

## **Social Inclusion Horizontal Principle Reporting Template**

**For the period Jan. to Dec. 2011**

**1. Upskilling the workforce (ESF 1.3)  
Back To Education Initiative**

**2. What actions have taken place over the last year to incorporate the principle of social inclusion into the Activity?**

**(a) Ongoing Actions:**

The overall aim of the Back to Education Initiative (Part-time) is to increase the participation of young people and adults with less than upper second level education in range of flexible learning options. A high priority is to target individuals and groups that experience particular and acute barriers to participation and the Guidelines for the BTEI (Part-time) identify a number of specific target groups including disadvantaged men and women, lone parents, homeless people, substance misusers, ex-offenders. The Guidelines also set out principles to underpin planning and provision at local level which include innovation, learner centredness, equality, accessibility and inclusiveness, the recognition and accommodation of diversity, quality assurance, local consultation and an area based approach. Provision and delivery (e.g. timing, location, duration, methodologies and learner supports) are adapted to meet a wide range of learner needs.

With regard to social inclusion a number of actions are particularly of note:

- Providers engage in a wide local consultation process on an annual basis to identify priorities for course provision. This consultation process involves the target groups of the BTEI (Part-time), the local community, groups and organisations representative of particular interest groups.
- Outreach and predevelopment strategies are used to recruit and encourage participation by those least likely to take part in educational programmes.
- Guidance and mentoring are integrated into programmes to support completion and progression.
- The payment of a **training allowance** (including meal and travel allowances) is important to encourage the participation of some learners e.g. Traveller men and women and lone parents aged 16-20 years of age who would be eligible for such an allowance if on a full-time programme.
- Childcare support is provided to enable participation by those with childcare needs and courses are often organised at times when children are at school.

- Flexible budget management enables providers to consider specific strategies to meet special needs e.g. building in extra tuition, use of artistic and other creative elements to encourage and support participation.
- BTEI eligibility criteria allows for **free tuition for any adult with less than upper second level education**. This encompasses those persons with a social welfare entitlement or medical card, those not in the labour market and those in employment who have less than upper second level education. The eligibility criteria includes access to free tuition for women in the home and for persons in low paid employment who have less than upper second level education.

(b) New Actions:

(a) **The reports from five development projects** were disseminated during 2009 and reflected guidelines on social inclusion issues to support providers working with learners from a broad range of target groups as follows:

- ***Certification Matters: Guidelines to Support Certification Outcomes through Back to Education Initiative Funded Programmes.***
- ***Delivering Accredited Programmes to Learners with Disabilities: Guidelines for Facilitating the Successful Delivery of Back to Education Initiative Funded Programmes to Learners with Disabilities.***
- ***Widening Participation in Adult Learning: Guidelines for Effective Planning and Delivery of Back to Education Initiative Outreach Provision.***
- ***Promoting Access and Progression in Adult Learning: Guidelines to Enhance Cooperation between Back to Education Initiative and Adult Literacy Service Programmes.***
- ***Increasing Men's Participation in Adult Learning: Guidelines to Enhance Men's Engagement with Back to Education Initiative Funded Programmes.***

Copies of the guidelines may be accessed under the Back to Education Initiative at [www.education.ie](http://www.education.ie)

The guidelines on outreach have particular relevance to social inclusion. They highlight key issues in outreach work, the primary purpose of which is to widen access for new and non-traditional adult learners, particularly those who do not usually avail of educational provision.

The guidelines reflect Irish national policy priorities as well as current EU policy, as articulated in the Commission's Communication on Adult Learning, which emphasises the need for measures to bring provision closer to adult learners in their communities and workplaces.

**Curriculum guidelines to support providers to implement a foundation programme at NFQ Level 3, leading to a full award at this level were completed and**

**disseminated in 2010.** Supports to providers focused on the development of Level 3 integrated programmes, with particular reference to the core skills of Communications and Mathematics, as part of integrated programme development.

(b) The new awards at Levels 1 and 2 on the National Framework of Qualifications have particular relevance for a key target group within BTEI, **people with disabilities**. While roll out of new programmes at these levels has been delayed because of industrial relations issues, there is also **evidence to show that certified outcomes at Levels 1 and 2** are now being achieved by this target group.

### 3. Progress against Indicators (where established):

In total there were **32,030** participants in courses under the BTEI (Part-time) in 2011, of which **68% were women and 32% were men**.

Indicator: Number participating with less than upper second level education and dependent on social welfare support	Male	Female	Total	% of participants
Baseline Position 2007			15,054	58%
2008	4,115	10,784	14,899	55%
2009	4,764	9,540	14,304	51%
2010	5,307	9,261	14,568	52%
2011	6,232	10,116	16,348	51%

For 2011, a further 3,084 participants were reported as having less than upper second level education but not dependent on social welfare support. Therefore, **61% (19,432) of all participants in BTEI programmes in 2011 had less than upper second level education on entry**.

The table below shows the **education level and social welfare / economic status** of participants in 2011 as expressed through the BTEI (Part-time) funding categories:

BTEI (Part-time) Funding Category	Participants		Total
	Male	Female	
<b>Category 2A:</b> Persons in receipt of jobseeker payments or means tested social welfare payments and holders of medical cards and their dependents with less than upper second level education	6,232	10,116	<b>16,348</b> <b>51%</b>
<b>Category 2B:</b> Persons in receipt of jobseeker payments or means tested social welfare payments and holders of medical cards and their dependents with upper second level education	3,060	8,330	<b>11,390</b> <b>35%</b>
<b>Category 3:</b> Persons in employment or not in the labour market with less than upper second level education	736	2,348	<b>3,084</b> <b>10%</b>
<b>Category 4:</b> All others with upper second level education	241	967	<b>1,208</b> <b>4%</b>
<b>Total</b>	<b>10,269</b>	<b>21,761</b>	<b>32,030</b> <b>100%</b>

*Funding Categories presented as a % of Total Participants National 32,030*

Approximately **86% (27,738) of all participants in 2011 (Categories 2A and 2B above) were reported as dependent on social welfare support** of whom 16,348 had less than upper second level education on entry to BTEI. This is **an increase from the position reported for 2010 of 84% (23,369)** of all participants being dependent on social welfare support.

**4. Taking account of the material presented under 2 and 3 above, what contribution is the Activity making to the promotion of social inclusion**

**4.1** A significant contribution is the provision of opportunities to learn through part-time mode in a wide range of locations and settings and at a variety of times. This accommodates provision for those who find full-time programmes inaccessible and are least likely to take part in courses in formal education settings. A high priority is to target individuals and groups that experience particular and acute barriers to participation and the Guidelines for the BTEI (Part-time) identify a number of specific target groups. The following presents a profile of participants classified by gender and the BTEI (Part-time) target groups for 2011:

Target Group	Participants		Total
	Male	Female	
Person with Disability	1,540	1,827	3,367 10.5%
Substance Misuser	227	96	323 1.0%
Ex-offender	84	26	110 0.3%
Early School Leaver	4,549	7,836	12,385 38.7%
One-Parent Family	164	3,960	4,124 12.9%
Traveller	135	598	733 2.3%
Homeless	103	43	146 0.5%
ESOL Participant	525	951	1,476 4.6%
Refugee	152	211	363 1.1%
Asylum Seeker	210	259	469 1.5%
Migrant Worker	327	480	807 2.5%
Other	4,166	9,983	14,149 44.2%

*Target Groups presented as a % of Total Participants National **32,030***

The table below shows the **education level and social welfare / economic status** of the designated target groups as expressed through the BTEI (Part-time) funding categories:

Target Group	BTEI (Part-time) Funding Category (as defined in Table 4)			
	C2a	C2b	C3	C4
Person with Disability	71%	27%	2%	0.1%
Substance Misuser	68%	28%	3%	1%
Ex-offender	75%	17%	7%	1%
Early School Leaver	76%	5%	18%	0.4%
One-Parent Family	50%	48%	1%	0.4%
Traveller	94%	4%	3%	0%
Homeless	66%	32%	3%	0%
ESOL Participant	46%	39%	10%	5%
Refugee	58%	38%	2%	2%
Asylum Seeker	60%	34%	3%	3%
Migrant Worker	34%	49%	8%	9%
Other	27%	59%	7%	8%

The data identifies that 97% of Traveller participants and 73% of those reported under Person with a Disability have less than upper second level education (funding categories 2A and 3).

**4.3 The data for 2011 demonstrates that a high priority is the provision of courses for those who are unemployed (34%) or not in the labour market (46%).** The table hereunder shows the economic/employment status classified by gender of BTEI (Part-time) participants in 2010.

Economic / Employment Status	Participants		
	Male	Female	Total
Unemployed Job Seekers Benefit / Allowance	5,515	7,123	12,638 40%
Employed Fulltime	456	1,214	1670 5%
Employed Part-time	789	3,805	4594 14%
Not in the Labour Market	3,509	9,619	13,128 41%
Total	10,269	21,761	32,030 100%

*As a % of Total Participants 32,030*

***This data shows an increase in the participation of those who are unemployed from 31% in 2009 to 34% in 2010. The participation rate of those who are unemployed was 24.5% in 2008.***

***The decrease in the participation of those classified as not in the labour market, from 54% in 2008 to 49% in 2009 and to 46% in 2010 reflects providers' response to increasing demand for further education and training from the newly unemployed.***

**5. Identify any issues arising that need to be drawn to the attention of the Managing Authority, the Equal Opportunities and Social Inclusion Co-ordinating Committee or other Departments.<sup>1</sup>**

**6. Please feel free to attach any relevant additional material to this reporting template.**

---

<sup>1</sup> The issues could relate to specific implementation concerns e.g. collection of data, or could relate to more general findings concerning the principle in question e.g. a particular policy in another department is obstructing your Activity from promoting the principle.