

Accommodating Equality and Diversity in Service Provision – Thematic Networking

Focus on the potential

The table below illustrates the proposed activity and outputs (products/deliverables) outlined by DPs in their project Action Plans.

The table is intended to give co-ordinators a birds eye view of all the projects who have indicated their intent to work within this thematic group. Broadly speaking the focus of work within this network refers to the supply side of the labour market, service provision (training, referral, employment services etc).

Types of Activity: how services are directed and delivered to people experiencing discrimination, new approaches to labour market inclusion, client focused holistic service delivery, interagency approaches, profiling, needs assessment mechanisms, training both to participants (target groups) and also training directed at people working in support services or agencies – effectively in this context we are looking at focusing on organisational change issues both in terms of upskilling service providers and potentially affecting change in terms of how these services are delivered to people.

Whilst you will see that the projects in this group are working with a very broad range of target groups – early school leavers, lone parents, ex-offenders, travellers, LTU, Roma, separated children seeking asylum, non nationals etc the emphasis of the work within the group should not get bogged down in differentiating between these groups of people, the emphasis should primarily be on how services can and should proactively accommodate this diversity.

DP	Actions	Outputs
DP9	Development of a psychometric package as guidance tool Development of model of occupational guidance for DSFA; Development of an information system as part of the occupational guidance model; Case Conference Network at employment support level; Establishment of front-line referral systems;	psychometric test package – DSFA training model in Occupational Guidance & Counselling systems standard protocol for case-conferencing; framework document for front-line referral systems; training programme in 'first line' referral systems including;
Equal Youth	Mapping of current education, training and employment service provision for young Early School Leavers in an urban and rural context; Development of model of Inter-agency co-operation amongst organisations that provide services to Early School Leavers; Piloting of the interagency model 'Early School Leavers into Employment' programme; Development of a 'common language' for use amongst organisations that	Baseline data on current provision for ESLs and policy context in which programmes and services operate; Analysis of rural/urban provision; An agreed inter-agency model of service delivery for 3 categories of Early School Leavers; Agreed inter-agency protocols; Guidelines/training curriculum for agencies working on inter-agency models of service delivery;

	<p>provide services to Early School Leavers;</p> <p>Development of common profiling system;</p> <p>Develop and maintain an innovative data capturing methodology in order to collect the views of young Early School Leavers;</p>	<p>Agreed common language for use amongst agencies;</p> <p>Profiling System that enables individualised programmes to be established for young people that is utilised by all of the training/education/employment service providers;</p> <p>A methodology for capturing the views of young people on Education, training and employment provision;</p> <p>Comparative analysis of the outcomes of the Youth Views methodology and existing National and EU data sets;</p>
Youre Equal	<p>Undertake research on definitions and best practice in person centred planning;</p> <p>Research current service provision in employability for prisoners and ex prisoners;</p> <p>Structure dialogue and exchange among project partners in effective needs assessment;</p> <p>Coordination of service provider actions and promotion of system wide linkages including a standard for coordinating the pre and post release process with required supports (mentoring etc);</p> <p>Coordinate an approach for employer awareness on ex-prisoner employment;</p> <p>Development of community awareness resettlement issues;</p> <p>Development of support literature and proofing mechanisms for target group;</p> <p>Development of mainstreaming methods and structures for project initiatives;</p>	<p>Documented research on best practice and models;</p> <p>Development of guideline handbooks to support employers, support agencies and target groups</p> <p>Development of a community, employer, service provider awareness training programmes</p> <p>Design and development of a training module for clients/participants;</p>
LEAP	<p>Devise special para-legal diploma course with Trinity College;</p> <p>Devise mentoring programme using the extensive networks of the FAS legal secretary traineeship programme, the Dublin Solicitors bar association etc;</p> <p>Legal educational and vocational counselling to be introduced for High – support participants and participants in local modules;</p> <p>Deliver in local communities nationally accredited law modules;</p> <p>Arrange participation on available courses with mentoring for high- level participants according to their individual needs, capabilities and interests;</p> <p>Design and pilot schools law course to be delivered in two schools in 2006 and 2007 targeting transition year students.</p> <p>Establishment of a voluntary advisory committee. Role in mainstreaming the learning of the project members for this group include: The Law</p>	<p>Accredited Legal Modules;</p> <p>guidelines for mentors;</p> <p>Information packs for schools;</p> <p>Project reports;</p>

	<p>Society, The Human Rights Commission, Comhairle, The Legal Aid Board, the Department of Justice, Independent Law Centres, The Dublin Solicitors Bar Association, The Higher Education Authority etc;</p> <p>Commissioning of research on the experiences of the participants on the project to assess the impact of the project in addressing obstacles to engagement</p>	<p>Media Strategy; Policy Seminars</p> <p>Research document;</p>
Tallaght Equal Assists	<p>Raise profile of Caring as career option:</p> <ul style="list-style-type: none"> • Develop, pilot and evaluate Transition Year Model; • Plan and organise awareness raising campaign; • Prepare and disseminate information. <p>Develop occupational progression routes:</p> <ul style="list-style-type: none"> • Design training approach based on needs of target groups; including CE participants and existing care workers; • Deliver and evaluate training course. <p>Develop access routes into caring profession:</p> <ul style="list-style-type: none"> • Information on carework training will be promoted to all relevant support providers, to young people including early school leavers and potential male carers; • Identifying complimentary supports or initial training needed for young people including early school leavers and potential male carers; • Explore issues relating to the provision of culturally appropriate care for non traditional carers along with running an anti-racism campaign; <p>Develop access routes for ethnic minorities into caring:</p> <ul style="list-style-type: none"> • Provide literacy/ language support with the VEC; • Liase with specialist organisations with view of setting up employment brokerage; <p>Run targeted awareness raising/promotional activities.</p>	<ul style="list-style-type: none"> • Evaluation Reports; • Promotional Material; • Develop Transition Year Module; • Organise awareness raising/publicity campaign; • Alternative Model of Training Provision in Healthcare Support
Clare Life Long Learning	<p>Establish 5 Area Learning Networks and a County Wide Forum</p> <p>Develop area learning plans for each of the five networks</p> <p>Develop county-wide lifelong learning strategy</p> <p>Develop an appropriate curriculum for lifelong learning</p> <p>Develop and deliver a county-wide ICT Strategy, incorporating alternative delivery modes for lifelong learning.</p> <p>Develop a participant tracker database</p> <p>Develop an interactive website.</p> <p>Produce a directory of local organisations and courses.</p>	<p>5 Learning Networks and area based lifelong learning plans in each of the network areas. Student fora in each of the 5 area networks County Wide Learning Forum with responsibility for the implementation of an agreed Lifelong Learning Strategy Five community based eLearning facilities</p> <p>Training programmes in Community leadership/Volunteering delivered in each of the 5 area networks.</p> <p>Development of tracker database to provide information on progression and inform on gaps in the lifelong learning system. Interactive website</p>

	<p>Disseminate quarterly newsletters detailing lifelong learning opportunities available.</p> <p>Support the development of appropriate quality assurance systems for promoters.</p> <p>Establish mechanisms/structures to facilitate mainstreaming activities.</p>	<p>Directory of local organisations and courses.</p> <p>Quarterly newsletters</p> <p>Delivery of training in quality assurance to staff, co-ordinators and volunteers from each of the area networks.</p> <p>Quality assurance policy in each area network</p>
Roma Cultural Mediation project	<p>Identify and recruit members of the Roma community with the requisite leadership skills and competence to assist in the development and implementation of the Project;</p> <p>Design and deliver a transferable training and development programme in cultural mediation skills on a 'learning by doing' approach, involve the programme participants in the ongoing design and in the identification of needs and priorities.</p> <p>Engage programme participants in training and dialogue building with Irish service providers</p> <p>Engage service providers and mainstream actors in information and awareness raising activities in relation to social, cultural and economic realities within the Roma community and</p> <p>Engage with service providers to promote the delivery of appropriate service responses</p> <p>Document the process of developing the model of cultural mediation skills</p> <p>Evaluate the process and model of cultural mediation skills developed</p>	<p>A model of cultural mediation training suited to this and similar disadvantaged ethnic minority groups</p> <p>A training package available for use in other settings</p> <p>Potentially a new Code of Practice for such training programmes with disadvantaged groups</p> <p>Preliminary research findings – data on profile of Roma population in Ireland</p> <p>Evaluation and final reports from the Project</p>