

Social Inclusion Horizontal Principle Reporting Template

For the period Jan. to Dec. 2009

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 social inclusion into the Activity?

(a) Ongoing Actions:

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

One of the key goals of the Social Inclusion Unit of FAS 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 2009, 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:

Two new initiatives to assist lone parents to avail of labour market programmes were run by FAS in 2009.

In 2009 a new model designed to support socially disadvantaged groups who experience barriers to accessing training, education and ultimately the labour market was developed and tested with two groups of Lone Parents in the Dublin region. FAS chaired an interagency Steering Group comprising of FÁS, DSFA, IVEA and Lone Parent Representative Groups – Treoir, One Family and OPEN, that oversaw the piloting of this initiative. The approach involved the agencies working together to promote and recruit for the programme as well as providing information and supports for participants. Promotion and recruitment was low cost, yet highly effective with a client group many of whom had not previously accessed FÁS services.

Once recruited, participants commenced a **Paving your Way to Work** programme which is a part-time, 8-week, intensive guidance programme that includes practical inputs from MABS, DSFA, VECs, FÁS and Lone Parent organisations. The purpose of the programme is to facilitate participants to make informed, realistic choices about their training and education needs and to ultimately access the labour market. The programme offers participants FETAC accreditation in Manual Handling and ECDL

EqualSkills. The approach has been very successful with a significantly high percentage of Lone Parents who attended information sessions registering for current and future planned programmes.

The programme ran in FAS Finglas and Tallaght Training Centres with 15 participants registered for each course. Of the 15 participants who completed the course in Tallaght, 4 secured employment, one of whom is also committed to undertaking a FETAC Level 4 course; one person is self-employed and is also committed to further training with FAS, again at FETAC Level 4; two participants are working as volunteers and eight are all targeting specific further training. Fifteen people also attended the course run by Finglas Training Centre and 13 participants completed the programme. Three of the participants propose to start their own businesses and attend Start Your Own Business Courses with FAS and others have chosen progression courses such as Multimedia (FAS), Childcare, JEB IT, Clerical and Theatre Studies.

Also in 2009, FÁS supported One Family to develop and deliver a programme for lone parents who are distant from the labour market, requiring specific supports. A pilot **New Futures** programme ran in Dublin and assisted a group of lone parents to re-engage with society and progress into training, education and employment. The programme brought together a number of critical success factors - the most important being FETAC accreditation and family support services such as counselling and parenting. New Futures participants reported higher levels of self-esteem, clear career plans, improved family life and an acknowledgement of the value of education for their own children, breaking the intergenerational cycle of low expectations and achievements. Of the 11 participants who completed the programme delivered by FAS Finglas Training Centre, 3 sought employment opportunities and 8 progressed onto further training/education such as Childcare, Bookkeeping, Beauty Therapy, Nursing, Fitness Instructing, Counselling and Social Care.

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. During 2009, Skills4U, a resource specifically developed collaboratively by FÁS and CTCs to support this approach, was implemented for all participants in CTCs. This has resulted in an enhanced approach to identifying participants' training needs, developing individual learning plans and supporting participants to achieve awards and progress to further training, education and work.

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, ex-prisoners, lone parents, people with disabilities, 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.¹

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

¹ 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.