the issues you consider important in your community</b>		
Yes		37
No		220
Blank		3
<b>9. If yes, by whom?, e.g., parent, teacher, friend, etc</b>		
Teacher		10
Parent		10
Youth Club/Worker		5
Blank		5
Community (survey/worker)		4
Friend		3
<b>10. Have you any thoughts on how you might address any of these issues?</b>		
Yes		19
No, not at the moment		130
Not at the moment but would be willing to think about it and discuss if further		78
Didn't answer		33
<b>11. From those you listed in question 7 (and in the order you put them) feel free to suggest any idea you have to address – we'd like to hear!</b>		
1.	Answer is unclear	41
2.	Provided an answer but no suggestions	36
3.	Employment Opportunities	15
4.	Better Public Transport	7
5.	Better internet providers and connections	6
<b>12. Do you use the facilities in your area?</b>		

Yes	131	
No	87	
Didn't Answer	42	
<b>13. If yes, what facility/facilities do you use in your community? (if no, go to question 15)</b>		
1.	School	121
2.	Opticians	119
3.	Public Toilet	113
4.	Pharmacy	72
5.	O'Kane's Butchers	64
<b>14. In the same order that you listed the facility/facilities above, i.e., 1-5, please describe how you use the facility/facilities with one of the following: Quite Often / Often / Occasionally / Rarely</b>		
<b>School:</b>		
Quite Often	77	
Often	44	
<b>Opticians:</b>		
Rarely	17	
Occasionally	85	
Often	17	
<b>Toilets:</b>		
Rarely	43	
Often	35	
No further response/Unclear	35	
<b>Pharmacy:</b>		
Occasionally	24	
Often	24	
Quite often	24	
<b>O'Kanes Butchers:</b>		
Rarely	32	
No further response/Unclear	32	
<b>15. What if anything stops you from using any facility?</b>		
_____		
_____		

<b>16. Feelings that Claudy arouses in you</b>	
No Feeling	85
Happiness	58
Pride	<b>51</b>
Contentment	44
Boredom	44
Depression	24
Frustration	15
Anger	11
Loneliness	10
Other	10
Emptiness	9
<b>17. What would change about Claudy</b>	
Facilities	77
Variety of shopping	75
Design and layout of the area	68
More Arts, Events and Culture	60
The Country Park	45
Restore/Renovate older/vacant buildings	43
Increased Business	42
Community Attitude	39
Type of housing available	37
The people	34
More Tourism	30
Shift the village to a different location	17
Other	6
Fix the Bridge	5
<b>Issues that concern you personally</b>	
<b>18. Issues of concern at a personal level</b>	
1. Self-Confidence/Esteem	119
2. My health	<b>62</b>
3. Family/Life	60
4. Bullying	58
5. Stress/Anxiety/Worry	46
6. Being accepted	43
7. Alcohol	40
8. Money	40
9. Drugs	35
10. <u>Being Alone</u>	<u>32</u>
11. Violence (of any kind)	32
12. Peer pressure	31
13. Numeracy	31

14. Image	29
15. Depression	25
16. Literacy	25
17. Gambling	23
18. Relationships	22
19. Eating Disorders	12
20. Coping from morning to night	6
<b>19. The 5 issues of most concern</b>	
1. Self-Confidence/Esteem	107
2. Bullying	63
3. My health	54
4. Family/Life	48
5. <u>Alcohol</u>	<u>41</u>
6. Drugs	39
7. Stress/Anxiety/Worry	38
8. Money	35
9. Peer pressure	28
10. <u>Violence (of any kind)</u>	<u>27</u>
11. Being Alone	26
12. Numeracy	23
13. Being accepted	20
14. Depression (& Mental Health)	19
15. Literacy	17
16. Relationships	14
17. Other	14
18. Gambling	13
19. Eating Disorders	4
20. Smoking	3
21. Climate Change	2
22. Traffic/Busy Roads	2
<b>20. In the same order that you listed the issues above, i.e., 1-5, please describe for each issue how it affects you using any of the following: Quite Often / Often / Occasionally / Rarely</b>	
<b>1. Self-Confidence/Esteem:</b>	
Occasionally	21
Often	22
Quite often	10
Rarely	17
No further response/Unclear	27
<b>2. Bullying:</b>	



Rarely	16
Occasionally	13
Often	9
Quite Often	6
No further response/Unclear	19
<b>3. My health</b>	
Rarely	10
Occasionally	17
Often	12
Quite Often	12
No further response/Unclear	11
Other	1
<b>4. Family/Life</b>	
Rarely	11
Occasionally	10
Often	13
Quite Often	4
No further response/Unclear	9
Other	1
<b>5. Alcohol</b>	
Rarely	6
Occasionally	4
Often	9
Quite Often	3
No further response/Unclear	16
Other Comment	3
<b>How you spend your time</b>	
<b>21. Please tick those that explain how you spend your time out of school</b>	
1. Using Internet	311
2. Communicating digitally	273
3. 'Hanging out' with my friends	245
4. Sports	234
5. Hobbies	223
6. Playing Video Games	212
7. With family	211
8. Watching TV	198
9. Church	198
10. Homework	150
11. Music	147

12. Cinema	101
13. Drawing	92
14. Reading	64
15. Doing little or nothing	60
16. Writing	26
17. Farming	13
18. Quads/motorbikes	5
<b>Global Issues</b>	
<b>22. Issues of concern at a global level</b>	
1. Terrorism & Security	148
2. Racism	128
3. Potential of Nuclear War	79
4. Climate Change	71
5. Mental Health	61
6. Addiction, e.g., alcohol, drugs,	61
7. Employment Opportunities	51
8. Homophobia	48
9. Cost of Education	48
10. <u>Brexit</u>	47
11. Inequality	42
12. Poverty	42
13. Immigration	37
14. Technological Change	37
15. Borders	35
16. Conflict	34
17. Class differences	28
18. Literacy	25
19. Treatment of minorities	24
20. Numeracy	22
21. Automation, i.e., robots	18
22. Over Consumption	10
23. Other	4
<b>23. The 5 issues concern you the most globally?</b>	
1. Terrorism & Security	116
2. Racism	93
3. Potential of Nuclear War	55
4. Mental Health	43
5. <u>Climate Change</u>	39
6. Poverty	34
7. Inequality	32
8. Homophobia	28

9.	Addiction, e.g., alcohol, drugs,	27
10.	Employment Opportunities	27
11.	Brexit	26
12.	Cost of Education	26
13.	Conflict	24
14.	Immigration	21
15.	Borders	18
16.	Numeracy	13
17.	Class differences	11
18.	Others	9
19.	Literacy	8
20.	Treatment of minorities	6
21.	Technological Change	6
22.	Automation, i.e., robots	5
23.	Drugs	4
24.	Alcohol	4
25.	Drugs	4
26.	Education	2
<b>Identity</b>		
<b>24. Have you been brought up in a religion?</b>		
Yes		197
No		14
Not really		30
Didn't answer		19
<b>25. Do you consider yourself to be religious?</b>		
Yes		152
No		80
Didn't answer		28
<b>26. What religion do you consider yourself ?</b>		
Catholic		167
Protestant		46
Athiest		10
Mixed Faith		1

<b>27. Does religion have a role in today's society?</b>	
Yes	131
No	22
Maybe	42
Unsure	56
Didn't answer	9
<b>28. Religion affects how the community behaves?</b>	
Yes	135
No	22
Maybe	32
Unsure	50
Blank	21
<b>29. What Nationality were you raised as?</b>	
British	19
Irish	132
Northern Irish	77
European	4
Other	7
Unsure	11
None	1
Didn't Answer	9
<b>30. How would you now consider yourself to be?</b>	
British	20
Irish	143
Northern Irish	78
European	4
Unsure	5
None	1
Other	7
Didn't Answer	2

## Open Space Event

Negatives	Problems	Improvements	Positives
<ul style="list-style-type: none"> <li>- Poor Transport</li> <li>- Public Toilets</li> <li>- Lack of youth facilities</li> <li>- Parking</li> <li>- Roads</li> <li>- Footpaths</li> <li>- Social Life</li> <li>- Not enough things to do for 10-18 year olds</li> <li>- The Bridge</li> </ul>	<ul style="list-style-type: none"> <li>- Litter</li> <li>- Not environmentally aware</li> <li>- Politicians</li> <li>- Roads</li> <li>- The Bridge</li> <li>- Alcohol</li> </ul>	<ul style="list-style-type: none"> <li>- Security Cameras</li> <li>- Neighbourhood watch</li> <li>- Paintballing</li> <li>- More events</li> <li>- Fix Public Toilets</li> <li>- Fix Bridge</li> <li>- More Policing</li> <li>- Better Public Transport</li> </ul>	<ul style="list-style-type: none"> <li>- Bars</li> <li>- Shops</li> <li>- Community (Mixed)</li> <li>- School</li> <li>- Gym</li> </ul>
Suggestions			
<ul style="list-style-type: none"> <li>- Introduce Traffic Lights at crossroads at Main Street</li> <li>- Construct a slip road that directs traffic away from crossroads which begins the back of the Diamond Centre and comes out onto the B74 (Glenshane Road)</li> <li>- Relocate St. Patrick's &amp; St. Brigid's College to further down Glenshane Road and have it as a multipurpose site</li> <li>- Extend Car Park at the Cattle Market and/or provide additional parking at various sites</li> <li>- Utilise Former Desmonds site – include leisure facilities, cinema, restaurant, swimming pool, paint balling, go-karting, etc</li> <li>- Additional retail outlets to be added to Claudy including: Fast Food outlet, Bank, Tesco, poundland, etc</li> <li>- Purpose-built Youth Centre</li> <li>- St. P's &amp; St. B's to have 6<sup>th</sup> form</li> <li>- Amalgamate primary schools</li> <li>- Outdoor Education facility along the river</li> <li>- Make Claudy more aesthetically pleasing to the eye through decorative means</li> <li>- Make Claudy worth visiting</li> </ul>			

Testing participants views on...			
We sought to test some of our findings from the survey and uncover a little about young people's views on a range of cross-community indicators			
Statement	Agree	Unsure/ Don't know	Disagree
Claudy is an area forgotten about by everyone	24	0	2
The main issue affecting Claudy is that those who live in it don't care enough about it	12	7	7
If Claudy had more political representatives it would be more successful	26	0	0
The most important issue affecting Claudy is:			
- Smoking	9	3	14
- Alcohol	17	5	4
- Bullying	0	4	22
- Employment Opportunities	19	0	7
- Lack of income	16	4	6
- Nowhere to socialise	5	5	16
- Illegal Drugs	5	8	13
- School	5	1	20
- The Environment	6	3	17
- Anti-Social Behaviour	10	1	15
Brexit is the most important issue facing young people	0	10	14
Relations between Catholics and Protestants are better than they were 5 years ago	19	2	3
Relations between Catholics and Protestants will be better in 5 years time	7	8	9
You have a good understanding of the culture of minority ethnic communities	3	15	6
You have a good understanding of other people's heritage & culture	8	12	4
You would be happy to take part in cross-community activities	13	0	11
You would be happy to take part in cross-border activities	22	0	2
You would have contact with people from the other community	24	0	0
You have contact with people from ethnic communities	17	0	7
People in N Ireland have the ability to address sectarianism and racism in our society	14	0	10
Politicians have the ability to address sectarianism and racism in our society	12	8	4