

## Gender and Wider Equal Opportunities Horizontal Principle Annual Reporting Template

**For the period Jan to Dec 2011**

### **1. Name of Activity:**

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

### **2. What actions have taken place over the last year to incorporate the principle of gender and wider equal opportunities into the Activity?**

*(Examples: new objective created; new indicator developed; altered project selection criteria; collecting and/or reporting new data or collecting it in different ways; pursuing case studies; carrying out equality impact assessments; interpreting existing data in a different way; equality proofing exercises, promoting awareness and/or visibility of equality principle within activities, consultation with representatives of the wider equality grounds).*

#### **(a) Ongoing Actions:**

##### Access to projects / participation in projects:

The purpose of GYDPs is to engage referred young people who have offended, or are at risk of offending. Therefore, the gender of those referred cannot be predetermined.

Research informs us that placing young people in the criminal justice system is counterproductive. Therefore, using statistical evidence from An Garda Síochána we are conscious of the negative effect of girls being admitted into the system given the high ratio of boys to girls committing offences.

In 2011, a total of 98 courses under IT Skills/Personal Development were completed by 42 projects with prior approval from IYJS. Projects are encouraged to target courses towards those participants who meet the following criteria:

- Are part of the target group i.e. Primary and Secondary referrals.
- Are perceived as being most likely to complete the course(s).
- Identify the business link between the course and HCI-OP.

Of the participants completing IT/Personal Development courses in 2011 the age breakdown is as follows:

13 years and under	59	8%
14 to 15 year olds	197	26%
16 year olds	238	31%
17 and over	264	35%

Whilst participants are, in general, too young to be active participants in the employment market, in 2011 12 male and 1 female participant were employed and an additional 2 male, and 7 female were engaged in third level education.

It is important to note that the youth justice worker is in a position to tailor the programmes to meet the needs of the individual male or female participants. In some instances this involves working with single sex participant groups as participants may feel more comfortable discussing certain topics in such settings. It has been noted

that some projects have run single sex programmes, such as beauty and hairdressing or build a bike because only that gender showed an interest in attending.

In 2011, 806 participants attended Sub Measure 2.6 courses, 230 of whom were female.

There has been an increase in the number of minority groups attending the programmes. In fact, this figure has risen from 1 in 2009 to 115 in 2011, representing 14.3% of total participants attending the courses delivered in 2011.

(b) New Actions:

There have been no new actions undertaken in relation to Gender and Wider Equal Opportunities.

**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"> <li>Inclusion of females in sub measure 1 courses</li> </ul>	<ul style="list-style-type: none"> <li>33% of participants on courses were female in 2008*</li> </ul>	<ul style="list-style-type: none"> <li>29% of participants on courses were female in 2011</li> </ul>
<ul style="list-style-type: none"> <li>Inclusion of minority groups in sub measure 1 courses</li> </ul>	<ul style="list-style-type: none"> <li>14% of participants on courses were from minority groups in 2008</li> </ul>	<ul style="list-style-type: none"> <li>14.3% of participants on courses were from minority groups in 2011 and of this minority group 23% were female.</li> </ul>

**4. Taking account of the material presented under 2 and 3 above, what contribution is the measure making to the promotion of gender and wider equal opportunities?**

*Examples:*

Gender:

*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?*

Please note responses above.

Wider Equal Opportunities:

*Are participation levels of wider equality grounds increasing? Are needs of wider equality grounds being more systematically identified and addressed by programme providers? By policymakers? Are differential outcomes for the wider equality grounds being measured?*

Access to projects / participation in projects:

(Please see Progress Report 2.6, the relevant information is repeated here)

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 gender of participants on GYDPs. In 2011, 29% of participants were female, as shown above.

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

Whilst the gender of the participants cannot be influenced by IYJS, it is the aim of the Garda Youth Diversion 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, both male and female, 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.

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

IYJS has no issues to report on this matter.

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

Please see attached table which provided detailed information gathered and collated on sub measure 2.6.

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<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.

**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
<b>Total</b>	<b>32</b>	<b>20</b>	<b>46</b>	<b>98</b>

	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
<b>Total</b>	<b>267</b>	<b>186</b>	<b>353</b>	<b>806</b>

	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
<b>Total - males under 2.6</b>	<b>178</b>	<b>170</b>	<b>228</b>	<b>576</b>
<b>Total - females under 2.6</b>	<b>89</b>	<b>16</b>	<b>125</b>	<b>230</b>