



Education and Training
Inspectorate

European Social Fund provision in
Include Youth

Give and Take Scheme

Report of an Inspection in
January 2017



The Education and Training Inspectorate
Promoting Improvement

Providing inspection services for:

Department of Education
Department for the Economy
and other commissioning Departments



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1. Context

Include Youth is a regional rights-based charitable organisation and is contracted by the Department for the Economy (Department) to provide the European Social Fund (ESF) project Give and Take Scheme. The main aims of the project are to support young people in or leaving care, from disadvantaged communities or whose rights are not being met, in order to improve their employability and personal development and progress towards employment or into further education or training.

The project is led by the Director, and managed by the senior management team which includes the employability manager, the practice manager and the skills manager, supported by a team of youth workers, peer mentors, transition workers and essential skills tutors. The project is overseen by a Board of Directors that is actively involved in the management and delivery of the project's aims. Include Youth collaborates with a number of partner organisations and referral agencies to support and deliver the aims of the project¹.

At the time of the inspection, 413 participants² were registered on the Give and Take Scheme, across the five strands: Core, Start, Outreach, Transitional Support and 1-2-1. The participants attend weekly employability and personal development sessions, and undertake essential skills qualifications up to level 2 in literacy, numeracy and information communication technology (ICT). Their individualised learning programme aims to provide them with access to a range of accredited and relevant level one employability and personal development qualifications. These include the Activate programme (health and fitness training), the Duke of Edinburgh Award scheme and a range of curriculum enrichment activities for the participants' to engage in to develop their wider skills and dispositions, including educational study visits and work-experience activities. Of the 360 participants who engaged in year 1 of the project, 220 participants (61%) have participated in work-experience placements.

2. Focus of the inspection

The inspection focused on:

- the outcomes for participants;
- the effectiveness of the self-evaluation and quality improvement planning processes;
- the quality of provision for learning and development; and
- the quality of the leadership and management.

3. Overall findings of the inspection

Overall effectiveness	Capacity to identify and bring about improvement
Outcomes for learners	Very good
Quality of provision	Good
Leadership and management	Good

¹ Partner organisations are listed in the appendix.

² All performance data in this report was provided by the ESF project promoter at the time of the inspection.

KEY FINDINGS

4. Outcomes for learners

At the time of the inspection, the project had met most of its 2015/16 recruitment target with average recruitment sitting at 85% of the target. While recruitment to year two of the project is below target to date, at 52%, this is recognised by the project staff who continue to work closely with their partner organisations and referral agencies to address this current shortfall. Of the 198 participants who completed the project during year 1, 135 (68%) achieved a vocationally relevant qualification, which exceeds the target of 65%, and 190 of these participants (96%) improved their work related capabilities, including their wider skills of team working and problem solving, their information communication technology skills, and their self-confidence (exceeding the respective targets of 80%). The standards of literacy and numeracy of the participants are mostly good. In the workplace most of the participants are developing well their understanding of youth work principles and improving their communication skills.

The retention rates are outstanding across both years of the project, at 87% and 89% in year 1 and year 2 respectively. The overall positive progression rate is good at 72%, and is particularly good in year 1 of the project at 81% which exceeds significantly the target of 65%. Of the 250 participants who completed the programme in year 1, 52 of them (21%) progressed to employment, exceeding the target of 15%; 108 of them (43%) progressed into education or training, which to date is just under the target of 45%. Overall 160 of the 250 participants (64%) achieved a positive progression to education, training or employment, which exceeds the target of 60%. Of those participants (28%) who did not achieve positive progression to further education or training there was a range of significant social, emotional and personal issues that impacted on their ability to engage further.

Most of the participants build high levels of confidence, resilience and commitment to overcome their diverse social, emotional and personal barriers to accessing training, further education or employment. All of the participants interviewed during the inspection provided positive feedback about their experiences on the project to date and could identify clearly the progress they had made in building their self-confidence to engage further in education or training. This included, for example, progressing to further education courses in youth work and information technology (IT). Through their engagement with the project almost all of the participants can demonstrate improved wider skills and dispositions, including increased self-esteem, improved health and well being, greater confidence, improved communication, improved employability skills and relevant additional qualifications.

5. Quality of provision

The curriculum provides an appropriately differentiated programme based on youth work principles, and includes the delivery of work preparation activities and work sampling to support the needs of the participants. The planning for learning is mostly effective and well-matched to the needs of individual participants.

The organisation provides effective pre-entry advice, guidance and induction to the participants. The regular review and support sessions have a strong focus on progressing them at an appropriate pace towards further education, training or employment and include effective work preparation and tailored one-to-one support. The youth workers agree individual plans with each participant across the strands to identify and prioritise appropriate short-term interventions and actions. There is also good signposting and use of services from a range of in-house and external agencies to support participants who have specific needs including health related problems.

The quality of the provision for learning and development, including the small number of directed training sessions observed is mostly good. In the more effective sessions, there was clear planning for learning and appropriate use of information learning technology (ILT) to support the employability skills development of the participants. The youth workers and tutors engage effectively with the participants and foster good relationships through a range of well-considered strategies including paired working and small group work. Most of the participants engage well in the activities and effective strategies are used by the youth workers and tutors to progress their learning and thinking skills, through a sensitive approach to learning. For a small number of the sessions there are important areas for improvement, including poor learning facilities and accommodation that constrained the participants' engagement and inhibited an appropriate pace of work.

The arrangements for care and welfare impacts positively on the participants learning and development. The processes and systems for identifying and managing individual support needs are well-established and effective. A coherent approach to planning, identifying, reviewing and supporting the participants' individual needs is in place and works well. As a result most of the participants overcome successfully their barriers to learning and progression. The managers and staff demonstrate a strong commitment to meeting the care and welfare needs of the participants. They are allocated a Youth Worker and receive individual guidance and support as an integral part of the project delivery.

6. Leadership and management

The management board and senior management team are highly supportive of the project, and are effective in setting its strategic direction. The senior management team reports to the board bi-monthly and operates an effective challenge function to measure and report on progress linked to their strategic targets and actions. Strategic links and partnerships are well established and include a partner arrangement with all five of the Health and Social Care Trusts to provide a referral service for young people in the care system across Northern Ireland.

All of the staff are committed, experienced and provide effective support to help the participants overcome a diverse range of barriers to learning, personal development, and progression. Case study meetings are used to good effect to manage the participants' progress. Information and communication technology is used well to support effective communication and management of the project across the partner organisations and referral agencies. The work-experience placement providers are positive about the outreach provision which is delivered across a breadth of local community settings and which is used to good effect to engage participants in work-experience placement opportunities.

The self-evaluation and quality improvement planning processes are effective and identify appropriately the areas for improvement. Include Youth is responsive to internal and external feedback, and there is clear evidence of action being taken to address areas for improvement from previous ETI visits. To support further improvement, the self-evaluation and quality improvement processes need to articulate more clearly the action needed to bring about measurable improvement, and to focus on the reporting and use of data to improve the quality of provision.

Based on the evidence available at the time of the inspection, the arrangements for safeguarding participants reflect the guidance issued by the Department.

7. Overall effectiveness

Include Youth demonstrates the capacity to identify and bring about improvement in the interest of all the participants. There are areas for improvement that the organisation has demonstrated the capacity to address. The areas for improvement are to:

- articulate more clearly the action required to bring about demonstrable improvement, including the poor quality of the accommodation that impacts negatively on the level of participants' engagement and the slow pace of the learning in a minority of the sessions observed;
- refine the mechanisms for using data to inform and evaluate improvement; and
- continue to address the below-target recruitment for 2016/17.

The ETI will monitor how the organisation sustains improvement.

A. Project registrations

Programme	Numbers of enrolments	% against target
Give and Take Scheme ESF project 2015/2016	413	85%
Give and Take Scheme ESF project 2016/2017	228 (to 31/12/16)	*52%

* This % is to the end of December 2016. There are 3 further months still for the 2016/17 registrations.

B. Inspection methodology and evidence base

The ETI's Inspection and Self-Evaluation Framework is available on the ETI website www.etini.gov.uk.

Two ETI inspectors observed 26 participants in six learning and development sessions; visited one placement provider and interviewed 11 participants in focus group meetings. Discussions were held with the employability manager, the practice manager, the skills manager, youth workers, tutors and staff. The management information systems, including the tracking and monitoring systems, partnership agreements, samples of the participants' work, personal training plans and reviews, youth workers' and tutors' programmes of work and session plans were examined. The project promoter's self-evaluation report, Board Report and other relevant documentation were scrutinised.

C. Reporting terms used by the Education and Training Inspectorate

In this report, proportions may be described as percentages, common fractions and in more general quantitative terms. Where more general terms are used, they should be interpreted as follows:

Almost/nearly all	-	more than 90%
Most	-	75%-90%
A majority	-	50%-74%
A significant minority	-	30%-49%
A minority	-	10%-29%
Very few/a small number	-	less than 10%

Performance levels

The ETI use the following performance levels when reporting on Outcomes for learners, Quality of Provision and on Leadership and Management.

Outstanding
Very good
Good
Important area(s) for improvement
Requires significant improvement
Requires urgent improvement

Overall effectiveness

The ETI use one of the following inspection outcomes when evaluating the overall effectiveness of the organisation:

The organisation has a high level of capacity for sustained improvement in the interest of all the participants. The ETI will monitor how the organisation sustains improvement.
The organisation demonstrates the capacity to identify and bring about improvement in the interest of all the participants. The ETI will monitor how the organisation sustains improvement.
The organisation needs to address (an) important area(s) for improvement in the interest of all the participants. The ETI will monitor and report on the organisation's progress in addressing the area(s) for improvement. There will be a formal follow-up inspection.
The organisation needs to address urgently the significant areas for improvement identified in the interest of all the participants. The ETI will monitor and report on the organisation's progress in addressing the areas for improvement. There will be a formal follow-up inspection.

Key Performance Indicators and Definitions	
Retention	The percentage of enrolments measured over the full duration of their programme.
Achievement	The percentage of participants who completed their targeted individual outcomes.
Progression	The percentage of successful completers who achieved positive progression.

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