



Social Inclusion &  
Community Activation  
Programme

June  
2022

# **A Comparison of Women and Men Supported by SICAP**

*Learning Brief  
by Pobal*



## Contact information

For more information contact:

**Pobal, Second Floor, Ormond Building, 31-36 Ormond Quay, Dublin 7, D07 N5YH, Ireland**

***Pobal, 2ú Urlár, Foirgneamh Ormond, 31-36 Cé Ormond, Baile Átha Cliath 7, D07 N5YH, Éire***

T: +353 1 511 7000

E: [enquiries@pobal.ie](mailto:enquiries@pobal.ie)

W: [www.pobal.ie](http://www.pobal.ie)

*The Social Inclusion and Community Activation Programme (SICAP) 2018-2023 is co-funded by the Government Ireland, through the Department of Rural and Community Development, and the European Union.*



Có-mhaoinithe ag an  
Aontas Eorpach  
Co-funded by the  
European Union



Rialtas na hÉireann  
Government of Ireland



Published June 2022 Copyright © Pobal

All rights reserved. Statutory and voluntary organisations may reproduce parts of the text for their own internal use. The source, author and publisher must be credited.

# TABLE OF CONTENTS

Introduction .....	2
Methodology.....	3
Context.....	5
Profile of SICAP Caseload .....	6
Supports Provided.....	12
Progression Outputs .....	17
Engagement Strategies .....	26
Summary of Key Findings.....	30
Recommendations and Future considerations.....	32
Appendix A – Data Variables .....	36
Appendix B – Logistic Regression Results .....	39
Appendix C– Profile Characteristics for Participants Who Did Not Receive Employment or Self-employment Supports .....	47
Bibliography.....	49

## INTRODUCTION

This learning brief compares the different experiences of men and women who have been supported by the Social Inclusion and Community Activation Programme (SICAP). It seeks to understand what drives these differences and explores what the programme can do to address inequalities and barriers to participation and progression. It is the first detailed gender analysis of the programme and it also provides a valuable insight in the context of gender equality in Ireland. This learning brief was carried out by Pobal on behalf of the Department of Rural and Community Development (DRCD).

The Social Inclusion and Community Activation Programme (SICAP) **seeks to promote an equality framework with a particular focus on gender equality and anti-discriminatory practices**. SICAP is funded by the Department of Rural and Community Development (DRCD) with co-funding from the European Social Fund (ESF) under the ESF Programme for Employability, Inclusion and Learning (PEIL) 2014 – 2020. The programme aims to reduce poverty and promote social inclusion and equality in Ireland through supporting communities and individuals via community development, engagement and collaboration. SICAP is managed locally by 33 Local Community Development Committees (LCDCs), with support from local authorities. Programme actions are delivered by 46 Local Development Companies (LDCs) across 51 Lot areas<sup>1</sup>. LDCs must incorporate an equality framework into their planning and engagement strategies with programme beneficiaries and other stakeholders. Pobal provides national management and oversight of SICAP on behalf of DRCD which includes monitoring and reporting as well as supporting LCDCs and LDCs in bringing quality standards to the programme.

SICAP works with disadvantaged<sup>2</sup> women and men<sup>3</sup> at individual and group level. At **individual** level, it provides a range of supports to improve personal skills and wellbeing, to get a job or to set up a new business. At **group** level, it delivers targeted supports to **local community groups** (LCGs) that deal with issues affecting women and/or men. The

---

<sup>1</sup> The country is divided into 51 catchment areas (Lots) which have been defined by each LCDC. Some counties/local authority areas have more than one Lot.

<sup>2</sup> Participants are considered disadvantaged if they belong to at least one of the 13 SICAP target groups: Disadvantaged Children and Families, Disadvantaged Women, Disadvantaged Young People (aged 15 – 24), Emerging Needs Group (locally identified), Lone Parents, Low Income Workers/Households, New Communities, People living in Disadvantaged Communities, People with Disabilities, Roma, The Economically Inactive, The Unemployed and Travellers.

<sup>3</sup> SICAP also provides support to non-binary (other gender) individuals but due to the low numbers supported to date, this cohort is not included in the analysis.

programme also provides support to **social enterprises**, delivers activities to support **children and families**, promotes **collaborative work** amongst agencies to address social exclusion issues and organises information and support **events** to promote equality across the country. Supports are provided directly to participants through one-to-one meetings (in person or online), in a group setting or workshop sessions.

## METHODOLOGY

This learning brief focuses on an analysis of data collected for individual participants who registered with SICAP and received direct one-to-one supports between January 2018 and December 2020. This data was input to the IRIS<sup>4</sup> database system by the LDCs delivering SICAP nationally. A descriptive analysis of profile characteristics, supports and progression outputs achieved was conducted comparing data for women and men. A statistical analysis using *R*<sup>5</sup> was undertaken to identify the significant factors that contribute to the progression of women and men into employment or self-employment.

The following methodological limitations should be noted:

- The total SICAP caseload<sup>6</sup> for the period was 70,859 but due to the low number of participants (74) who identified as ‘Other Gender – non binary’ this group has been excluded from the analysis. The analysis focused solely on participants who identified as male or female (70,785).
- The participant data used in this report is self-reported.
- The report used static 2018-2020 IRIS data that was extracted from the system on January 20th 2021. IRIS is a live system and changes are made on an ongoing basis. Changes made since January 2021 have not been reflected in this report.
- There are a limited number of programme performance indicators available to include in the study.
- Personal soft characteristics (e.g. motivation, self-confidence, interpersonal skills) are not captured by the programme and as such are not included in the models.

---

<sup>4</sup> IRIS is a customised Customer Relationship Management database developed by Pobal in 2010, adapted for SICAP in 2015 and re-designed for SICAP 2018-2023 in 2017.

<sup>5</sup> *R* is a programming language and software environment for statistical computing and graphics

<sup>6</sup> The SICAP caseload comprises individuals who meet the eligibility criteria as set out in the SICAP Programme Requirements document, which is available on the [SICAP webpage](#), have completed the registration process and received at least two support interventions, including a one-to-one (in person) support.

However, the 'My Journey – Distance Travelled Tool'<sup>7</sup>, launched in 2020, measures soft skills relevant to employment, education and training, and personal development. As its use increases across the programme, it has the potential to provide some insight into the personal characteristics of SICAP participants.

- Environmental factors likely influence jobseekers' and entrepreneurs' progression e.g. availability of jobs or business opportunities in the local area, social support systems. These are difficult to measure and have not been included in the models.
- SICAP participants' engagement with other programmes that support their progression could also be an important factor not recorded by the programme.

As all participants on the SICAP caseload are aged 15 years or older, the CSO labour force survey Q4 2020 has been used, where possible, for national comparisons as it provides representative data for all persons aged 15 years or older.

As part of this brief, Pobal also conducted three focus groups with frontline staff from 15 LDCs<sup>8</sup>. The purpose was to get an insight into their direct experience of working with men and women and to see if it supported and/or explained the data findings. The areas discussed included:

- i) the different needs of men and women and their motivations for engaging with SICAP;
- ii) differences in the type of supports provided to men and women;
- iii) challenges and possible solutions to addressing barriers to the participation and progression of men and women;
- iv) their experience of implementing actions to support gender equality and identify examples of good practice.

Each session was recorded to facilitate note taking and the information provided is included throughout the report to support the findings or to give a better understanding of the work of the programme. Throughout the learning brief, the programme data is first presented and analysed, and is then underpinned by national statistics or experience of LDC staff working directly with men and women under SICAP to add further context and

---

<sup>7</sup> [My Journey](#) is a joint initiative between the Department of Rural and Community Development and Pobal, working with Quality Matters, Trinity College Dublin, and co-created with Local Development Companies. My Journey supports service users and staff to work together to identify personal goals and to show progress on these over time.

<sup>8</sup> All 46 LDCs were invited and 15 accepted to take part in the focus groups.

understanding. Direct quotes from LDC focus group participants are highlighted throughout the document.

## CONTEXT

There has been significant progress towards gender equality in Ireland over the past few decades in terms of labour market participation, equal rights as well as changing social and cultural attitudes. However, despite this progress, gender inequality still exists. For example, women still experience barriers to participation in employment, are under-represented in decision-making structures and are over-represented in low-paid sectors of the economy.

Women make up 51% of the national population and 46% of the labour force<sup>9</sup>. Despite the fact that women make up a higher percentage of those with third level education<sup>10</sup>, they are more likely to be poor, to parent alone, to be the main provider of unpaid care work, to be in precarious employment, to earn low wages and to be at risk of domestic or sexual violence.<sup>11</sup> Women who are lone parents, belong to an ethnic minority or have a disability experience further intersectional disadvantage and further action is required to ensure their equal access to the labour market and other resources<sup>12</sup>. The vast majority of one parent families (86%)<sup>13</sup> are headed by a mother and it should also be noted that lone parent households (one adult with children under 18) are at highest risk of poverty<sup>14</sup> compared to other household types. The COVID-19 pandemic has also been shown to have a deeper impact on the economic and social situation of women<sup>15</sup> and issues affecting disadvantaged women were further exacerbated as a result. The pandemic reinforced many persistent gender inequalities including an increase in women's care roles, a disproportionate effect on women's employment, increased pressure on those who were already marginalised, e.g. lone parents, disabled women, migrants and Travellers<sup>16</sup>.

---

<sup>9</sup> [CSO Labour Force Survey Q4 2020](#) – persons aged 15 years or older

<sup>10</sup> [CSO Women and Men in Ireland, 2016](#)

<sup>11</sup> [Women for Change, NWCI 2019](#)

<sup>12</sup> [Department of Justice and Equality, National Strategy for Women and Girls, 2017-2020](#)

<sup>13</sup> [CSO Census, 2016](#)

<sup>14</sup> [CSO Survey on Income and Living Conditions \(SILC\) 2019 - Poverty and Deprivation](#)

<sup>15</sup> [UN Women: How COVID-19 Impacts Women and Girls, 2021](#)

<sup>16</sup> [National Women's Council of Ireland, Impact of Covid-19 on the Women's Community Sector Survey Results, 2020](#)

Gender equality has been high on the national and international policy agenda for many years. The EU Gender Equality Strategy 2020-2025 sets out its vision and action plan to achieve a Union of Equality by improving employment prospects for women through promoting equal economic independence, closing the gender pay gap and advancing gender balance in decision making. Goal 5 of the UN 2030 Agenda for Sustainable Development aims to achieve gender equality and empower all women and girls. In Ireland, the National Strategy for Women and Girls 2017-2020 provides the policy framework for the advancement of equality for women and works toward a vision “where all women enjoy equality with men and can achieve their full potential, while enjoying a safe and fulfilling life”. Ireland ranks 7 out of the EU 28 in the 2019 EU Gender Equality Index<sup>17</sup> and is almost 4 points (71.3) above the EU average (67.4).

Gender equality is a horizontal principle of SICAP, therefore analysing and understanding the needs and experiences of those supported by the programme is important, and this learning brief adds to our knowledge of gender experience in the Irish context. The brief includes following sections examining:

- the socio-economic profile of women compared to men
- the supports provided to women compared to men
- progression pathways and outputs (e.g. employment) achieved by women compared to men
- strategies to support the engagement of women and men

Finally, a summary of the findings are provided as well as some recommendations with regard to programme implementation, supports for LDCs, engagement with relevant stakeholders and policy implications. Tables displaying the data variables used and results from the statistical analysis are set out in Appendices.

## PROFILE OF SICAP CASELOAD

This section compares the profile and socio-economic characteristics of men and women who registered on the SICAP caseload<sup>18</sup> between 2018 and 2020 under Goal 2<sup>19</sup> of the programme. To date SICAP has supported a total of 70,785 individuals. These individuals come from a range of different socio-economic backgrounds, nationalities and from all

---

<sup>17</sup> Data for the 2019 index is from 2017.

<sup>18</sup> The actual number of individuals was 70,859 but due to the low number of individuals (74) who identified as ‘Other Gender – non binary’ this group has been excluded from the analysis.

<sup>19</sup> Goal 2: To support disadvantaged individuals to improve the quality of their lives through the provision of lifelong learning and labour market supports.

counties across the country. **Significant differences between women and men were identified with regard to their profile, characteristics and barriers to participation.**

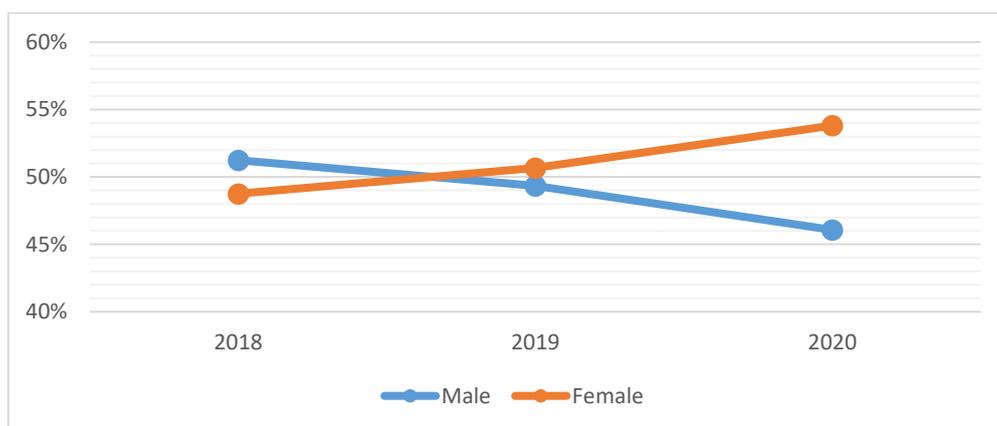
### Gender profile

During the period 2018-2020, the total caseload of individuals supported is equally split between men (35,258) and women (35,527). However, further analysis shows that **the participation of women on the programme has increased from 49% in 2018 to 54% in 2020** (Figure 1).

This could be due, in part, to the level of work with community groups over the years that has resulted in increased levels of confidence among women to pursue their individual goals. The COVID pandemic has led to increase in online/hybrid and part-time jobs which suit the caring responsibilities of many women who otherwise wouldn't be in a position to work. This resulted in more women coming forward explore labour market options and women moving through the transitional payment. Also LDCs are offering more health and wellbeing activities and women, in particular, are more likely than men to engage in these types of activity. The lack of employment opportunities and movement to online supports as a result of COVID-19 contributed to a reduction in men engaging with the programme.

As mentioned in the previous section women are more likely to engage with the programme through friends and family while men are more likely to hear through DSP services or another organization.

**Figure 1: Distribution of SICAP participants by gender**



## Socio-economic characteristics

Table 1 sets out a summary of the statistically significant differences in the characteristics of women and men on the caseload. Some differences were noted in the age profile of men and women. While the population statistics show very little difference between the two genders across all age groups<sup>20</sup>, analysis shows that male SICAP participants are younger than female participants. **Female participants also have a higher level of education overall**, which is reflective of the population statistics<sup>21</sup>. A total of 43% of female participants are educated above secondary level as compared to 34% of males. The fact that more young women remain in education beyond secondary school, and are therefore not seeking employment, may explain the higher proportion of young men (15-24 years) engaging with SICAP.

**Table 1: Profile characteristics for females and males**

Variable name		Female	Male
<b>Age</b>	15 - 24	15%	20%
	25 - 35	24%	24%
	36 - 45	27%	24%
	46 - 54	18%	18%
	55 - 65	12%	12%
	Over 65	4%	2%
<b>Nationality</b>	Irish	74%	76%
<b>Economic status</b>	STU	25%	32%
	LTU	25%	32%
	Employed	24%	21%
	Economically Inactive	26%	16%
<b>Education</b>	Below secondary	56%	66%
<b>Geographic location</b>	Urban area	57%	58%
	Rural area	41%	40%
	Not specified	2%	2%
<b>Living in a disadvantaged area</b>	Yes	29%	29%
<b>6 months or more on the caseload</b>		40%	38%

<sup>20</sup> [CSO, Labour Force Survey Q4 2020](#)

<sup>21</sup> [CSO, Educational Attainment Thematic Report 2019](#)

Significant differences between genders can also be seen in the economic profile of participants (Table 1). **Men (32%) are more likely to be long-term unemployed than women (25%)**, a finding that is also borne out in the national data<sup>22</sup>. It is positive to note that SICAP has supported one fifth (19%) of the long-term unemployed nationally (15% of women and 26% of men<sup>23</sup>), indicating that the programme is reaching a key cohort of individuals who are at a higher risk of disadvantage. In contrast, a greater proportion of women (26%) are economically inactive than men (16%). A breakdown of the reasons for their economically inactive status shows further differences. **Three in ten of economically inactive women are engaged in family duties**, as compared to 4% of economically inactive men, while 29% of economically inactive males are full-time students versus 17% females.

As demonstrated in Table 1, there are very little or no differences between the genders in terms of nationality, geographic location (living in an urban area or in a disadvantaged area) or length of time<sup>24</sup> on the SICAP caseload.

### Social inclusion barriers

SICAP recognises that individuals can face different barriers to social inclusion<sup>25</sup> in Ireland. Those individuals who are affected by two or more barriers are likely to need more interventions and more intensive supports. The data shows that the same proportion of women and men (59%) face at least one barrier to social inclusion but **a higher percentage of women (27%) than men (22%) face multiple barriers**.<sup>26</sup> This is not surprising given the higher levels of disadvantage that women in Ireland face<sup>27</sup>. Table 2 below sets out the results for each barrier.

---

<sup>22</sup> [CSO, Labour Force Survey Q4 2020](#)

<sup>23</sup> [CSO, Labour Force Survey Q4 2020](#)

<sup>24</sup> Calculated based on the number of months from date of registration with SICAP to the date the participant exits the programme. The majority of participants remain on the caseload for up to six months.

<sup>25</sup> A new tool called the Multiple Barriers Measure was introduced for SICAP 2018 – 2023. The tool enables LCDCs and LDCs to identify individuals who face multiple barriers to social and economic inclusion. The six barriers are: disability, ethnic minority, experience of homelessness, living in a jobless household, lone parent and/or a transport barrier.

<sup>26</sup> 2 or more of the six SI barriers noted above.

<sup>27</sup> [Women for Change, NWCI 2019](#)

**Table 2: Social inclusion barriers for females and males**

Variable name		Female	Male
Number of barriers	0	41%	41%
	1	32%	37%
	2 or more	27%	23%
Living in a jobless household	Yes	50%	55%
Homelessness or living in challenging housing circumstances	Yes	5%	6%
Lone parent	Yes	21%	5%
Ethnic / cultural background <sup>28</sup>	Asian	2%	3%
	Black	5%	5%
	Traveller	2%	2%
	White	79%	81%
	Roma	0%	0%
	Other	2%	1%
	Not specified	10%	8%
New communities <sup>24</sup>	Total	14%	13%
	Asylum seeker	14%	23%
	Disadvantaged migrant	78%	64%
	Refugee	8%	13%
Person with a disability	Yes	8%	8%
Transport barrier	Yes	22%	23%

**Male participants are more likely to live in a jobless household than females.** This is in contrast to national statistics<sup>29</sup>, which show that a higher proportion of women (aged 18-59 years) than men are living in jobless households. **Men supported by SICAP are also**

<sup>28</sup> The ethnic minority barrier includes 4 categories: Traveller, Roma, Asylum seeker and Refugee.

<sup>29</sup> [CSO, Labour Force Survey Households and Family Units, Q2 2020.](#)

more likely than women to be homeless or at risk of homelessness/housing exclusion, which reflects national data on emergency accommodation<sup>30</sup>. On the other hand, **21% (7,309) of women supported by SICAP are lone parents compared to only 5% of men**, suggesting that SICAP is reaching a key cohort in Ireland that have been highlighted as being at higher risk of poverty<sup>31</sup>.

While a similar share of women and men belong to the New Communities<sup>32</sup> target group (14% women vs 13% men), **women are more likely to be disadvantaged migrants (78% women vs 64% men), whereas men are more likely to be asylum seekers (23% men vs 14% women) or refugees (13% men vs 8% women)**. The latter is not surprising as international data indicates that men are more likely to be asylum seekers<sup>33</sup> and refugees.<sup>34</sup> No differences were observed in the gender breakdown of Travellers and Roma.

While no data on an Individual's mental wellbeing is collected, LDCs have noted an increase in the level of individuals engaged with the programme who need supports in this area due to factors such as social isolation and drug/alcohol abuse as well as the impact of COVID-19.

### How participants hear about SICAP

As part of the registration process, participants are asked how they heard about SICAP and the differences for men and women are set out in Table 3 below. **Word of mouth and community engagement** are particularly effective in engaging women to register for individual supports. Women who register for individual supports are more likely than men to hear about SICAP through friends/family, local community groups and publicity or social media. On the other hand, men are more likely to be referred from **another mainstream DSP service or another organisation**.

---

<sup>30</sup> [Focus Ireland, Focus on Homelessness - Gender and Homelessness. 2021](#)

<sup>31</sup> [Department of Justice and Equality, National Strategy for Women and Girls 2017-2020](#)

<sup>32</sup> [See New Communities Learning Brief \(Pobal\) for more information on this target group.](#)

<sup>33</sup> [Eurostat Asylum Statistics. 2008-2020](#)

<sup>34</sup> [Eurostat Asylum Statistics. 2008-2020: Age and Gender of First-time Applicants](#)

**Table 3: How female and male participants hear about SICAP**

Variable name		Female	Male
How did the participant hear about SICAP	Friends / family	23%	18%
	DSP service or programme	22%	34%
	Other organisation	18%	22%
	Local Community Group	16%	12%
	Publicity/social media/website	15%	8%
	Engagement in SICAP activity	4%	4%
	Not specified	2%	2%

This reflects the experience of LDCs, as observed in the focus group discussions, where more men are already engaged with other mainstream services (Intreo or JobPath) and then move to SICAP for additional or specific supports e.g. BTWEA or labour market training, while more women are learning about SICAP through informal channels and then seeking support from the programme. See the section on ‘**Engagement Strategies**’ for more detail on the programme’s activities to promote the programme and engage with men and women in other areas of SICAP’s work. These outreach and engagement strategies are a pathway to Individual registrations for one-to-one supports under Goal 2 as reflected in Table 3.

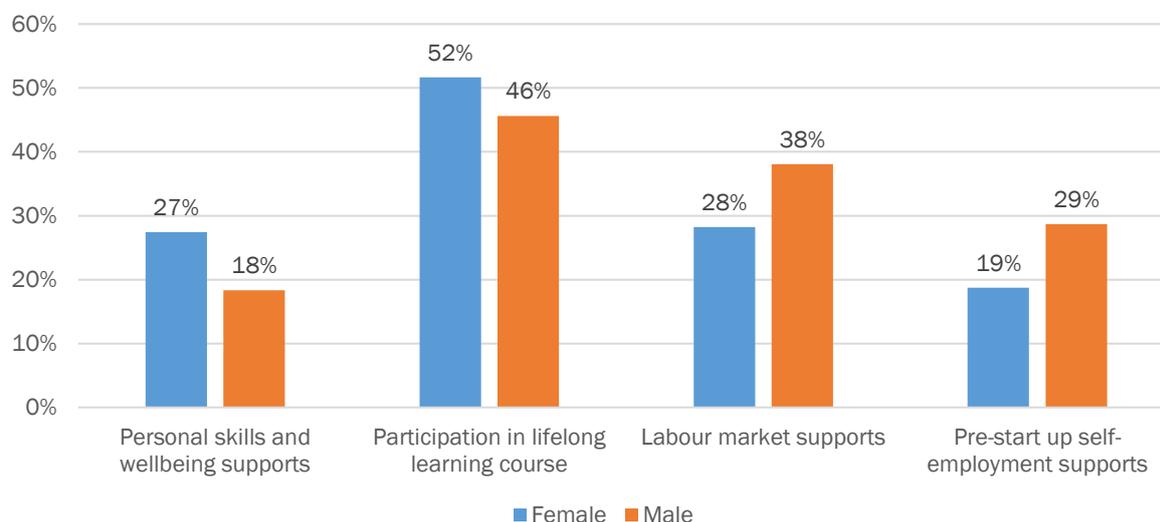
“More men are referred through DEASP as the man usually holds the social welfare payment for a couple”  
(LDC focus group participant)

## SUPPORTS PROVIDED

This section explores the range of SICAP supports and if there are differences in the types of supports provided to men and women. The analysis suggests that women and men engage with the programme for different reasons and the differences in their characteristics (e.g. principal economic status and age) play an important role in the types of supports they receive. **Women are more likely to engage with the programme for personal development and education supports whereas men are more likely to seek employment or self-employment supports.** Over half of women (51%) did not receive any employment/self-employment supports, as compared to only 35% of men. While some women may have engaged with SICAP for different reasons, this could mean that others

are less ready than males to receive employment related supports. See Appendix C (Table 10) for the profile data of men and women who did not receive any employment/self-employment supports.

**Figure 2: Number of Individuals in receipt of supports, by type and gender**



Women are more likely to receive personal skills and wellbeing supports than men, which could be partly associated with the fact that a higher proportion of females (38%) than males (33%) receiving these supports are economically inactive (not looking for employment) when joining SICAP. This reflects experience of LDCs where women are seeking social connections, need confidence building or health and wellbeing supports, particularly those who have caring responsibilities or who have not worked outside the home for many years. While men also need support in these areas, LDCs reported that it is easier to get men involved if personal development or health and wellbeing is incorporated as part of an activity for men rather than being the main focus. The types of supports provided include confidence building, helping people identify what skills they have and checking in with them regularly to keep them engaged. This type of support can be very intensive and can involve multiple interventions to respond to the specific needs of the individual and depends largely on where the person is at or what is going on in their life.

“They need really intensive supports, they need constant one to one engagement and that can be lost because we are focused on meeting the targets.”

“We are a bit of a ‘life saver’ and giving them some space and something to look forward to.”

“There are great benefits for women in terms of confidence and agency over their own life, they know how to lobby councillors, know their rights/entitlements”

*(LDC focus group participants)*

LDCs deliver a range of personal skills and wellbeing supports (e.g. social outings, linking individuals with local services, workshops and group sessions) to build confidence, communication skills, promote wellbeing and to increase engagement in social, educational or employment activities. In 2020, the ‘Women in the Home’ programme delivered by Donegal Local Development provided workshops for women, such as journaling and mindfulness together with health & nutrition, to support their personal development, well-being and positive mental health. Mayo North East Partnership worked with Traveller men to promote exercise and wellbeing as part of Men’s Health week.

Women are also more likely to participate in a lifelong learning (LLL) course<sup>35</sup> (52% vs 46%). In particular, women are more likely than men to participate in unaccredited courses (see Table 4 below), while men are more likely to take part in an industry certified course. The age profile of those who participated in a LLL course was different for men and women, with older women (over 45 years) and younger men (15-24 years) being most likely to participate in LLL courses.

This reflects the experience of LDCs who participated in the focus groups, where more

“For women coming in for employment supports, what is stopping them is not necessarily their skills but their confidence.”

*(LDC focus group participant)*

women than men need to do personal development and confidence building before they can consider progressing into accredited/certified LLL or employment/self-employment supports. Whereas men want specific labour market training and are less likely

to take up personal development courses. Some LDCs noted that pre-employment / job searching workshops are very important, in particular for younger men. These workshops

---

<sup>35</sup> Lifelong learning courses comprise 3 course types: i) unaccredited - no formal certification; ii) accredited - NFQ accreditation or equivalent; iii) industry certified – industry/professional standard certification e.g., food safety or ECDL.

incorporate transferable skills such as working as part of team, good communication, time-management and being able to take direction. Many young people do not have these skills and then find it difficult to get a job as employers are looking for these skills as well as technical expertise. In contrast many women, have these skills particularly those who have managed a home and raised children. They need support to recognise these skills and build their confidence.

**Table 4: Course type and areas of learning for males and females who participated in lifelong learning**

Female			Male		
Unaccredited	Accredited	Industry certified	Unaccredited	Accredited	Industry certified
70%	21%	18%	54%	17%	41%
Top 3 areas of learning			Top 3 areas of learning		
Personal development (36%)	Health & welfare (47%)	Health & safety (87%)	Business (28%)	Health & welfare (26%)	Health & safety (68%)
Health & welfare (19%)	Services (14%)	IT (6%)	Personal development (25%)	Services (16%)	Construction (35%)
Business (16%)	Education (12%)	Construction (5%)	Health & welfare (17%)	ICT (11%)	Business & accounting (2%)

There are also differences in the areas of learning for men and women. The unaccredited courses that **women participate in are more likely to be in the area of personal development**, whereas **men are more likely to participate in business courses**. The vast majority (87%) of industry certified training for women is in the area of health and welfare whereas for men over two thirds (68%) are taking courses in this area, with a further 35% in construction. Almost half of women (47%) participating in accredited courses are also in the area of health and welfare whereas for men it is only 26%. Areas with higher male participation rates are technical/manual areas e.g. construction, engineering and agriculture. This suggests that traditional gender roles continue to influence the areas of learning for SICAP participants, with women more involved in health or caring roles and men engaging in manual labour and business start-ups.

These differences also reflect the experience of LDCs, where men are looking for specific labour market training and are less likely to take up personal development courses. LDC

focus group participants noted that they must be creative in how they can incorporate personal development or wellbeing supports into their courses. While men need these softer supports they are less likely to sign up to them unless they are part of another activity that they are interested in.

For many women, participating in LLL courses meets their need for social connections and self-care. They may not be in a position to take up employment/self-employment. While many courses tend to attract or target one specific gender, LDCs also provide programmes to bring men and women together. Examples that have worked well are gardening or the Wellness Recovery Action Plan<sup>36</sup> (WRAP). LDCs also encourage women to take up apprenticeships or training in areas that would be traditionally male-dominated e.g. electronics, science.

**West Limerick Resources** held a free webinar ‘Tea Break Talk’ providing expert advice from training providers, employers and support services on Apprenticeships and Traineeships. While almost 100 people registered, 18 males and 10 females participated in the live event. This was followed by a ‘Return to Work’ training session (covering manual handling, safe use of PPE, chemical awareness and Safe Pass) with 12 male participants who were registered for one-to-one supports.

**Inishowen Partnership** worked closely with Skillnet to target women (in the services industry which was closed due to Covid 19 or who wanted to change career) for a taster course in electronics. 8 women from their SICAP caseload participated of which 6 signed up for apprenticeships.

**Men are more likely to receive labour market supports (38% vs 28% of females)** and the majority of the recipients of these supports (68% males / 61% females) were unemployed when they registered with SICAP. The youngest cohort (aged 15-24 years) of males and females aged between 35 and 65 years were most likely to receive labour market supports. This also reflects the experience of LDCs in that many have specific programmes for young men seeking employment support, in particular pre-employment supports to prepare them for employment. The age of women (over 35) suggests, that those who have children, are now available to work as their children are more likely to be in school.

---

<sup>36</sup> [WRAP](#) has been recognized as an evidence-based practice and adapted for use with all kinds of life issues. The process of co-facilitating WRAP peer groups uses consistent guidelines, approaches, and materials. The WRAP process supports participants to create an action plan incorporating key recovery concepts and wellness tools and to put it into practice.

Again men (29%) are more likely to receive pre-start up self-employment supports, as compared to women (19%). The majority of men and women who received these supports were unemployed (81% females / 88% males). For both genders, those aged under 25 and over 65 were the least likely to receive this type of support. On the other hand, those with a higher level of education and the long term unemployed were more likely to get this type of support for both genders. LDCs suggested that women are less likely to pursue self-employment as they tend to carry the burden of their family and are more risk adverse than men, in particular young men. However, self-employment can also offer a degree of flexibility and can fit around other commitments and obligations.

“The job seeking course always needs an element of personal development/coaching that makes it attractive for women to do it.”

*(LDC focus group participant)*

In summary, women are more likely to receive personal skills and wellbeing supports and to participate in lifelong learning courses while men are more likely to receive labour market and pre-start up self-employment supports. These

findings suggest that **SICAP supports are tailored to meet the different needs and objectives of men and women who engage with the programme.** LDCs confirmed that the types of support provided very much depend on the individual and that SICAP offers the flexibility to do this. However, this requires that staff can give sufficient time to individuals to allow them to develop at their own pace. LDCs noted that traditional gender norms also play a factor in the types of supports, particularly among some disadvantaged or more marginalised groups, e.g. Travellers and new communities, where in some cases the woman’s role is still very much seen as homemaker. There can be consequences for some women who want to develop their skills or take up employment outside the home and LDCs must be mindful and sensitive to this.

## PROGRESSION OUTPUTS

This segment of the brief provides a summary of the results of the statistical analysis conducted to identify factors that contribute to the progression of men and women. SICAP measures the progression of men and women by recording if they got a job or started a new business as a result of their engagement with the programme. The profile of individuals and the supports they receive could play an important role in their progression. The purpose of the analysis was to assess whether there was a difference in the role SICAP

interventions played in progression into employment and self-employment for both females and males. Using the statistical modelling tool *R*, four multivariate logistic regressions were conducted to explore the factors associated with:

- i) women's progression into employment
- ii) women's progression into self-employment
- iii) men's progression into employment
- iv) men's progression into self-employment.

The analysis sought to identify whether there was a difference in the factors that influenced men and women's employment and self-employment outcomes. The analysis also controlled for a set of socio-economic characteristics and social inclusion barriers for female and male participants that are expected to impact progression.

As men and women engage with the programme for different reasons (i.e. personal development and improved wellbeing, to get a job and/or to set up a business); the following assumptions were made about participants:

1. We assumed that female or male participants who received labour market supports were interested in seeking employment during their engagement with SICAP and for the purposes of this analysis, we refer to these participants as male or female '**job seekers**'. Female or male participants who did not receive labour market supports were excluded from the analysis to account for a potential hidden 'motivational' bias. We assumed that those participants engaged with SICAP for other reasons than employment. Therefore, the datasets for the female and male employment logistic regression included only participants who received labour market supports (i.e. **jobseekers**).

A higher proportion of jobseekers progressed into employment (18% Females / 16% Males) than the rest of the participants (3% for both genders).

2. We assumed that female and male participants who received pre -start-up self-employment supports were interested in setting up their own business during their engagement with SICAP and for the purposes of this analysis, we refer to these participants as female or male '**entrepreneurs**'. Therefore, the datasets for the female and male self-employment logistic regression included only participants who received pre -start-up self-employment supports (i.e. **entrepreneurs**).

A much higher proportion of entrepreneurs progressed into self-employment (41% Females / 43% Males) than the rest of the participants (1% for both genders).

	Female		Male	
	Jobseekers	Entrepreneurs	Jobseekers	Entrepreneurs
Participants included in the analysis	10,030 (28% of all female participants)	6,649 (19% of all female participants)	13,422 (38% of all male participants)	10,113 (29% of all male participants)
Progressed into employment or self-employment	1,844 (18% of female jobseekers)	2,714 (41% of female entrepreneurs)	2,159 (16% of male jobseekers)	4,344 (43% of male entrepreneurs)

It should be noted that 422 females and 652 males (1% and 2% respectively of total female or male participants) received both labour market supports and pre-start-up self-employment supports during their engagement with SICAP. As we cannot determine the specific objectives of these participants, they have been included in the both models for each gender. Table 8 on Appendix C provides details of the profile characteristics for the rest of the participants (who are not included in the jobseekers or entrepreneurs cohorts). More data needs to be collected on their motivations for engaging with SICAP in order to determine if the programme is meeting their needs (soft outcomes).

## Employment

This section analyses the factors that influenced progression into employment for female and male jobseekers (i.e. those who received labour market supports). The rate of progression into employment is similar for both female and male jobseekers (16% and 18%, respectively).

Female and male jobseekers who come to SICAP to gain skills to access employment have similar likelihood (18% vs 16%) of finding a job but there are differences in terms of the sectors<sup>37</sup> and types<sup>38</sup> of employment. Women are more likely to get clerical/office work (18%), health related work (16%) or personal service and childcare (15%). Whereas men

<sup>37</sup> Occupational group classifications, CSO.

<sup>38</sup> Full-time to part-time employment.

are more likely to get jobs in building & construction (18%) or food & drink sector (12%) communication, warehouse and transport (11%). Women are more likely to progress into part-time employment (53%), while men are more likely to secure full-time employment.

We anticipated that both female and male jobseekers who received a higher number of interventions or who participated in a lifelong learning course would be more likely to get a job than those who didn't, irrespective of their socio-economic background. On the other hand, we expected that female and male jobseekers who received personal skills and wellbeing supports, in addition to their labour market supports, were less likely to get a job than those who didn't, due to their greater distance from the labour market. Two logistic regression models (one for females and one for males) were developed to compare the influence of these components of the SICAP programme with the progression to employment for female and male jobseekers, while controlling for different characteristics, such as economic status, gender, age, educational attainment level, ethnic or cultural background.

The detailed results for each of the variable in the logistic regression model can be found in Appendix B, Tables 6 and 9.

### Findings

- As expected, the **number of interventions** received was a significant predictor of progression into employment for both female and male jobseekers. For every intervention received, the likelihood (odds) of getting a job increased by 2.5% for female jobseekers and by 4% for male job seekers.
- Female jobseekers who receive **personal skills and wellbeing supports**, in addition to labour market supports, were less likely to get a job than those who did not receive these supports. The likelihood of getting a job was 20% lower for female jobseekers who also receive personal development supports. However, contrary to our expectations, the likelihood was also lower (25%) for female jobseekers who **participated in a course** than those who didn't. This may suggest that those who receive a mix of interventions and upskilling are further removed from the labour market and/or are less ready to pursue employment opportunities. LDCs noted that many women receiving a mix of supports have other issues in their lives which may interrupt their plans to pursue employment such as mental wellbeing, caring

responsibilities or fear of financial consequences e.g. risk of losing medical card/other benefits or the cost/availability of childcare.

- For male jobseekers, a **mix of supports** (participation in a lifelong learning course or receipt of personal skills and wellbeing) had no impact on the likelihood of progression into employment. This suggests that male job seekers are generally more job ready than women. It also reflects the finding in section xx, where men are less likely to take up personal development supports and more likely to avail of specific labour market supports only.

The analysis controlled for a number of variables related to the socio-economic profile of female and male jobseekers and the social inclusion barriers they experience. The results show that socio-economic characteristics had a similar influence on progression into employment for both female and male jobseekers but there were some notable differences with regard to barriers faced.

- **Economic status** was found to be an important factor for both female and male jobseekers, with those who were short-term unemployed more likely to get a job. The results for female jobseekers show that the economically inactive were 62% less likely, the employed 58% less likely and the long-term unemployed had 39% less likely to get a job than the short-term unemployed. Similar to the results for females, male jobseekers who were economically inactive were 59% less likely and those who were long-term unemployed were 49% less likely to get a job than the short-term unemployed. This confirms the need for more intensive work with those who are further removed from the labour market, particularly the long-term unemployed.
- Low **educational attainment levels** had a negative impact on female and male jobseekers' progression into employment. The likelihood of getting a job for female jobseekers with secondary level or below was 16% lower and for male jobseekers was 23% lower than those with above secondary level education. This reflects the importance of SICAP's work with young people at risk of early school leaving as well as the provision of lifelong learning for those of all ages. LDCs noted strong links with schools, ETB and SOLAS to support this work.

- Unsurprisingly, the odds of getting a job decreases as jobseekers get **older**, with female job seekers aged 55-65 years, 39% less likely to get a job than those aged 15-24 years. Similar findings were observed amongst male jobseekers. LDCs noted that age can be a barrier for older women, particularly if they have been out of the workforce for many years. The increasing levels of digital literacy required for most areas of employment is also a factor for both genders in the older cohorts.
- “The digital divide has become even more apparent since the COVID-19 pandemic and there is an assumption that people have family who can help them use online systems for everyday life. Doing the ‘paperwork’ tends to fall back on women in particular.”

*(LDC focus group participant)*
- The results show a significant difference between female and male jobseekers with regard to **barriers** to progression into employment which speaks to the national evidence that women are facing additional disadvantage and/or barriers to participation in the labour market<sup>39</sup>. Female jobseekers with a **disability**, who are a **lone parent** or are living in a **disadvantaged area** are all less likely to get a job than those not experiencing these barriers. Whereas, for male jobseekers, living in a **jobless household** was the only significant factor that lowered the likelihood of getting a job, suggesting that some job seekers are at a higher risk of poverty and may face inter-generational challenges<sup>40</sup>.

During the focus groups, LDCs noted a number of issues that impact employment outcomes for men and women:

- For people with a disability, the low level of employers willing to take them on as well as the risk of losing social welfare benefits e.g. disability allowance or medical card are barriers to employment. However, some LDCs have seen positive changes as a result of the Ability<sup>41</sup> programme and the LEAP<sup>42</sup> mentoring programme.

<sup>39</sup> [Department of Justice and Equality, National Strategy for Women and Girls, 2017-2020](#)

<sup>40</sup> [Department of Social Protection, Action Plan for Jobless Households Analysis and Proposals, 2017](#)

<sup>41</sup> The Ability programme provides funding to local, regional and national projects that focus on bringing young people with disabilities between the ages of 15 and 29 closer to the labour market. It is co-financed by the Irish Government and the European Social Fund as part of the ESF Programme for Employability, Inclusion and Learning 2014-2020.

<sup>42</sup> [LEAP](#) is a family-led, non-profit organisation that works with children and young people with disabilities and their families. It assists people and families to take action on what matters to them towards the goal of a good life, an ordinary life.

- The lack of affordable childcare, risks to social welfare benefits or flexible employment options are factors in preventing the uptake of employment for lone parents. The low hourly rates offered mean that it is not economically viable for some to take up employment. Some employers are reluctant to employ older women or women with young children.
- For younger men the lack of experience or transferable skills is a barrier. LDCs provide pre-employment workshops which provide a range of interpersonal and soft skills to prepare job seekers to address this issue.
- The lack of awareness among employers of government programmes to support them to employ individuals from SICAP target groups.
- English language capacity is also a significant barrier for migrants seeking employment and it can be difficult to get their previous educational qualifications recognised.
- Menopause is also a barrier to employment for some women due to multiple symptoms that can affect their confidence and wellbeing.

## Self-employment

This section of the brief explores the factors that influence progression into self-employment for male and female entrepreneurs (i.e. those who receive pre-start up self-employment supports).

The rate of progression into self-employment for entrepreneurs is similar for both genders (41% females vs 43% males) but there are differences in terms of the economic sectors<sup>43</sup>. Women are more likely to start business in hairdressing/beauty treatment and other personal services (33%) whereas men are more likely to start a construction related business (28%).

Similarly to the employment regression, we expected that both female and male entrepreneurs who received a higher number of interventions or who participated in a lifelong learning course would be more likely to set up a business than those who didn't, irrespective of their socio-economic background. Recognising that some entrepreneurs experience more barriers to self-employment and/or require a mix of supports, we expected entrepreneurs who received personal skills and wellbeing supports, in addition

---

<sup>43</sup> NACE classifications of economic activities, CSO

to their pre-start up self-employment supports, were less likely to set up a business than those who didn't. Two logistic regression models (one for females and one for males) were developed to compare the influence of these components of the SICAP programme on the progression to self-employment for female and male entrepreneurs, while controlling for different characteristics, such as economic status, gender, age, educational attainment level, ethnic or cultural background.

### Findings

- As expected, the **number of interventions received** was a significant predictor of progression into self-employment for both female and male entrepreneurs. For every intervention received, the likelihood of starting a new business increased by 15% for females and males.
- Similar results were seen for both female and male entrepreneurs who receive **personal development and wellbeing supports**, in addition to pre-start up supports. For both genders, those who received this type of support were less likely to start a new business compared to those who did not receive it. The likelihood of starting a new business was 70% lower for female entrepreneurs who also receive personal development supports and 64% for male entrepreneurs. This may indicate that some participants need more time and support before they are ready to set up their own business. Similar to jobseekers, entrepreneurs receiving a mix of supports can have other issues in their lives which may interrupt or delay their plans to pursue entrepreneurship such as mental wellbeing, caring responsibilities or fear of financial consequences e.g. risk of losing medical card/other benefits or the cost/availability of childcare.
- Participation in a **lifelong learning course** was an influencing factor when course types<sup>44</sup> were analysed. The likelihood of starting a new business was lower for female entrepreneurs who participated in an accredited (78%) or industry certified course (74%) than those who didn't. This may suggest that those who receive more formal or technical upskilling are less ready to pursue self-employment opportunities. However, the likelihood was higher (16%) for those who participated in an unaccredited course. This is most likely linked to the provision of start your own business (SYOB) courses that most new entrepreneurs are encouraged to

---

<sup>44</sup> Lifelong learning courses comprise 3 course types: i) unaccredited - no formal certification; ii) accredited - NFQ accreditation or equivalent; iii) industry certified - industry/professional standard certification e.g., food safety or ECDL.

participate in. Similar results were found for male entrepreneurs with participation in an unaccredited course increasing the likelihood of progressing into self-employment by 32%. This reflects the fact that the majority of entrepreneurs engage with SICAP for specific self-employment supports rather than to explore different options.

- Both employed and the economically inactive entrepreneurs (females and males) were less likely than the **short-term unemployed** to start a new business, suggesting that they are less ready to progress into self-employment than the short-term unemployed. The results for females show that the employed were 67% less likely and the economically inactive were 53% less likely to start a new business than the short-term unemployed. There was no significant difference between the long-term and short-term unemployed. This reflects the eligibility requirements for BTWEA<sup>45</sup>, where a person must be in receipt of an unemployment payment for at least 9 months.
- An **educational attainment** of secondary level or below had a negative impact on progression into self-employment for female and male entrepreneurs. The likelihood of starting a new business for female entrepreneurs with secondary level or below was 25% less than for those with an educational attainment above secondary level. The likelihood was 19% less for male entrepreneurs with educational attainment at secondary level or below.
- **Male entrepreneurs aged between 25 and 54 years** were more likely to start a new business than those aged 15-24 and in particular men aged 36-45 had 51% higher chance of starting a new business. Age did not play a role for female entrepreneurs.
- Both male and female entrepreneurs **referred to SICAP from the Department of Social Protection**, most likely via the BTWEA scheme, have higher chance of setting up a new business (60% for males and 92% for females) than those who were not referred by the DSP. This suggests that these entrepreneurs approached SICAP with a clear focus or intention of receiving supports to set up their business. Furthermore, male and female entrepreneurs living in a **rural area**, were more likely to set up a new business than those in urban areas.

---

<sup>45</sup> Back to Work Enterprise Allowance (BTWEA) including the Short-Term Enterprise Allowance (STEA).

Analysis of the barriers faced show a mix of similarities and differences experienced by female and male entrepreneurs.

- Living in a disadvantaged area, experiencing a transport barrier and living in a jobless household were three factors that decreased the likelihood for both female and male entrepreneurs' progression into self-employment.
- Having a disability was also a factor, decreasing the likelihood for female entrepreneurs by 38% while being a lone parent decreased the likelihood of starting a new business by 30% for male entrepreneurs.

LDCs noted that for women a lack of self-confidence or caring responsibilities are barriers to self-employment.

## ENGAGEMENT STRATEGIES

This segment of the brief looks at the strategies used by LDCs to engage with men and women at community and individual level. As discussed in the previous sections, differences were noted in the motivations for engagement with SICAP. More women are seeking social connection and confidence building, particularly those who are caring for children or relatives and have not worked outside the home for many years. Whereas men tend to have a specific goal in mind and register with SICAP for a particular support (e.g. to get Safe Pass or manual handling to get a job in the construction sector). It is therefore important that these factors are taken into account to ensure that the programme promotes participation in all areas and seeks to address barriers or gender norms that may impact on women's engagement.

Increased engagement with women supports the achievement of one of the programme's core principles which is to promote an equality framework with a particular focus on gender equality and anti-discrimination practices. Women are frequently disadvantaged by policies and practices that do not recognise their different realities and experiences, such as unequal and lower pay, a greater share of care responsibilities, barriers to advancing into leadership positions, and a range of other economic, social and cultural challenges. Due to the nature of barriers faced by many women, disadvantaged women have been named as a specific target group in SICAP.

The 'National Strategy for Women and Girls 2017-2020' published by the Department of Justice and Equality in 2017 aims to address the remaining obstacles to women's equality.

SICAP is recognised in the strategy under the outcome to achieve a '*greater focus on women's participation and on gender issues at community level*' by providing key supports to those most in need including disadvantaged women, Traveller and Roma women, and women with disabilities.

Gender equality is achieved when women and men enjoy the same rights and opportunities across all sectors of society, including in economic participation and decision-making, and when the different behaviours, aims and needs of women and men are equally valued and favoured.<sup>46</sup> While it is important not to categorise women as a minority group, it is essential to recognise the gendered nature of women's roles in society and to tailor budgets, policies, plans and programmes accordingly. Some women may experience double or cumulative disadvantage as a result of being a woman and being a member of a SICAP target group or a disadvantaged community.

LDCs use different strategies to increase engagement with women and to promote equality. SICAP's **community development approach to planning and delivering activities** takes into account the specific needs of female and male participants to remove some of the barriers to engaging in SICAP activities e.g. LDCs linking with community childcare or contributing to childcare costs, timing and location of training courses.

*Donegal Local Development held a series of workshops that took into account needs of participants with children by delivering them at night or at the weekend and making recordings available.*

*West Cork Development Partnership were involved in the delivery of a wellness programme for mothers in collaboration with Bandon Family Support Centre. A camp was arranged at the same time to take care of participant's children. 7 women, mostly lone parents, took part over 2 days and all registered for one to one supports. Numbers were limited due to COVID 19 restrictions but it is planned to roll it out again in another area.*

LDCs **collaborate with a range of statutory bodies as well as national and community organisations** to raise awareness, promote gender equality and engage women in SICAP activities.

---

<sup>46</sup> Department of Justice and Equality. '[Gender Equality](#)'

A key objective of SICAP's Goal 1<sup>47</sup> is to **support and build the capacity of local community groups** that work with the programme's target groups. LDCs provide support to groups that focus on the specific needs of women or men. 9% percent of local community groups supported by SICAP were women's groups (386) while men's groups accounted for 7% (310). The majority of men's groups are Men's Sheds while women's groups cover a range themes, such as social/recreational activities, parenting/lone parents, ethnic minorities (Traveller, Roma and new communities). However, a number of women's sheds ("She Shacks") are starting to emerge where women want to create space to get involved in different activities. LDCs noted that traditional gender roles are evident in communities when it comes to the division of tasks e.g. with regard to resident associations - women are the organisers and men do maintenance work.

"The Men's shed is the main space were you have more openness to discuss where things are from an emotional perspective. That does allow us to start looking at the mental health area. When you have individuals engaged on a longer term basis it is definitely easier to deliver a more holistic programme that is looking at mental health/wellbeing/wellness"

"Men's sheds are very inclusive and provide a space for men from different educational and socio-economic backgrounds"

*(LDC focus group participants)*

LDCs **work with children and families** under Goal 2 of the programme to provide educational and personal development supports. Two thirds of parents/guardians involved in SICAP family activities were women (14,101). LDCs also promote the work of SICAP in their local area by running **information sessions or workshops targeting women and campaigns to promote equality**.

Some differences can be seen in the methods for initial engagement with men and women and these tend to reflect gender norms. LDCs noted that engagement strategies involving employment services (e.g. Jobs Club or LES) tends to result in is more likely to more men will) whereas more women will engage via linkages with family/parent services (e.g. Tusla). Men are also more likely to engage if an activity specifically targets them and outreach to services/ organisations (e.g. men's sheds or Teagasc) that men are familiar with and trust

---

<sup>47</sup> Goal 1: to support communities and target groups to engage with relevant stakeholders in identifying and addressing social exclusion and equality issues, development the capacity of local community groups and creating more sustainable communities.

is a successful mechanism for positive engagement. LDCs will target men by providing men only activities (sport/recreation or manual/technical activities) to ‘draw them in’.

“They don’t want to be the only man in the room.”

“The economic elements of COVID-19 and the fallout from that has been the biggest barrier to engaging men.”

“Once they participate in a group with other men similar to themselves they then take the next step for workshops/training that is mixed. It has been adapted to facilitate them.”

*(LDC focus group participants)*

Women already tend to be more engaged with community groups, parent groups, family resource centres and are also more active on social media. Women are also more willing to avail of group activities offered by LDCs and in particular health and wellbeing workshops a good engagement strategy for women.

The impact of these engagement strategies on individual participation under Goal 2 is reflected in the data collected ‘how they hear about SICAP’ (see Table 3 in previous section). LDCs also noted that it is important that the linkages between the work under Goal 1 and Goal 2 are strengthened so that there is a clear pathway for people involved community groups/activities to avail of individuals supports under Goal 2.

The following examples of activities to engage men and women were provided by LDCs during the focus groups:

**Roscommon Partnership** worked with a number of organisations (Football Association of Ireland, Marie Keating Foundation, Roscommon Women’s Network and Roscommon Co. Co.) to engage with programme refugees in the Ballaghaderreen Emergency Reception and Orientation Centre. Thirty men participated in a soccer camp that included a talk on prostate and lung cancer and 8 registered as individuals for one-to-one supports. Twenty-one women participated in a Health Literacy group and were registered as individuals for different LLL courses (Upcycling or Personal and interpersonal Development).

**South West Mayo Development (SWMDC)** delivered a bespoke integration course ‘Different Together 2’, with funding from Mayo County Council, and 14 women (all registered as individuals) living in direct provision took part in the course. Modules covered included communication styles, intercultural communication, personal development and community mapping. On foot of findings from research exploring

barriers towards women's participation in politics and community carried out in 2020, SWMDC worked with See Her Elected to deliver an Introduction to Politics course locally. A total of 41 women took part and 12 participants were registered as individuals.

Southside Partnership host a multicultural women's breakfast every 6 weeks, which provides a space for women to meet and learn about their different cultures, talk about barriers and challenges they face (50-100 women participate each time). There is two way referral process between the women's project and Goal 2 individual supports.

## SUMMARY OF KEY FINDINGS

The results of this learning brief have highlighted a number of key differences in the characteristics of males and female participants, as well as how they engage and progress within the programme. While there is an equal proportion of female and male participants within the programme, participation of women on SICAP has increased year on year since 2018. Women are more likely to hear about the programme via informal channels (friends/family or social media) whereas men are more likely to hear through more formal channels (Intreo or Jobs Club).

### Profile

Men and women on the caseload have **significantly different characteristics**, mostly reflective of the national population:

- Men tend to be younger
- Women have higher levels of education
- Men are more likely to be unemployed while women are more likely to be economically inactive
- Women are also more likely to experience multiple barriers to social inclusion highlighting the greater levels of disadvantage.
- Women are more likely to be lone parents, while men are more likely to live in a jobless household or be a risk of homelessness or housing exclusion.

### Supports

The analysis suggests that women and men differ in their motivation/reasons for joining SICAP and **programme supports are tailored** to meet their specific needs and objectives.

The findings show:

- Women are more likely to receive personal skills and wellbeing supports and to participate in lifelong learning activities
- Men are more likely to get labour market and pre-start up self-employment supports
- Younger men (aged 15-24 years) and older women (over 35 years) are more likely to get labour market supports.
- Both women and men with a higher level of education or who are long term unemployed are more likely to get pre-employment start up supports.

### Progression

The analysis of outcomes highlighted similarities and differences in the experience of men and women's progression into employment and self-employment. The **key factors** contributing to their progression include:

- The number of interventions received was a positive factor of progression for both males and females. This suggests that the programme is effectively responding to the needs of male and female jobseekers/entrepreneurs and reinforces the programme's strategy of delivering **person-centred, intensive supports**.
- The impact of the number of interventions was larger for pre-start up self-employment supports than labour market, which is similar to ESRI findings.<sup>48</sup> This could speak to the motivation and readiness of entrepreneurs engaging with SICAP. The referral from DSP (BTWEA) was also a significantly positive factor for progression into self-employment suggesting a clear focus on entrepreneurship upon engagement with SICAP.
- The type of support received was also a significant predictor of progression for both female and male jobseekers/entrepreneurs. Receiving a mix of supports (e.g. personal skills and wellbeing) in addition to labour market/self-employment supports had a negative effect. This may suggest that some participants may **not be ready** and require a suite or mix of supports **to develop their skills and capabilities** before they can pursue employment or self-employment opportunities. This highlights the importance of **tailored interventions** to meet their different needs and objectives and that those **further from the labour market** or those with **lower educational attainment levels** should continue to be prioritised

---

<sup>48</sup> [ESRI Evaluation of SICAP Pre-employment Supports, 2020](#)

- Participation in unaccredited courses was a positive factor for entrepreneurs and suggests that courses such as ‘*Start your own business*’, for those receiving the back to enterprise allowance, are effective.
- The analysis highlighted that women face greater barriers (**having a disability, living in a disadvantaged area or being a lone parents**) to employment than men (**living in a jobless household**). This reflects the national evidence and shines a light on the intersectional disadvantage experienced by some women in Ireland. There were also multiple barriers to entrepreneurship (living in a disadvantaged area, experiencing a transport barrier and living in a jobless household, having a disability) and they are mostly the same for both men and women. Altogether, this highlights that SICAP needs to continue **prioritising supports to participants facing social inclusion barriers**.
- Traditional **gender norms** are evident in the types of jobs and sectors that men and women progress into. Women are more likely to progress into part-time employment and tend to find employment/self-employment in clerical and health related jobs or setting up hair/beauty businesses. Whereas men are more likely to secure full-time employment and the main sectors were construction or the food and drink industry.

## RECOMMENDATIONS AND FUTURE CONSIDERATIONS

As the findings have shown, there are significant differences in the profiles of men and women, the barriers experienced as well as their pathways for progression. Many of these differences reflect national trends and societal norms. The flexibility afforded by SICAP allows Local Development Companies to develop and provide tailored supports to respond to these different needs. The programme can build on its strengths and improve its commitment to gender equality. However, there are particular barriers, either personal or structural, that go beyond the scope of the programme which have been identified. The following recommendations and future considerations are proposed based on the findings from data analysis as well as feedback from the focus groups.

### Current Programme

- Continue to experiment and pilot tailored responses to the different needs of men and women.

- Prioritise those with lower educational attainment levels as they are less likely to progress into employment or self-employment. Collaboration with ETBs and SOLAS as well as early intervention to address the risks of early school leaving are important factors to support this.
- Prioritise supports to participants facing multiple social inclusion barriers and those furthest from the labour market, in particular the economically inactive and the long-term unemployed.
- The programme's KPI targets should reflect the time required to provide multiple interventions and/or intensive supports (quality over quantity) to participants with complex needs.
- Raise awareness of racism and discrimination which impacts on employment opportunities for ethnic minorities, in particular Travellers and Roma. Promote government programmes that support employers to employ individuals from SICAP target groups (e.g. Wage Subsidy Scheme for people with disabilities, JobsPlus for the long-term unemployed).
- Increased supports for digital literacy.
- Increase cross programme linkages between goal 1 and goal 2 activities so that there is a clear pathway for people involved community groups/activities to avail of individuals supports under Goal 2 and vice versa. This creates opportunities for both individuals and communities.

### **Supports for Frontline Staff**

- Ensure that LDCs have resources and expertise to provide tailored interventions to meet their different needs and objectives of both men and women.
- Provide training to LDC workers on the language and understanding around the trans/non-binary needs as numbers of non-binary participants engaging with SICAP increases.
- Acknowledge and share good practice regarding engagement strategies and supports for male and female participants.

### **New Programme Design**

- Reinforce gender equality principles in the next iteration of SICAP. Further consideration should be given in the design of the new programme, on how potential programme implementers demonstrate that the gender dimension is

taken on board at the earliest possible stage in their decision-making, planning, implementation and monitoring processes.

- Explore how SICAP can address some of the gender norms discussed in this paper such as low uptake by women of self-employment supports, labour market supports and industry certified training. For example:
  - Work with schools to promote STEM subject choices and apprenticeships for young women;
  - Engage with employers to move away from the industry models towards blended roles and job share. Provide hybrid and flexible working conditions for those caring for children or relatives. Increase access to the workplace for people with disabilities;
  - Work with education and training partners to ensure that both women and men have the necessary skills to take up local employment;
  - Promote women in leadership.
  - Build in gender equality approaches to ongoing work with new communities and Traveller / Roma engagement projects.
- Explore how SICAP can address some of the structural barriers discussed in this paper. For example:
  - Access to flexible and affordable childcare suitable for those returning to training or employment;
  - Access to transport in rural areas;
  - Government supports to mitigate risks for women who want to pursue self-employment;
  - Provision of CE schemes or Tús that provide quality placements with the flexibility of hours to accommodate people with a disability or lone parents, particularly in rural areas where there are limited employment opportunities.
  - A system to support migrants to upskill to meet Irish education equivalence.
- Acknowledge the importance of good quality data collection to support the programme and demonstrate its commitment to gender equality. In particular, data collection from the outset to understand the different needs of participants so that the programme can be tailored to meet these needs. The following improvements regarding data collection requirements and systems are recommended:
  - Consider collection of data on participants' objectives/motivations for engaging with SICAP as part of the registration process. This is critical to

understanding the motivations of a significant proportion of the caseload (51% females and 35% males) who do not engage as jobseekers or entrepreneurs.

- Consider indicators to capture 'soft' outcomes (e.g. personal development, confidence building). This would further demonstrate the impact of the programme and in particular for those who are not seeking employment or self-employment outcomes.
- Consider how areas with higher levels of residents on HAP, people living in mobile homes, Traveller accommodation or direct provision can be taken into account when mapping designated disadvantaged areas.
- Consider ESF exit and follow-up requirements that can be a barrier to registration of participants.
- Improve user experience of IRIS database with regard to data input and analysis.
- An online system for the My Journey – Distanced Travelled Tool could support an analysis of differences in the personal characteristics of men and women participating in SICAP.

## APPENDIX A – DATA VARIABLES

A set of variables were selected for the regression models based on the programme logic and results framework (i.e. our understanding of how change happens and the factors or barriers that influence the change process). These variables include programme performance indicators and the male and female participants’ socio-economic characteristics that are expected to impact progression outcomes.

The following binary dependent variables were identified for the (i) employment and (ii) self-employment regression models for both females and males.

**Table 5: Binary dependent variables in the logistic regression models for females and males**

Binary dependent variables	Type of variable
i. Got a job or did not get a job	Categorical: yes / no
ii. Set up a business or did not set up a business	Categorical: yes / no

Two types of independent variables were identified as potential factors associated with women and men’s progression into employment or self-employment. **Error! Reference source not found.** presents the variables that capture the role of SICAP in supporting progression (i.e. predictive variables), followed by the variables that capture the characteristics or profile of female and male participants, as well as their duration on the caseload (i.e. control variables).

**Table 6: Independent variables in the logistic regression models for females and males**

Independent predictive variables	Type of variable	Employment regression	Self-employment regression
i. Number of interventions received by a participant during their engagement on the programme	Continuous	Yes	Yes
ii. Personal skills, wellbeing and capabilities – refers to whether a participant	Categorical: yes / no	Yes	Yes

	received at least one personal development intervention			
iii.	Lifelong learning (LLL) course placement (all types) – refers to whether a participant was placed on at least one course of any type	Categorical: yes / no	Yes	No
iv.	Accredited course placement – refers to whether a participant was placed on at least one course of this type	Categorical: yes / no	No	Yes
v.	Industry certified course placement – refers to whether a participant was placed on at least one course of this type	Categorical: yes / no	No	Yes
vi.	Unaccredited course placement – refers to whether a participant was placed on at least one course of this type	Categorical: yes / no	No	Yes

**Table 7: Independent control variables in the logistic regression models for females and males**

Independent control variables	Type of variable
i. Economic status at registration	Categorical: short-term unemployed / long-term unemployed / economically inactive / employed
ii. Duration on the caseload – calculated as the difference between a participant’s registration date and their exit date. If the exit date was not available, the date of their last intervention was used instead.	Categorical: less than 6 months / 6 – 12 months / more than 12 months / not specified
iii. Age at registration	Categorical: 15-24 / 25- 35 / 36-45 / 46-54 / 55-65 / over 65
iv. Educational attainment at registration	Categorical: secondary or below / above secondary
v. Ethnic or cultural background	Categorical: White / Asian / Black / Roma / Traveller / other background / not specified
vi. Living in a jobless household	Categorical: yes / no / not specified
vii. Person with a disability	Categorical: yes / no / not specified
viii. Lone parent	Categorical: yes / no / not specified
ix. Transport barrier	Categorical: yes / no / not specified
x. Homelessness or living in challenging housing circumstances	Categorical: yes / no / not specified
xi. Living in a rural or urban area	Categorical: rural / urban / not specified
xii. Living in a disadvantaged area	Categorical: yes / no / not specified
xiii. Referred to SICAP by the DSP	Categorical: yes / no

## APPENDIX B – LOGISTIC REGRESSION RESULTS

Table 8: Logistic regression results: progression into employment for females and males

Independent variable		Coefficient estimates		Odds Ratios (95% CIs)		Odds Ratios as %	
		Female	Male	Female	Male	Female	Male
<b>No of interventions</b>		0.02559***	0.040645***	1.0259207 (1.014 - 1.038)	1.0414826 (1.029 - 1.054)	2.59%	4.15%
<b>Personal skills, wellbeing and capabilities supports</b> <i>Ref: No personal skills, wellbeing and capabilities supports</i>		-0.21853**	-0.07867	0.8037011 (0.685 - 0.94)	0.9243453 (0.79 - 1.079)	-19.63%	-7.57%
<b>LLL placement</b> <i>Ref: No placement</i>		-0.28422***	-0.02901	0.7526031 (0.673 - 0.841)	0.9714114 (0.881 - 1.071)	-24.74%	-2.86%
<b>Economic status</b> <i>Ref: Short-term unemployed</i>	Employed	-0.86803***	-0.93649	0.41978 (0.357 - 0.493)	0.3920017 (0.337 - 0.455)	-58.02%	-60.80%
	Long-term unemployed	-0.48837***	-0.67052***	0.6136289 (0.537 - 0.701)	0.5114438 (0.454 - 0.576)	-38.64%	-48.86%
	Economically inactive	-0.97872***	-0.89392***	0.3757911 (0.309 - 0.455)	0.40905 (0.334 - 0.498)	-62.42%	-59.09%
<b>Age</b> <i>Ref: 15-24</i>	25-35	-0.00187	-0.13761	0.9981299 (0.842 - 1.184)	0.8714399 (0.758 - 1.002)	-0.19%	-12.86%
	36-45	-0.09172	-0.21495**	0.9123572 (0.769 - 1.084)	0.8065843 (0.696 - 0.934)	-8.76%	-19.34%
	46-54	-0.09589	-0.21553**	0.9085613 (0.759 - 1.088)	0.8061152 (0.69 - 0.941)	-9.14%	-19.39%

	55-65	-0.49425***	-0.38978***	0.6100276 (0.488 - 0.76)	0.6772052 (0.562 - 0.814)	-39.00%	-32.28%
	Over 65	-2.19513*	-1.41828**	0.111344 (0.006 - 0.524)	0.2421297 (0.072 - 0.604)	-88.87%	-75.79%
<b>Duration on the caseload</b> <i>Ref: Less than 6 months on the caseload</i>	6-12 months	0.699329***	0.587171***	2.0124016 (1.754 - 2.307)	1.7988924 (1.596 - 2.026)	101.24%	79.89%
	More than 12 months	0.987121***	0.544601***	2.6834977 (2.332 - 3.087)	1.7239199 (1.507 - 1.971)	168.35%	72.39%
	Not specified	-0.00511	-1.36437	0.9949045 (0.154 - 3.699)	0.2555428 (0.014 - 1.219)	-0.51%	-74.45%
<b>Educational attainment</b> <i>Ref: Above secondary</i>		-0.17315**	-0.25604***	0.8410101 (0.752 - 0.941)	0.7741141 (0.695 - 0.863)	-15.90%	-22.59%
<b>Ethnic / cultural background</b> <i>Ref: White</i>	Asian	-0.25328	0.351126*	0.7762504 (0.513 - 1.141)	1.4206659 (1.043 - 1.908)	-22.37%	42.07%
	Black	-0.2047	0.060594	0.814896 (0.631 - 1.041)	1.0624674 (0.85 - 1.318)	-18.51%	6.25%
	Roma	0.533307	-0.23749	1.7045607 (0.677 - 3.923)	0.7886013 (0.421 - 1.397)	70.46%	-21.14%
	Traveller	-0.13819	-0.27568	0.8709331 (0.556 - 1.317)	0.7590569 (0.522 - 1.074)	-12.91%	-24.09%
	Other	-0.45446	0.177334	0.6347911 (0.382 - 1.006)	1.1940302 (0.767 - 1.801)	-36.52%	19.40%
	Not specified	0.055207	0.007939	1.0567589 (0.756 - 1.482)	1.0079705 (0.756 - 1.345)	5.68%	0.80%
<b>Jobless household</b>	Yes	-0.09141	-0.20059***	0.9126458 (0.804 - 1.036)	0.8182465 (0.732 - 0.915)	-8.74%	-18.18%

<i>Ref: Not living in a jobless household</i>	Not specified	-0.02846	-0.51099***	0.9719398 (0.684 - 1.366)	0.5999046 (0.449 - 0.794)	-2.81%	-40.01%
<b>Person with a disability</b> <i>Ref: No disability</i>	Yes	-0.57125***	-0.18248	0.5648171 (0.423 - 0.742)	0.8331996 (0.675 - 1.021)	-43.52%	-16.68%
	Not specified	0.008211	0.078877	1.0082451 (0.736 - 1.367)	1.082071 (0.818 - 1.422)	0.82%	8.21
<b>Lone parent</b> <i>Ref: Not a lone parent</i>	Yes	-0.16987*	-0.12077	0.843776 (0.729 - 0.975)	0.8862368 (0.704 - 1.105)	-15.62%	-11.38%
	Not specified	-0.55696**	-0.01263	0.5729479 (0.4 - 0.808)	0.9874512 (0.752 - 1.29)	-42.71%	-1.25%
<b>Disadvantaged areas</b> <i>Ref: Not living in a disadvantaged area</i>	Yes	-0.15003*	-0.10485	0.8606841 (0.76 - 0.973)	0.9004635 (0.808 - 1.003)	-13.93%	-9.95%
	Not specified	0.044141	0.01037	1.04513 (0.463 - 2.22)	1.0104242 (0.526 - 1.887)	4.51%	1.04%
<b>DSP referral</b> <i>Ref: Not referred by the DSP</i>		-0.03653	-0.07746	0.964128 (0.854 - 1.087)	0.9254629 (0.834 - 1.027)	-3.59%	-7.45%
<b>Living in Urban/Rural area</b> <i>Ref: Living in Urban area</i>	Rural area	0.082874	-0.05415	1.0864054 (0.973 - 1.213)	0.947287 (0.855 - 1.05)	8.64%	-5.27%
	Not specified	-0.51319	-0.46619	0.598584 (0.316 - 1.066)	0.627387 (0.323 - 1.173)	-40.14%	-37.26%
<b>Transport barriers</b>	Yes	-0.06114	-0.00904	0.9406913 (0.827 - 1.068)	0.9909972 (0.886 - 1.107)	-5.93%	-0.90%

<i>Ref: No transport barrier</i>	Not specified	-0.15282	-0.02299	0.8582885 (0.645 - 1.132)	0.9772745 (0.779 - 1.219)	-14.17%	-2.27%
<b>Significance levels:</b> *** $p \leq 0.001$ ** $p > 0.001$ and $\leq 0.01$ , * $p > 0.01$ and $\leq 0.05$			<b>Legend:</b>				
			Statistically significant positive association				
			Statistically significant negative association				

**Table 9: Logistic regression results: progression into self-employment for females and males**

Independent variable		Coefficient estimates		Odds Ratios (95% CIs)		Odds Ratios as %	
		Female	Male	Female	Male	Female	Male
<b>No of interventions</b>		0.14223 ***	0.143201***	1.1528401 ( 1.133- 1.173)	1.153961 (1.137- 1.171)	15.28	15.40
<b>Personal skills, wellbeing and capabilities supports</b> <i>Ref: No personal skills, wellbeing and capabilities supports</i>		-1.20814 ***	-1.030389***	0.2987522 ( 0.215- 0.412)	0.356868 (0.269- 0.471)	-70.12	-64.31
<b>Industry certified course placement</b> <i>Ref: No placement</i>		-1.49847 ***	-0.809533***	0.2234714 ( 0.141- 0.347)	0.445066 (0.344- 0.574)	-77.65	-55.49
<b>Accredited course placement</b> <i>Ref: No placement</i>		-1.35525 ***	-0.936449***	0.2578821 ( 0.154- 0.42)	0.3920175 (0.262- 0.58)	-74.21	-60.80
<b>Unaccredited course placement</b> <i>Ref: No placement</i>		0.14749*	0.280645***	1.158916 ( 1.02- 1.317)	1.323983 (1.192- 1.471)	15.89	32.40
<b>Economic status</b> <i>Ref: Short-term unemployed</i>	Employed	-1.10759 ***	-0.823295***	0.3303554 ( 0.266- 0.409)	0.4389829 (0.364- 0.528)	-66.96	-56.10
	Long-term unemployed	-0.0965	-0.076225	0.9080071 ( 0.801- 1.029)	0.926608 (0.842- 1.02)	-9.20	-7.34
	Economically inactive	-0.75013 ***	-0.677119***	0.4723039 ( 0.348- 0.635)	0.5080787 (0.366- 0.698)	-52.77	-49.19
<b>Age</b> <i>Ref: 15-24</i>	25-35	0.21112	0.375427**	1.2350554 ( 0.909- 1.686)	1.455613 (1.106- 1.927)	23.51	45.56
	36-45	0.10727	0.409906**	1.1132399 ( 0.82- 1.52)	1.506676 (1.146- 1.994)	11.32	50.67
	46-54	-0.0935	0.312965*	0.9107345 ( 0.662- 1.258)	1.367473 (1.033- 1.821)	-8.93	36.75

	55-65	-0.17798	0.110739	0.836961 ( 0.584- 1.202)	1.117104 (0.828- 1.514)	-16.30	11.71
	Over 65	-0.77919	-11.945948	0.4587795 ( 0.023- 2.945)	0.00000648546 (NA- 0.005)	-54.12	-100.00
<b>Duration on the caseload</b> <i>Ref: Less than 6 months on the caseload</i>	6-12 months	0.55507 ***	0.326342***	1.7420568 ( 1.508- 2.013)	1.385889 (1.234- 1.556)	74.21	38.59
	More than 12 months	1.20104 ***	1.14763***	3.3235884 ( 2.875- 3.845)	3.150715 (2.809- 3.535)	232.36	215.07
	Not specified	0.64311	-0.213967	1.9023958 ( 0.354- 9.329)	0.8073752 (0.172- 2.956)	90.24	-19.26
<b>Educational attainment</b> <i>Ref: Above secondary</i>		-0.28504 ***	-0.206065***	0.7519837 ( 0.654- 0.864)	0.8137801 (0.743- 0.892)	-24.80	-18.62
<b>Ethnic / cultural background</b> <i>Ref: White</i>	Asian	0.05621	-0.395279*	1.0578243 ( 0.609- 1.806)	0.6734919 (0.47- 0.953)	5.78	-32.65
	Black	-0.9839 ***	-0.786862***	0.3738496 ( 0.227- 0.594)	0.4552712 (0.323- 0.634)	-62.62	-54.47
	Roma	0.10438	-0.158556	1.1100268 ( 0.105- 8.433)	0.8533749 (0.202- 3.272)	11.00	-14.66
	Traveller	-0.13204	-0.399298	0.8763059 ( 0.311- 2.326)	0.670791 (0.423- 1.049)	-12.37	-32.92
	Other	-0.24128	0.030265	0.7856202 ( 0.431- 1.398)	1.030728 (0.66- 1.597)	-21.44	3.07
	Not specified	-0.11074	0.030424	0.8951745 ( 0.63- 1.272)	1.030892 (0.778- 1.366)	-10.48	3.09
<b>Jobless household</b> <i>Ref: Not living in a jobless household</i>	Yes	-0.17708**	-0.168654***	0.8377173 ( 0.736- 0.953)	0.8448015 (0.767- 0.93)	-16.23	-15.52
	Not specified	-0.07882	-0.262675*	0.9242061 ( 0.649- 1.313)	0.7689919 (0.596- 0.991)	-7.58	-23.10

<b>Person with a disability</b> <i>Ref: No disability</i>	Yes	-0.48326**	-0.117387	0.6167721 ( 0.431- 0.872)	0.889241 (0.671- 1.173)	-38.32	-11.08
	Not specified	0.0844	-0.00936	1.088069 ( 0.786- 1.505)	0.9906841 (0.761- 1.289)	8.81	-0.93
<b>Lone parent</b> <i>Ref: Not a lone parent</i>	Yes	0.06177	-0.356556***	1.063721 ( 0.913- 1.239)	0.7000833 (0.566- 0.863)	6.37	-29.99
	Not specified	-0.05539	0.097896	0.9461163 ( 0.681- 1.309)	1.102849 (0.865- 1.404)	-5.39	10.28
<b>Disadvantaged areas</b> <i>Ref: Not living in a disadvantaged area</i>	Yes	-0.26242**	-0.202781***	0.7691886 ( 0.654- 0.903)	0.8164566 (0.728- 0.915)	-23.08	-18.35
	Not specified	-0.59967	-0.545877	0.5489941 ( 0.215- 1.355)	0.5793334 (0.295- 1.107)	-45.10	-42.07
<b>DSP referral</b> <i>Ref: Not referred by the DSP</i>		0.65442 ***	0.467023***	1.9240217 ( 1.708- 2.168)	1.595239 (1.453- 1.751)	92.40	59.52
<b>Living in Urban/Rural area</b> <i>Ref: Living in Urban area</i>	Rural area	0.23145 ***	0.277928***	1.2604283 ( 1.123- 1.415)	1.320391 (1.205- 1.448)	26.04	32.04
	Not specified	1.01262*	0.521186*	2.7528021 ( 1.22- 6.46)	1.684023 (1.037- 2.721)	175.28	68.40
<b>Transport barriers</b> <i>Ref: No transport barrier</i>	Yes	-0.58429 ***	-0.805645***	0.5575028 ( 0.448- 0.691)	0.4467994 (0.374- 0.532)	-44.25	-55.32
	Not specified	-0.15755	-0.163815	0.8542321 ( 0.636- 1.143)	0.8488994 (0.686- 1.049)	-14.58	-15.11
<b>Significance levels:</b> *** $p \leq 0.001$ ** $p > 0.001$ and $\leq 0.01$ , * $p > 0.01$ and $\leq 0.05$			<b>Legend:</b> Statistically significant positive association Statistically significant negative association				

**Note:** Analysis of the models' goodness of fit indicates that neither of the models were of good fit. This indicates that there are other factors, outside of the available information, that impact progression outcomes. Such variables could include environmental factors like the availability of jobs/business opportunities, social support systems available to individuals or other profile information including self-confidence. It is also important to acknowledge that in the field of social research, the goodness of fit indicators can be low, as human behaviour is difficult to predict. Therefore, the significant coefficients detected in this study can be still considered as predictors of the outcomes and can be used to draw important conclusions about the programme.

## APPENDIX C– PROFILE CHARACTERISTICS FOR PARTICIPANTS WHO DID NOT RECEIVE EMPLOYMENT OR SELF-EMPLOYMENT SUPPORTS

Table 10: Profile characteristics for females and males were not jobseekers or entrepreneurs

Variable name		Female	Male
<b>Age</b>	15 - 24	18%	31%
	25 - 35	21%	19%
	36 - 45	24%	18%
	46 - 54	16%	15%
	55 - 65	13%	12%
	Over 65	8%	6%
<b>Nationality</b>	Irish	74%	76%
<b>Economic status</b>	STU	14%	20%
	LTU	21%	21%
	Employed	23%	24%
	Economically Inactive	41%	35%
<b>Education</b>	Below secondary	68%	79%
<b>Geographic location</b>	Urban area	68%	65%
	Rural area	31%	33%
	Not specified	2%	2%
<b>Living in a disadvantaged area</b>	Yes	35%	36%
<b>How did the individual hear about SICAP</b>	Friends / family	26%	21%
	DSP service or programme	6%	12%
	Other organisation	21%	28%
	Local Community Group	22%	21%
	Publicity/social media/website	17%	10%
	Engagement in SICAP activity	5%	6%
	Not specified	2%	2%
<b>6 months or more on the caseload</b>		36%	33%

<b>Number of barriers</b>	0	37%	36%
	1	31%	33%
	2 or more	31%	32%
<b>Living in a jobless household</b>	Yes	40%	42%
<b>Homelessness or living in challenging housing circumstances</b>	Yes	6%	9%
<b>Lone parent</b>	Yes	21%	5%
<b>Ethnic / cultural background<sup>49</sup></b>	Asian	3%	4%
	Black	5%	6%
	<b>Traveller</b>	3%	3%
	White	63%	67%
	<b>Roma</b>	<1%	1%
	Other	11%	9%
	Not specified	10%	7%
<b>New communities<sup>24</sup></b>	Total	17%	17%
	<b>Asylum seeker</b>	14%	29%
	Disadvantaged migrant	76%	53%
	<b>Refugee</b>	10%	18%
<b>Person with a disability</b>	Yes	11%	14%
<b>Transport barrier</b>	Yes	25%	31%

<sup>49</sup> The ethnic minority barrier includes 4 categories: Traveller, Roma, Asylum seeker and Refugee.

## BIBLIOGRAPHY

Central Statistics Office (2016) Census 2016. Available at:

<https://www.cso.ie/en/census/census2016reports/>

Central Statistics Office (2019) Survey on Income and Living Conditions (SILC) 2019 - Poverty and Deprivation. Available at:

<https://www.cso.ie/en/releasesandpublications/ep/p-silc/surveyonincomeandlivingconditionssilc2019/povertyanddeprivation/>

Central Statistics Office (February, 2021) Labour Force Survey Q4 2020. Available at:

<https://www.cso.ie/en/releasesandpublications/er/lfs/labourforcesurveylfsquarter42020/>

Central Statistics Office (November 2019) Educational Attainment Thematic Report 2019. Available at:

<https://www.cso.ie/en/releasesandpublications/er/eda/educationalattainmentthematicreport2019/>

Central Statistics Office (October, 2017) Women and Men in Ireland 2016. Available at:

<https://www.cso.ie/en/releasesandpublications/ep/p-wamii/womenandmeninireland2016/>

Central Statistics Office (October, 2020) Labour Force Survey Households and Family Units Q2 2020. Available at:

<https://www.cso.ie/en/releasesandpublications/er/lfshfu/lfshouseholdsandfamilyunitsq22020/>

Department of Justice and Equality (April 2017) National Strategy for Women and Girls 2017-2020: creating a better social for all. Available at:

[https://www.justice.ie/en/JELR/National Strategy for Women and Girls 2017 - 2020.pdf/Files/National Strategy for Women and Girls 2017 - 2020.pdf#:~:text=The%20National%20Strategy%20for%20Women%20and%20Girls%202017-2020.potential%2C%20while%20enjoying%20a%20safe%20and%20fulfilling%20life%E2%80%9D.](https://www.justice.ie/en/JELR/National%20Strategy%20for%20Women%20and%20Girls%202017-2020.pdf/Files/National%20Strategy%20for%20Women%20and%20Girls%202017-2020.pdf#:~:text=The%20National%20Strategy%20for%20Women%20and%20Girls%202017-2020.potential%2C%20while%20enjoying%20a%20safe%20and%20fulfilling%20life%E2%80%9D.)

Department of Justice and Equality. "Gender Equality". Available at:

<http://www.justice.ie/en/JELR/Pages/WP15000117> [Accessed June 2021]

Department of Social Protection (September 2017) Pathways to Work: Action Plan for Jobless Households Analysis and Proposals. Available at:

<https://assets.gov.ie/47312/8b4cf9cab98f4e54ac73073d9bf26e8f.pdf>

Economic and Social Research Institute (September 2020) Evaluation of SICAP Pre-Employment Supports. Available at:

[https://www.pobal.ie/app/uploads/2018/06/ESRI-2020-Evaluation-of-SICAP-Pre-employment-Supports\\_compressed.pdf](https://www.pobal.ie/app/uploads/2018/06/ESRI-2020-Evaluation-of-SICAP-Pre-employment-Supports_compressed.pdf)

- Eurostat (March-April 2021) Asylum Statistics 2008-2020. Available at:  
[https://ec.europa.eu/eurostat/statistics-explained/index.php?title=Asylum\\_statistics#Age\\_and\\_gender\\_of\\_firsttime\\_applicants](https://ec.europa.eu/eurostat/statistics-explained/index.php?title=Asylum_statistics#Age_and_gender_of_firsttime_applicants)
- Focus Ireland (2021) Focus on Homelessness - Gender and Homelessness. Available at:  
[https://www.focusireland.ie/wp-content/uploads/2021/03/Focus\\_On\\_Homelessness\\_special-ed\\_Final.pdf](https://www.focusireland.ie/wp-content/uploads/2021/03/Focus_On_Homelessness_special-ed_Final.pdf)
- National Women's Council of Ireland (September, 2019) Women for Change. Available at:  
[https://www.nwci.ie/images/uploads/15059\\_NWCI\\_WomenForChange\\_WEB.pdf](https://www.nwci.ie/images/uploads/15059_NWCI_WomenForChange_WEB.pdf)
- National Women's Council of Ireland (September, 2020) Impact of Covid-19 on the Women's Community Sector Survey Results, 2020. Available at:  
[https://www.nwci.ie/learn/publication/womens\\_community\\_sector\\_survey\\_results](https://www.nwci.ie/learn/publication/womens_community_sector_survey_results)
- Pobal (March, 2021) The Role of SICAP in Supporting New Communities. Available at:  
[https://www.pobal.ie/app/uploads/2021/03/The-Role-of-SICAP-in-Supporting-New-Communities\\_23.03.2021.pdf](https://www.pobal.ie/app/uploads/2021/03/The-Role-of-SICAP-in-Supporting-New-Communities_23.03.2021.pdf)
- United Nations (March 2021) UN Women: How COVID-19 Impacts Women and Girls. Available at:  
[https://interactive.unwomen.org/multimedia/explainer/covid19/en/index.html?gclid=Cj0KCCQjw4eaJBhDMARIsANhrQACIgir6rIpcqt9bDvaBNwdMcUr0Zj2VgYPc0UEChVzTiO1GJ4u7cVoaAlVaEALw\\_wcB](https://interactive.unwomen.org/multimedia/explainer/covid19/en/index.html?gclid=Cj0KCCQjw4eaJBhDMARIsANhrQACIgir6rIpcqt9bDvaBNwdMcUr0Zj2VgYPc0UEChVzTiO1GJ4u7cVoaAlVaEALw_wcB)



**Social Inclusion &  
Community Activation  
Programme**

