

## **Gender Equality Horizontal Principle**

### **Article 7 of the ESF Regulation 1304/2013**

#### **Promotion of equality between men and women**

*The Member States and the Commission shall promote equality between men and women through mainstreaming as referred to in Article 7 of Regulation (EU) No 1303/2013 throughout the preparation, implementation, monitoring and evaluation of the operational programmes. Through the ESF, the Member States and the Commission shall also support specific targeted actions within any of the investment priorities referred to in Article 3, and in particular Article 3(1)(a)(iv) of this Regulation, with the aim of increasing the sustainable participation and progress of women in employment, thus combating the feminisation of poverty, reducing gender-based segregation, combating gender stereotypes in the labour market and in education and training, and promoting the reconciliation of work and personal life for all as well as the equal sharing of care responsibilities between men and women.*

## **GENDER EQUALITY REPORT ON HORIZONTAL PRINCIPLES FOR MONITORING COMMITTEE MEETING, MAY 2018.**

1. **SPRINGBOARD**
2. **ICT SKILLS CONVERSION**
3. **BACK TO WORK ENTERPRISE ALLOWANCE SCHEME**
4. **INTRA EU MOBILITY / EURES**
5. **JOBS PLUS**
6. **THIRD LEVEL ACCESS**
7. **TUS NUA**
8. **GARDA YOUTH DIVERSION PROJECTS**
9. **YOUNG PERSONS PROBATION PROJECT**
10. **GENDER EQUALITY**
11. **INTEGRATION AND EMPLOYMENT OF MIGRANTS**
12. **ADULT LITERACY**
13. **ETB TRAINING FOR THE UNEMPLOYED**
14. **DEFENCE FORCES EMPLOYMENT SUPPORT SCHEMES**
15. **COMMUNITY TRAINING**
16. **BTEI – BACK TO EDUCATION INITIATIVE**
17. **YOUTHREACH**
18. **SICAP**

Gender Equality Division (GED) would like to thank the Department of Education and Skills for organising the workshop to help projects have a better understanding of not just **what** is required in Horizontal Principle reporting, but more importantly, **why** the information is required. I would like to acknowledge the improvement in the reporting for most projects. Statistics were provided showing male and female participation by year in tabular form as required. There is a greater understanding of the issues involved e.g. Although a particular project may not be gender specific, a gender lens is still required to assess levels of participation and identify any possible barriers. Evidence to support the targeting of male or female participation is being provided. The more detailed collection of data allows for more effective analysis of policies, which in turn can better identify the barriers that may prevent participation on programmes. Taking appropriate action promotes a more inclusive and caring society.

**In respect of the progress reports provided by the individual projects on the implementation of the gender equality horizontal principle, the Gender Equality Division observations are as follows:**

**1. Springboard**

It is noted that Springboard is open to all who meet the eligibility criteria, regardless of gender, civil status, family status, age, disability, race, sexual orientation, religious belief or membership of the Traveller Community.

However, it is very welcome that in 2017, eligibility to participate in part-time courses was expanded to include homemakers who wished to upskill/re-skill in order to return to the workforce. In 2017, 90% of this cohort were female.

Notwithstanding the fact that there is a greater uptake of courses by males because the majority of unemployed people in recent years have been males due to the collapse of the construction industry, it is good that Springboard are keeping an eye on the proportion of female participants which has been increasing, and the gender imbalance has been decreasing.

<b>GENDER</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>
Female	2,192	1,956	1,660	1,679
Male	3,957	2,825	2,472	2,101
<b>Total</b>	<b>6,149</b>	<b>4,781</b>	<b>4,132</b>	<b>3,780</b>

## **2. ICT Skills Conversion**

As with Springboard, Gender Equality Division welcomes the initiative in 2017 to extend the eligibility criteria in two-year part-time ICT Skills Conversion courses to include homemakers and that 76% of this cohort were female.

It is also of interest that despite the ratio of males to female, the proportion of females participating in these courses are nearly three times that of females typically enrolled in L8 Undergraduate courses in this skills area.

<b>GENDER</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>
Female	280	285	415	457
Male	737	722	867	1,018
	<b>1,017</b>	<b>1,007</b>	<b>1,282</b>	<b>1,475</b>

## **3. Back To Work Enterprise Allowance AIP No.: ESF 4.1**

In relation to the Back to Work Enterprise Allowance Scheme (BTWEA) – it is accepted that BTWEA is an equal opportunities demand-driven scheme. It is noted that the proportion of eligible Male/Female BTWEA participants - 66%/34% - is broadly reflective of live register figures for years 2006-2014. I would suggest that the uptake by both genders continues to be monitored so any barriers to participation can be identified. Unfortunately, the eligibility criteria may not be the only factor for some groups. Other barriers may be the reason for non-participation. The table showing the numbers on the live register was useful although the table stops at 2014. Projects are encouraged to include recent statistics to ensure that the information that informs policy is still relevant.

*Year*

*Males as %  
of Live Register*

*Females as %  
of Live Register*

2014	60.7%	39.3%
2013	62.2%	37.8%
2012	62.6%	37.4%
2011	63.5%	36.5%
2010	63.3%	36.7%
2009	63.1%	36.9%
2008	74.8%	25.2%
2007	71.9%	28.1%
2006	61.3%	38.7%

**4. Name of Activity: Intra EU Mobility AIP No.: ESF \_\_1.5\_\_**

It is noted that EURES programmes are open to men and women equally. The statistics provided showing a good level of female participation are welcome. Gender mainstreaming attendance at events and participation on programmes is very useful. It can identify gaps and provide the information for more effective policymaking.

The increased use of social media channels in advertising EURES services/events/schemes/programmes to enhance equal access of information is also welcome news.

Indicator	Baseline Position	Latest Position
Co-sponsored Placement Programme	Female = 0 Male = 0	Female = 9 Male = 9
German Language Training	Female = 0 Male = 0	Female = 26 Male = 22
DIALOG Events	Female = 0 Male = 0	Female = 67 Male = 45
Healthcare Workers Recruitment Project	Female = 0 Male = 0	Female = 45 Male = 23

**5. Name of Activity: JobsPlus AIP No.: ESF 4.2**

It is noted that JobsPlus is open to all applicants regardless of gender but that gender data is collected on the Department's BOMi system and monitored on an on-going basis. It is noted that comparisons are made to profiles on the Live Register to identify gaps in participation. The increase in the number of females from 2015 to 2016 is encouraging

Indicator	Baseline Position	Latest Position
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Ratio of female to male participants.	December 2015: 28% female, 72% male. Previously notified progress 33.4% Female, 66.6% male for 2016.	41% Female, 59% male (of under 25s supported in employment by JobsPlus in 2017).
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**6. Name of Activity: Third Level Access AIP No.: ESF PR 3.1**

It is noted that the third level access activity supports the implementation of Ireland's National Access Plan 2015-2019 and the objectives in that plan to increase participation in higher education by people with disabilities, mature students, members of the Irish Traveller community, part-time students and lone parents.

Notwithstanding the fact that the activity is not gender specific, Gender Equality welcomes the efforts made in identifying the barrier for part-time students who are lone parents and other targeted groups. The allocation of an additional **Student Assistance Fund** to contribute to the costs of rent, childcare and other living expenses to encourage participation of students from socio-economically disadvantaged backgrounds is of particular note. Also, welcome is the additional funding to support students of all ages from both genders. The collection of data on unsuccessful applicants is noted and the potential that it has for informing future policy. The statistics provided in tabular form are useful and appreciated.

Indicator	Baseline Position	Latest Position	
Number of students who benefitted from <b>Students Assistance Fund</b>	<b>2015-16 Academic Year</b>		
	Male	Female	Total
	6,222	9,550	15,772
	39%	61%	100%
Number of Students who benefitted from <b>Fund for Students with Disabilities</b>	<b>2016-17 Academic Year</b>		
	Male	Female	Total
	4,874	4,995	9,869
	49%	51%	100%
	<b>2016-17 – Academic Year</b>		
	Male	Female	Total
	6,243	9,776	16,019
	39%	61%	100%
	<b>2017-18 – Academic Year</b>		
	Male	Female	Total
	5,411	5,641	11,052
	49%	51%	100%

**7. Name of Activity: Tus Nua No.: ESF PR 2.8**

Gender Equality welcomes the research and efforts made by TUS Nua in applying a gender lens to identify specific issues, behaviours and needs of women offenders and the disproportionately harsh impact of a custodial sentence on women.

The holistic gender specific multi-agency approach to developing a range of creative and innovative responses that support rehabilitation and reintegration of women in the community is very welcome.

Also, of interest are the four **Young Persons Probation Projects** which have age and gender specific programmes.

**8. Name of Activity: Garda Youth Diversion Projects No: ESF 2.3\_\_\_**

It is noted that access and participation on GYDPs is not gender specific and eligibility is on a need and risk basis. The statistics showing female participation on the projects are welcome.

**A particularly welcome initiative set out in the report is the response to Youth Justice Workers having observed some young male participants talk about women in a sexualised and disrespectful manner. They raised concerns of participant's lack of knowledge/understanding of consent and the relevant laws in Ireland. The report states that a number of projects initiated sexual health education programmes in 2017 to promote positive sexual health, raise awareness regarding the age of consent, discuss the relevant laws with regards to sex for minors, etc. These education programmes also placed an emphasis on participant's views on gender, their masculinity and their place in society alongside women. Well done to the Garda Youth Diversion Projects for bringing the gender equality horizontal principle to a new level.**

*Gender*

In 2016, there were 4,081 participants on GYDPs, of these 25% (1,003) were female and 75% (3,078) were male.

In 2017 of the 3,765 participants 2,824 (75%) were male and 941 (25%) were female.

In 2016, 74% of young people referred to the Garda Youth Diversion Programme were male and 26% were female. <sup>1</sup>

IYJS estimates that a potential further 2,500 young people could benefit from participation in GYDPs, in the medium term. IYJS aims to expand the service of GYDPs in 2019 to cover the full state.

**9. Name of Activity: YPP, Young Persons Probation Project No: ESF 2.4**

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It is noted that all data gathered from the YPP projects captures disadvantage and related information, which is monitored on an ongoing basis to inform future policy.

It is encouraging to see that the four ESF funded Young Persons Probation Projects have age and gender specific programmes.

The statistics provided showing female participation are appreciated and the improved educational status among participants is noted and demonstrates the positive impact of the interventions on the participants.

Indicator	Baseline Position		Latest Position
	2015	2016	2017
Total participants	323	275	308
Total female participants	55	39	58
Minority	56	49	49
Disability	10	9	9
Improved educational status	Not captured on 2015 return	11	18

**10. Name of Activity: Gender Equality No: ESF 2.9\_\_**

It is noted that the Gender Equality Activity positive action measure stems from a good evidence based need and learning from previous Equality for Women projects and persisting gender inequalities in the labour market.

Of particular note, are the projects that specifically cater for the needs of a **diversity** of women e.g. the project run by **One Family** focusing exclusively on supporting Lone Parents to access the labour market and the **Migrant Rights Centre Ireland** running a programme with a focus on increasing rates of women’s entrepreneurship amongst migrant domestic workers.

The training on Gender Awareness delivered by St Catherine Community Services Centre and the National Collective of Community- based Women’s Networks are very welcome.

Output Indicator	Baseline Position	Latest Position
The number of participants from disadvantaged groups on social inclusion employability programmes, including personal development towards employability programmes - Number of women detached from labour market who participate in a training course	0	1004

The issues of concern raised by the Department of Justice EU Funds unit are noted particularly the fact that current reporting requirements at project level do not include reporting on the horizontal principles other than the non-financial indicator data. I look forward to working with the Irish Human Rights and Equality Commission and the Department of Education and Science and the EU Funds Unit to address this issue.

#### **11. Name of Activity: Integration and Employment of Migrants No: ESF 2.7**

It is noted that the objectives of the ESF 2.7 Activity are to promote active inclusion, equal opportunities, active participation and to improve employability through social inclusion employability programmes and the socio-economic integration of marginalised communities who are experiencing barriers to participation and employment.

It is also noted that the categories of persons in the target group are EEA Nationals resident in Ireland and Third Country Nationals with permission to enter employment in Ireland. Although the project is not gender specific it is good to see that of the 450 participants 297 were women.

Going forward, if there were gender sensitive aspects included in the projects that could be reported on e.g. efforts made to address any possible barriers to participation such as childcare / transport issues.

The issues of concern raised by the Department of Justice EU Funds unit are similar to those reported under the Gender Equality projects and are noted.

#### **12 . Name of Activity: Adult Literacy ESF 2.3**

**AIP No.:**

The desk research and consultation undertaken in 2017 which examined the needs of learners in terms of gender, background, motivations and aspirations is very useful. It is acknowledged that none of the activities were gender specific, but where it was within the scope of the project the views relating to a gender perspective were canvassed and captured during the research.

Also welcome from a gender perspective is the increase in the number of male participants for learners attending literacy classes within the ETB Sector and

the efforts made in reducing barriers by offering single sex courses to encourage male participation.

It is noted that arising out of the implementation of the **FET Strategy 2014-2019**, the **SOLAS 2017 Services Plan** reflects how the FET sector will seek to increase opportunities for underrepresented groups. The plan also reflects further initiatives, in the development of policy by ETBs aimed at addressing the employment needs of persons with a disability and for carers who may find it a challenge to access suitable education and training.

**13. Name of Activity: ETB Training for the Unemployed No: ESF 1.1**

The on-going actions that include training programmes aimed at a range of learners including lone parents who are predominantly female, is noted. It is welcome that priority cohorts are identified for particular training courses and that a gender sensitive approach is taken to address particular needs that can form barriers to participation.

The collaborative approach taken to address these barriers is inspirational and provides the best chance of identifying and addressing specific gender needs and providing supports such as transport and childcare to enable participation.

A breakdown of participation on the various schemes by gender and by year in tabular form is required going forward.

Indicator	Target baseline	Latest Position
Total reported beneficiaries (2017)		17,693

**14. Name of Activity: Defence Forces Employment Support Scheme**

**AIP No.: ESF 4.9**

The increase in the number of female students participating in 2017 is welcome. Out of a total of 16 students, 8 males and 8 females participated.

It is acknowledged that the activity is not gender specific and it is appreciated that the Defence Forces ensure that sufficient male and female instructors are available to run the course. It would be useful if the Defence Forces ESS would provide supporting material in relation to any gender sensitive activities identified and addressed in the training schemes. It is important for projects to understand that even if eligibility to participate is not gender specific, that a gender lens is still required to address gender sensitive needs. It is also

important that levels of participation are monitored irrespective of eligibility criteria to identify any other possible barriers to entry.

**15. Name of Activity: Community Training Centres**

It is good to see **Active Inclusion Parameters 2018** promoting gender sensitive activities to encourage FET providers to consider

- (1) how they can engage with men and boys (aged 16-18), especially those hardest to reach, to promote their participation in FET (the initiatives aimed at the development of self-awareness and emotional intelligence among young men are emphasised).
- (2) how they can promote entrepreneurship amongst women and assist them, particularly lone parents, to return to the labour market.
- (3) how they can engage with Traveller and Roma Women in culturally appropriate ways in order to support initiatives in relation to supporting and promoting Traveller and Roma women's education and employment.

It is also acknowledged and welcome that the Community Training Centres are working in line with the recommendations contained in the **Action Plans for Jobs** and the **National Strategy for Women and Girls 2017-2020** and that every effort is made to identify barriers to participation at all stages of the educational process.

**16. . Name of Activity: Back to Education Initiative (BTEI) AIP No.: ESF 3.2**

The initiative of providing learning opportunities for priority groups identified as part of the Government's broader activation and upskilling agenda is noted. The opportunities that this initiative can provide for disadvantaged women experiencing a range of barriers to participation e.g. single parents and those with caring responsibilities are significant.

It is also very welcome that disadvantaged men including those located in isolated rural areas form part of targeted groups and that there are ongoing efforts made to increase the level of male participation on programmes given the high level of female participation.

It is also noteworthy that the design and delivery of programmes (content, format, timing, location, duration, methodologies and learner supports) are adapted to meet the needs of a wide range of learners both male and female providing the opportunity to return to learning.

Indicator	Baseline Position	Latest Position
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% Females in Activity (2016)		70%
% Females in Activity (2017) **based on available data from PLSS		73%

**17. Name of Activity: Youthreach No: ESF 4.5**

It is very welcome that Youthreach programmes are tailored to accommodate the individual needs of participants and that childcare support services are included which can help eliminate barriers to female participation.

The modules specifically aimed at developing the learners' personal, social and civic skills and knowledge are noted. The parenting programmes for both males and females, health education and programmes addressing gender roles in personal development are particularly welcome and can help address the negative stereotype socio-economic and cultural norms that have disadvantaged males and females for generations.

The independent evaluation provided for in **The FET Strategy 2014-2019** and its **Detailed Implementation Plan** to identify what is working well and what needs to be improved on is also welcome from a gender equality perspective as it will address equality issues and equal opportunities which is intended to inform future policy.

The holistic approach in addressing profiles and needs of participants, their childhood experiences and traumas which impact on emotional and mental health, learning difficulties/SEN, and substance abuse provides the best chance of helping young males and females to build self-esteem, heal and contribute in their unique way to society and feel valued.

The fact that this approach and the support services provided can promote independence, personal autonomy, active citizenship, social inclusion and a pattern of lifelong learning for our young males and females is crucial for an equal opportunities society. The work of Youthreach is very much appreciated and strongly embraces the gender equality Horizontal Principle.

It would be appreciated if statistics could be provided by gender and by year in tabular form going forward.

Indicator	Baseline Position	Latest Position
No. of Participants enrolled in Youthreach	3,225 (31/12/2016)	3,054 (31/12/2017)

## **18. Social Inclusion and Community Activation Programme - SICAP**

SICAP is to be congratulated on its continued excellent work on the Horizontal Principles to bring about an inclusive society where no one is left behind and promoting an equality framework with a focus on gender equality and anti-discrimination practices.

It is noted that the Horizontal Principles were an element of the procurement processes and that horizontal themes were raised as a matter of critical importance in the consultation process to aid in the design of **SICAP 2018-2022**. The efforts made by SICAP to identify gaps and barriers to programmes and the actions taken to address them is what the Horizontal Principles are all about. The community development approach ensures that new communities including refugees and migrants and isolated rural and islander communities are not forgotten about.

### **Conclusion**

Gender Equality would like to thank most of the projects for the more detailed reporting.

Going forward, reporting on developing and encouraging an equality culture and attitude within organisations would be very welcome. However, to be fair to the projects the reporting this year has shown real commitment to working towards a more balanced and inclusive society where men and women are equally valued and receive equal opportunities and all efforts made are greatly appreciated. The benefits of identifying and addressing barriers to participation cannot be stressed enough. Taking action to include individuals or groups of eligible participants can have a ripple effect. Individuals benefit and are provided with the opportunity to reach their full potential, families for future generations can benefit on so many levels, communities are enriched and the country can prosper in a fair and equal way where all are valued and all can contribute.

On a closing note, it is worth again highlighting the importance of the response by the **Youth Justice Workers** who observed young male participants talk about women in a sexualised and disrespectful manner. The sexual health education programmes initiated in response can change negative attitudes and behaviours, promote greater respect for women and girls and help young men and boys have a better understanding of positive masculinities. The action taken can be **lifesaving** considering the recent murder of two young women in Ireland.

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