

Social Inclusion Annual Report

1. Name of Activity: Early School Leavers – Youthreach and Senior Traveller Training Centres **No.: ESF 2.5**

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

(a) Ongoing Actions: Ongoing actions to incorporate the principle in the measure include:

1. Training allowances
2. Travel and meal allowances
3. Childcare allowances
4. Guidance, counselling and psychological services
5. National training for staff in programmes assessment and certification arrangements
6. In-service training and programmes for continuing professional development
7. Availability of National Co-ordinators – in Youthreach, in Senior Traveller Training and Guidance, Counselling and Psychological services.
8. Flexibility in the management and curriculum of the centres.
9. A learning environment which is safe, structured and challenging.
10. A process which is both participant centred and participant led, where the programme followed reflects learners identified interests and needs.
11. Methodology/pedagogy which begins with the young person
12. An emphasis on recognising and rewarding achievement rather than reinforcing failure.
13. Programmes organised on the basis of a curricular matrix in which each teacher or trainer is implementing a range of trans-disciplinary curricular objectives (such as communications skills development, health and safety).

3. Progress against Indicators (where established):

Indicator	Baseline Position	Latest Position
Progression of learners who complete the programme to employment, further education or training	69%	Youthreach – 64% STTC – 36%

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

Education plays a key role in the promotion of equality of opportunity and determines to a large extent the life chances of people.

Youthreach and Senior Traveller Training are designed as part of an integrated strategy to address educational disadvantage in the context of a continuum of provision.

The measure ensures that young people who have left school with no qualifications have a second chance to gain access, participate in and benefit from education of sufficient quality to allow them to find employment or to progress to further education and training.

Support services are provided in recognition of the practical, emotional and social problems that many of the participants have. Their aim is to increase the capacity of the centres to cater for the range of needs of their participants and to provide links with community based health and social services.

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.¹

Nil.

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

Nil.

¹ 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.