

Social Inclusion Annual Reporting Template

For the period Jan. to Dec. 2008

1. Name of Activity: Equality Mainstreaming Approach

No.: ESF _2.9_

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

(Examples: new objective created; new indicator developed; altered project selection criteria; collecting new data or collecting it in different way; pursuing case studies; carrying out impact assessments; interpreting existing data in a different way; gender proofing exercises).

(a) Ongoing Actions:

The objective of this activity is to contribute to addressing labour market gaps for specific groups that are experiencing barriers to participation and employment, including those created by gender inequality and wider inequalities. The programme aims to put in place measures to improve labour market access and participation of groups experiencing inequality across the nine grounds covered by the equality legislation. It is likely that many of the groups across the nine grounds covered by the equality legislation will experience a combination of poverty and inequality.

As the aim of this measure is to support equality mainstreaming approaches within organisations responsible for the design and delivery of further education, training and labour market programmes, it does not have direct participants. However the actions taken are designed in a manner that strives to accommodate diversity across the nine grounds covered by the equality legislation.

Strand A Activity Support Packages for Programme Providers

The Irish Vocational Education Association in co-operation with the EMU on developed a programme of support packages for VEC's to enable them to integrate an equality mainstreaming approach into their programmes. During 2009 the EMU supported 3 equality mainstreaming projects with the following VEC's

- County Dublin VEC
- County Wicklow VEC
- County Waterford VEC

All three VECs had completed their projects by December 2009. A number of equality mainstreaming tools were developed by the VECs including a set of equality mainstreaming guidelines.

The Measure Advisory Committee met twice during 2009. The membership is comprised of representatives of labour market, education and training providers and representatives from across the nine grounds covered by the equality legislation. The EMU promotes gender balance on all the relevant advisory committees and selection committees. The Measure Committee also has representation from the Irish National

Organisation of the Unemployed, the National Women's Council of Ireland and the Men's Development Network who specifically advise on gender and poverty issues.

36 SME's were supported during 2009 to develop planned and systematic approaches to equality in the workplace. There was a total number of 1845 employees in all of the companies supported with a gender breakdown of 985 males and 860 females. A broad range of SME's availed of the scheme from across the following sectors:

- Accommodation and Food Service Activities
- Human Health and Social Work Activities
- Administrative and Support Service Activities
- Manufacturing
- Agriculture, Forestry and Fishing
- Information and Communication
- Education
- Construction

Anecdotal reports from consultants engaged with the SME sector would suggest that issues such as pregnancy related discrimination and redundancy practices are growing areas of concern within the workplace.

The EMU organised its fifth annual conference on promoting equality and accommodating diversity in Vocational Education and Training (VET). The conference was held on November 10th in Dublin Castle and was partnered by the Department of Enterprise, Trade and Employment and the Department of Education and Science. The theme of the conference was on equality in a time of change and on the ongoing relevance of promoting equality and accommodating diversity in the design and delivery of vocational education, training and labour market programmes. It included both national and international speakers as well as practical case studies. I

(b) New Actions:

3. Progress against Indicators (where established):

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

Indicator	Baseline Position	Latest Position
Output Indicator: Number of Enterprises supported	Target to support 60 companies per year	36 companies supported in 2009

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

By facilitating and supporting institutional change within providers of vocational education and training, labour market programmes and within small to medium enterprises, this measure is contributing to the promotion of social inclusion and the needs of groups experiencing a

combination of poverty and inequality will be more systematically identified. During 2009 this was most evidenced in the grants provided to small to medium enterprises to support the development of equality competency in companies and through the development of support packages within the VEC sector.

36 companies were supported during 2009. The total number of employees were 1845, 985 males and 860 females. The following table provides the employees educational attainment. (where data was made available).

Primary or lower secondary education (ISCED 1 and 2)	66	26	92
Upper secondary education (ISCED 3)	117	146	263
Post-secondary non-tertiary education (ISCED 4)	251	221	472
Tertiary education (ISCED 5 AND 6)	158	178	336

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

Given that ESF 2.9 does not have direct programme participants who are engaged in this measure, the Equality Mainstreaming Unit would propose that the upcoming Mid-Term Evaluation could have a specific focus on the treatment of the Horizontal Principles across the Operational Programme.

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.