

Social Inclusion Horizontal Principle Reporting Template

For the period Jan to Dec 2011

1. Name of Activity:

Garda Youth Diversion Projects – IT/Personal Development, ESF 2.6

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

(Examples: new objective created; new indicator developed; altered project selection criteria; collecting new data or collecting it in different way; pursuing case studies; carrying out impact assessments; interpreting existing data in a different way; gender proofing exercises).

(a) Ongoing Actions:

There is much repetition in this report year on year as only the statistics change. Projects continue to work with the same goals outlined in the progress report.

Social Inclusion is the primary goal of the Garda Youth Diversion Projects (GYDPs). In general, projects operate in disadvantaged areas and where there are higher crime patterns. Across the range of locations served by Garda Youth Diversion Projects there is a high degree of diversity in relation to the breadth and intensity of risks faced by young people.

A significant number of projects operate in areas where:

- there is tolerance or encouragement of underage drinking and drug taking;
- the neighbourhood had poor attitudes or were suspicious of An Garda Síochána, resulting in under-reporting of criminal activity;
- social acceptance of receiving stolen goods;
- there is a high concentration of adult criminality.

The participants of the IT/personal development courses in 2011 are therefore from areas that would be classified as being socially excluded where there are significant numbers of early school leavers, anti-social behaviour, underage drinking and/or drug abuse and a general acceptance of criminal behaviour. The personal development element of the funding tackles the development needs of project participants.

As set out in the 2010 Progress Report the courses approved are designed to provide the participant with the opportunity to assess their own behaviour and to think beyond short term gratification and to aim for long term goals of achieving an education and gaining employment. Along with developing employable competencies such as team work, self accountability, responsibility and creative thinking, the courses also enhance the youth's ability to be considerate of others, see the rewards of acting within the law and to move beyond collective/group thinking to making considered decisions.

(b) New Actions:

There have been no new actions undertaken in relation to Social Inclusion.

3. Progress against Indicators (where established):

(This should be presented if possible in the tabular form laid out below)

Indicator	Baseline Position	Latest Position
<ul style="list-style-type: none"> Unwillingness to reflect on own offending behaviour Performance at school Reflection on effect of offending behaviour on peers and neighbourhood Certified qualification to enable entry or further progression into the workforce Participation of minority groups in sub measure 1 courses 	<ul style="list-style-type: none"> Unwillingness to reflect on own offending behaviour 86% of total participants attending formal education at primary and second level in 2008 Social acceptance of offending behaviour on peers and neighbourhood Participants are often early school leavers or have limited engagement with the education system 14% of participants on courses were from minority groups in 2008 	<ul style="list-style-type: none"> Participants given opportunity to change behaviour patterns 84% of total participants attending formal education at primary and second level in 2011 Heightened awareness of civic responsibility Participants have gained a qualification and/or are more willing to return to school and gain qualifications 14.3% of participants on courses were from minority groups in 2011

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

Examples:

Are participation levels of women or men increasing?

Are different needs of women and men being addressed?

Are different levels of access for women and men being addressed?

Are differential outcomes for women and men being measured?

Access to projects / participation in projects:

Referral to participate in a GYDP is defined in the Operational Requirements for Garda Youth Diversion Projects. It is the role of the Referral Committee to consider who is suitable for inclusion in a GYDP having regard to the project's Annual Plan and optimising the impact of the work of the project. The majority of referrals to a project will come from local Garda information sources and priority will be given to those considered suitable and admitted on to the Garda Juvenile Diversion Programme. The committee may also consider referrals made from other sources e.g. social workers, schools, residents, the Project Committee and self referral. All project participants must be nominated through the Referral Committee.

Participants are categorised on the basis of primary referrals – those who have committed a crime, have been cautioned by the Gardai and are on the statutory Diversion Programme and, secondary referrals – those young people deemed at risk of being involved in anti-social or criminal behaviour. From early in 2011 Gardai and youth justice workers were trained in the use of a risk assessment tool - Youth Level of Service – Case Management Inventory - Screening Version (YLS-CMI-Sv). The tool risk assesses those referrals in terms of their likelihood to be involved in criminogenic need factors. This tool was rolled out across projects during 2011 and complements the decision making process in accepting referrals into projects.

Referral committees cannot therefore alter or influence the social or ethnic composition of participants on GYDPs. In 2011, 14.3% of participants on Sub Measure 2.6 courses were from ethnic minorities, as shown above. The Irish statistics for youth crime in 2011 demonstrate the following:

Of the 806 participants under this measure, all were from socially disadvantaged areas, with 453 from RAPID areas. (The Revitalising Areas by Planning, Investment and Development (RAPID) programme is aimed at improving the quality of life and the opportunity available to residents of the most disadvantaged communities in Irish cities and towns. It aims, in a focused and practical way, to reduce the deprivations faced by residents of disadvantaged communities. It attempts to do this through targeting significant state resources at the needs of disadvantaged areas).

Once referred to a GYDP, access to programmes is equally available to all participants regardless of gender or ethnic background.

Whilst the background of the participants cannot be influenced by IYJS, it is the aim of the projects to demonstrate to participants that it is of more benefit to them in the long term to be a positive contributor to society both socially and economically. Participants, regardless of ethnicity, are actively encouraged to complete their

education and to gain employment so that they may widen their levels of experience beyond participating in criminal and/or anti-social behaviour.

It continues to be reported that a number of participants of the projects are returning to the project as volunteers to help other disadvantaged youths in the area.

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

IYJS has put in place a data capture facility for 2011 and please see attached an illustration of the information captured. File name - RAPID area stats.

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

IYJS have not attached additional material.

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.

Sub Measure 2.6 – Horizontal Principles Course summary details.

	Strand I (Urban)	Strand II (Rural)	Non Rapid	Total
Total Courses under Personal Development	30	17	45	92
Total Courses under IT Skills	2	3	1	6
Total	32	20	46	98

	Strand I (Urban)	Strand II (Rural)	Non Rapid	Total
Number of young persons under Personal Development	233	157	334	724
Number of young persons under under IT Skills	34	29	19	82
Total	267	186	353	806

	Strand I (Urban)	Strand II (Rural)	Non Rapid	Total
Number of males under PD	160	141	219	520
Number of females under PD	73	16	115	204
Number of males under IT Skills	18	29	9	56
Number of females under IT Skills	16	0	10	26
Total - males under 2.6	178	170	228	576
Total - females under 2.6	89	16	125	230