

Social Inclusion Horizontal Principle Reporting Template

For the period Jan to Dec 2010

1. Name of Activity:

Garda Youth Diversion Projects – Additional Workers, ESF 2.7

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.

The Garda Youth Diversion Projects (GYDPs) are located in designated socially excluded areas where there are low levels of educational achievement, high cases of alcohol and substance abuse and, generally speaking, a tolerance of anti-social behaviour.

To combat this, the youth justice workers design and deliver programmes that will encourage the young person to reengage with schools and state services, develop long term achievable goals, become more informed of the effects of drugs and alcohol and, in general, become proactive members of society. In order to achieve this, the youth justice worker engages with the young people in one-to-one sessions, group work, drug awareness programmes and strengthening families programmes.

As indicated earlier participation by young people on the project is on a voluntary basis and because of this it is often the case that a youth may not attend or may disengage. To combat this, projects have reported that the youth justice worker may collect participants from their homes, may spend time dealing directly with family members to promote family involvement and support of the young person to be a proactive member of society, and, at times, the youth justice worker may attend court/probation meetings with the young person.

Participants of the projects come from difficult backgrounds and there are significant behavioural issues that the youth justice worker attempts to address. Statistics for 2011 demonstrate that 1883 out of the 4113 participants of the projects have achieved primary level education, with only 1875 achieving second level education. With this in mind, work undertaken by the youth justice workers is often basic including elementary literacy and numeracy skills.

(b) New Actions:

As outlined in the Progress Report 2.7 for 2011, IYJS, in consultation with its stakeholders, designed a capacity measurement form for projects to capture the added

value arising from the employment of the additional worker. The data captured provides a project by project picture of the service delivery pre ESF worker and post ESF worker. It also provides case study examples of the impact of the additional worker. Attached please find summary table outlining information gathered under 2.7 along with a case study example.

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 	<ul style="list-style-type: none"> 908 participants referred in 2008 were in programmes delivered by the additional youth justice worker 	<ul style="list-style-type: none"> 758 programmes were delivered in 2011 to 4188 young people by the additional youth justice worker
<ul style="list-style-type: none"> Lack of individual support to participants 	<ul style="list-style-type: none"> 40 youth justice workers recruited in 2008 to improve support to participants 	<ul style="list-style-type: none"> There was 128 separate employments of youth justice workers across 95 projects to improve support to participants
<ul style="list-style-type: none"> Performance at school 	<ul style="list-style-type: none"> 284 participants attaining second level education in 2008 	<ul style="list-style-type: none"> 1883 participants in primary or lower secondary education and 1875 participants engaged in upper second level education in 2011
<ul style="list-style-type: none"> Certified qualification to enable entry or further progression into the workforce 	<ul style="list-style-type: none"> Participants are often early school leavers or have limited engagement with the education system 	<ul style="list-style-type: none"> Participants have gained a qualification and/or are more willing to return to school and gain qualifications

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.

Needs / outcomes:

The work undertaken by the additional youth justice worker can, however, promote social inclusion to a large extent. Often the work involves one to one sessions that not only allow the youth to reflect on their offending behaviour, but to also develop a sense of their own ambitions and long term goals.

The youth justice worker may also work directly with the families of the participants to provide them with the tools and knowledge to become positive influences in their child's life. The Strengthening Families Programme, in particular, continues to be successful in helping the families to understand how their behaviour/actions impact the family and also future generations.

The capacity measurement tool assists IYJS in assessing the outcomes of projects, including aspects of social inclusion such as improved engagement in education / training / employment; enhanced personal development; reduced offending and enhanced civic responsibility.

See case study sample.

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

Attendance by young people at Garda Youth Diversion Projects is voluntary in nature; therefore capture of data is difficult if young people decide to disengage.

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

IYJS have not attached additional material at this time.

Sub Measure 2.7 – Horizontal Principles Summary details.

	Strand I (Urban)	Strand II (Rural)	Non Rapid	Total
Total projects with ESF funded Youth Justice Workers	29	25	41	95
Total number of ESF funded Youth Justice Workers	44	32	52	128

	Strand I (Urban)	Strand II (Rural)	Non Rapid	Total
Number of male participants	944	814	1210	2968
Number of female participants	307	367	546	1220
Total	1251	1181		4188

<u>Breakdown of participants by Gender, Employment status and Rapid Area</u>				
	Strand I (Urban)	Strand II (Rural)	Non Rapid	Total
Male - Participants who are employed	21	10	17	48
Female - Participants who are employed	12	2	2	16
Male - Participants who are self-employed	0	0	0	0
Female - Participants who are self-employed	0	0	0	0
Male - Participants who are unemployed	97	95	114	306
Female - Participants who are unemployed	29	20	37	86
Male - Participants in Education/Training (incl. School)	840	670	1062	2572
Female - Participants in Education/Training (incl. School)	267	331	487	1085
Total Male	958	775	1193	2926
Total Female	308	353	526	1187