

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

**For the period Jan. to Dec. 2011**

**1. Name of Activity: Skills Training for the Unemployed                      No.: ESF 1.1**

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

**(a) Ongoing Actions:**

One of the responsibilities of FÁS is to ensure that its policies and services reflect best equality practice and hence increase the participation and progression of particular groups into the labour market.

Equality proofing was mainstreamed in FÁS Employment Services in 2007.

FÁS Training Services and Community Services undertook this process during 2008.

The equality objectives that are embedded in equality proofing in FÁS are as follows:

- To seek formal equality; which requires action to remove any institutional barriers to entry to and participation in any FÁS programmes or service;
- To seek equality of participation; which requires action to ensure that people are given the means and ability to exercise their rights and participate equally;
- To seek equality of outcome; which requires action to achieve equality between marginalised and non-marginalised groups by addressing the needs and aspirations specific to particular groups and monitoring outcomes; and
- To seek equality of situation; which requires action to accommodate the diversity of needs that exist because of differences between people's situation, experiences and identity.

FÁS also continues to focus on developing and encouraging an equality culture and attitude for its own staff within the organisation. The objective is to ensure that all staff are treated fairly and are provided with equal opportunities for development and career progression. This involves integrating equality into day-to-day performance management and staff development programmes, so that it becomes part of the culture

of the organisation and a core management practice – encouraged by all managers and adopted by all staff throughout the organisation.

One of the key goals of the Social Inclusion Unit of FÁS has been to develop, monitor and analyse reporting systems to inform labour market policies in relation to social inclusion, equality and diversity. This continued in 2011, specifically the Unit has been working on the systematic collection of data, using the FÁS MIS system, to ascertain FÁS services to ‘marginalised’ groups. Through this process a more informed understanding of the engagement of marginalised groups with FÁS services has emerged. This collection of data has evolved in two parts: monitoring and benchmarking.

***(b) New Actions:***

No new actions were put in place in 2011 in relation to gender or wider equality.

**3. Progress against Indicators (where established):**

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

Indicator	Baseline Position (2010)	Latest Position (2011)
% of women in Activity	42	38

Of the 24,712 people trained in 2011, a total of 15,295 (62%) were male and 9,417 (38%) were female. Nonetheless, over the period to date – 2007 to 2011, of the 116,329 persons trained, the gender breakdown is more evenly distributed with 61,793 (53%) of participants male and 54,536 (47%) female.

The recent reductions in the share of women in FÁS training continued in 2011. To a great extent this reflects the Government’s response to Ireland’s unemployment situation where the rise in unemployment has been disproportionately made up of newly unemployed males. Government policy with regard to training provision has focussed on targeting particularly vulnerable groups - such as the long-term-unemployed and those who have suffered job losses in sectors most impacted by the economic downturn - most notably in construction (where employment is predominantly accounted for by males). As a result, the new courses introduced by

FÁS, particularly the market-driven specific skills courses in the Built Environment and in the Manufacturing/Engineering clusters (see main report) are designed to fulfil the training needs of this cohort.

**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?**

As indicated above, although there has been a decline in the proportion of females trained under this activity recently, the gender breakdown over the cumulative period is more evenly balanced. The equality proofing processes, coupled with monitoring of statistics, aims to maintain a focus on gender in the activity (the Social Inclusion Unit's monitoring report for 2011 indicates the female share on Traineeships at 72% and on LTIs at 51%). The share of women in this activity still continues to exceed their share in unemployment at 33% in late 2011.

**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>**

None

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

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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.