

Social Inclusion Horizontal Principle Reporting Template

For the period Jan. to Dec. 2011

Name of Activity: Skills training for the Unemployed No.: ESF 1.1

What actions have taken place over the last year to incorporate the principle of social inclusion into the Activity?

(a) Ongoing Actions:

FÁS has a responsibility to ensure that its policies and services reflect best social inclusion and equality practice and hence increase the participation and progression of disadvantaged groups into the labour market. A key aspect of social inclusion is achieving and maintaining a focus on providing services to disadvantaged people in mainstream FÁS programmes. FÁS delivered a number of specific actions in 2011 to enhance social inclusion and equality.

One of the goals of the FÁS Social Inclusion Unit has been to develop, monitor and analyse reporting systems to inform labour market policies in relation to social inclusion, equality and diversity. Specifically work has been undertaken on the systematic collection of data, using the FÁS management information system (MIS)¹ 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:

Detailed below are some of the main findings from the **Social Inclusion Unit’s Monitoring Report** for the period January–December 2011, in respect of the Unit’s target groups.

¹ EU Finance Client Statistical Interactive Database.

Lone Parents

- In the twelve month period January to December 2011, 8,884 people in receipt of the One-Parent Family Allowance (OFP) completed training and employment programmes. This is a slight increase on 2010. There are variations between the regions. The West region has continued to record an increase in lone parents completing training and employment programmes over the last few years.
- In the same twelve month period 9,865 people in receipt of the One-Parent Family Payment started on training and employment programmes – 74% of these on employment programmes (Community Employment/Job Initiative).
- Of those starting on training and employment programmes over 80% were between the ages of 25 and 44 and 18% were aged 45 years or older.

People with a disability

- In 2011, 6,598 people who had been in receipt of a disability payment completed FÁS programmes and 6,416 started FÁS programmes.

Early School Leavers

- The number of early school leavers completing training and employment programmes in 2011 was 2,163. The majority of early school leavers completing programmes were under 20 years of age (82%) and over two-thirds of these were male.
- 2,594 early school leavers started on training and employment programmes in 2011.

Travellers

- Registration of people who self-declare as members of the Traveller Community was 297 in 2011. One-third of registrants were in the Dublin Region. Outside of Dublin, the Midlands Region had the highest number of Travellers registered.

The Special Initiative for Travellers (SIT) is used to provide labour market supports, which have been identified within the City and County Development Board's *Inter-Agency Strategies for Members of the Travelling Community*. Employment supports include the funding of traveller support workers (Job Coaches) and ancillary costs, to provide job-ready Travellers with a range of supports to secure

and maintain employment in the open labour market. During 2011, the National Monitoring Committee on Travellers agreed to initiate the process of mainstreaming the Programme in line with the FÁS Traveller Strategy 2007–2010. Engagement with Enterprise Boards, Supported Employment and Job Club organisations commenced with a view to them employing a traveller-specific Job Coach to work as part of a team of experienced personnel with an established network of employers at their disposal. The mainstreaming process will continue in 2012. During the year,

Community Training Centres (CTCs) deliver services to early school leavers as part of FÁS's commitment to the National Youthreach Programme. CTCs support their clients to achieve a major award on the national Framework of Qualifications through a learner-centred approach.

On 5th December, 2011, all existing FETAC level 3 awards were deactivated. From that date only FETAC validated programmes leading to common awards at level 3 on the National Framework of Qualifications (NFQ) will be delivered to learners. In order to facilitate the changeover in the Community Sector (CTCs, LTIs and STPs), programmes leading to four major awards at level 3 were developed by FÁS and subsequently validated by FETAC. The programmes are supported by 57 training modules, associated assessments and an extensive range of learning resources. The programmes are:

- Personal & Social Employment Skills
- Employability Skills
- Working with Computer Applications
- Science and Engineering Skills

To ensure continuous improvement of CTC training, in 2011:

- Priority was given to the literacy/numeracy needs of learners. Six 'Integrating Literacy' programmes were undertaken by 122 CTC managers and instructors in order to enable CTCs integrate literacy and numeracy into the training they provide for learners.

- An ‘Excellence in Corporate Governance’ initiative has been implemented through the Irish Association of Community Training Organisations. To date this has been implemented in 16 CTCs and the process is underway in the majority of the remaining CTCs.
- A new business planning and budget bidding process for 2011 was also implemented for CTCs to ensure effective and efficient delivery of training in CTCs.

Garda Vetting procedures were updated following consultation with the regions. A new IT tracking system was developed for monitoring Garda Vetting applications and this will come into effect from January 1st 2012. In 2011, FÁS dealt with approximately 4,860 Garda Vetting applications.

3. Progress against Indicators (where established):

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

Indicator	Baseline Position	Latest Position

4. Taking account of the material presented under 2 and 3 above, what contribution is the Activity making to the promotion of social inclusion

This activity continues to provide opportunities to disadvantaged groups including travellers, lone parents, people with a disability, the long-term unemployed and early school leavers

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.²

None

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

² 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.