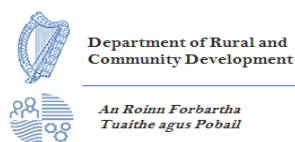


# Social Inclusion and Community Activation Programme (SICAP)

2016 End of year report



**Social Inclusion &  
Community Activation  
Programme**



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## Glossary of terms

BMW	Border, Midlands & Western Region
BTEI	Back to Education Initiative
BTWEA	Back to Work Enterprise Allowance
CCP	Cork City Partnership
CE	Community Employment
COSBA	Carrick-on-Suir Business Association
CRM	Customer Relationship Management
CSO	Central Statistics Office
CSP	Community Services Programme
CV	Curriculum Vitae
DAF	Dormant Accounts Fund
DAFM	Department of Agriculture, Food and the Marine
DAHRRGA	Department of Arts, Heritage, Regional, Rural and Gaeltacht Affairs
DEIS	Delivering Equality of Opportunity in Schools
DES	Department of Education and Skills
DHPCLG	Department of Housing, Planning, Community and Local Government
DIT	Dublin Institute of Technology
DJE	Department of Justice and Equality
DkIT	Dundalk Institute of Technology
DLDC	Donegal Local Development Company
DRCD	Department of Rural and Community Development
DSP	Department of Social Protection
DTP	Donegal Travellers Project
ESF	European Social Fund
ESG	Enterprise Support Grant
ESIF	European Structural and Investment Funds
ESRI	Economic and Social Research Institute
ETB	Education and Training Board
ETHOS	European Typology of Homelessness and Housing Exclusion
EU	European Union
FET	Further Education and Training
FRC	Family Resource Centre
GAA	Gaelic Athletic Association
HACCP	Hazard Analysis and Critical Control Point
HI	Headline Indicator
HSE	Health Service Executive
ILDN	Irish Local Development Network
INOUE	Irish National Organisation of the Unemployed
IRIS	Integrated Reporting and Information System
ISCED	International Standard Classification of Education
IT	Information Technology
JAI	Junior Achievement Ireland
JI	Job Initiative
KPI	Key Performance Indicator
LAG	Local Action Group
LCDC	Local Community Development Committee
LCDP	Local and Community Development Programme
LCG	Local Community Group
LDATF	Local Drugs and Alcohol Task Force
LEADER	Liaison Entre Actions de Developement d'Economie Rurale
LECP	Local Economic and Community Plan
LEO	Local Enterprise Office
LES	Local Employment Service
LGBT	Lesbian, Gay, Bisexual and Transgender
LLL	Life-Long Learning
LLP	Louth Leader Partnership Limited
MABS	Money Advice and Budgeting Service
MNELP	Mayo North East Leader Partnership
NEET	Not in Employment, Education or Training
NFQ	National Framework of Qualifications
NGO	Non-governmental Organisation
OLDC	Offaly Local Development Company

PEIL	Programme for Employability, Inclusion and Learning
PI	Programme Implementer
PLC	Post Leaving Certificate
PPN	Public Participation Network
PPSN	Personal Public Service Number
QQI	Quality and Qualifications Ireland
RAPID	Revitalising Areas by Planning, Investment and Development
RSS	Rural Social Scheme
S&E	Southern and Eastern Region
SHEP	Social and Health Education Project
SICAP	Social Inclusion and Community Activation Programme
SILC	Survey on Income and Living Conditions
SKDP	South Kerry Development Partnership
SMART	Specific, Measurable, Attainable, Relevant and Timely
SOLAS	An tSeirbhís Oideachais Leanúnaigh agus Scileanna
SPC	Strategic Policy Committee
STEa	Short-Term Enterprise Allowance
UNESCO	United Nations Educational, Scientific and Cultural Organisation
VAT	Value Added Tax
VTOS	Vocational Training Opportunities Scheme
YEI	Youth Employment Initiative

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## EXECUTIVE SUMMARY

The Social Inclusion and Community Activation Programme (SICAP) aims to reduce poverty and promote social inclusion and equality through local, regional and national engagement and collaboration. The programme, which commenced on 1 April 2015, is funded and overseen by the Department of Rural and Community Development (DRCD)<sup>1</sup> and is co-funded by the European Social Fund, including a special allocation under the Youth Employment Initiative (YEI). The total programme budget in 2016 was €35.8 million. SICAP is delivered by 45 Programme Implementers (PIs) covering 50 Lots across the country and is led locally by Local and Community Development Committees (LCDCs).

In 2016, SICAP supported 47,511 individuals on a one-to-one basis and 3,076 Local Community Groups (LCGs). These overall figures exceeded the programme targets by 4% and 10% respectively. The targets for the majority of indicators were met, with some significantly surpassed. The achievement was below target for two headline indicators, both of which measure progression to self-employment.

### *Local Community Groups (Goal 1)*

- 3,076 Local Community Groups (LCGs) were supported under SICAP.
- Almost two thirds (64%) of the Local Community Groups supported by the programme worked to address the needs of specific geographical communities as well as issue based target groups. The majority of LCGs worked with people living in disadvantaged communities.
- PIs assisted 2,839 LCGs either in formation, development or progression and these groups in turn supported over 218,000 people. Three quarters of LCGs were assisted during the early stages of their development and 314 progressed along the community development matrix.
- 1,048 LCGs were supported to participate in local, regional or national decision-making structures and 263 were assisted to leverage additional funding, securing a total of €1.3 million.
- 241 social enterprises were assisted under SICAP and seven new social enterprises were established.

### *Profile of individuals*

- In total, 47,511 individuals were supported under SICAP. As in 2015, 31% of these individuals lived in areas designated as being disadvantaged, very disadvantaged or extremely disadvantaged. Just under half of all beneficiaries (49%) were long-term unemployed and the highest educational achievement for 70% of individuals was Leaving Certificate or below.
- Men accounted for the majority of individuals accessing the programme (55%) and 53% of individuals were aged between 25 and 45. The main target group supported were the unemployed (78% of the caseload) and the second largest target group were people living in disadvantaged communities (31%). The new target group of low income workers/households, introduced in 2016, made up 12% of the caseload.
- Irish nationals made up 73% of the SICAP caseload, with Polish being the second most supported nationality (4%).

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<sup>1</sup> The responsibility for SICAP was moved to Department of Rural and Community Development (DRCD) in June 2017. Previously responsibility for the programme was with the Department of Housing, Planning, Community and Local Government (DHPCLG).



- Compared to 2015, 5% more participants became aware of the programme through a government body, a state agency or other relevant organisation (45%). 26% of all individuals were referred to SICAP by Intreo/DSP, over twice as many as in 2015. One in five beneficiaries learnt about SICAP from their family or friends and 16% of individuals were referred to SICAP by an LCG – a decrease of 4% on 2015.

*Goal 2: educational supports and outputs (individuals)*

- In total, 22,427 individuals, including 4,517 young people (aged 15-24), received an educational support under Goal 2. A total of 16,770 individuals participated in Life Long Learning (LLL) courses, with almost half of the course placements (49%) being delivered directly and funded fully by SICAP Programme Implementers.
- 19% of course placements were on National Framework of Qualifications (NFQ) accredited courses, with half of these placements being at Level 5, an increase of 12% on 2015. In comparison to 2015, 6% more course placements were on courses at Levels 1-5. The majority of course placements (74%<sup>2</sup>) were completed successfully. Almost three quarters of course placements (73%) were on courses in four education sectors: general programmes, health and welfare, personal development and education. The majority of Goal 2 course placements (58%) were of relatively low intensity, requiring individuals to attend between one and four hours a week. However, when compared with 2015 a small shift towards more intensive courses was observed.
- 4,089 beneficiaries received supports to remain in a LLL course and 262 were assisted to access community childcare.
- In total, 4,109 individuals progressed along the education continuum, 23% of whom were young people.

*Goal 3: employment supports and outputs (individuals)*

- A total of 30,206 individuals, including 4,051 young people (aged 15-24), received employment supports under Goal 3. The largest share of individuals availed of career advice supports and self-employment supports, 43% and 38% of Goal 3 caseload respectively.
- 9,924 individuals participated in labour market training under Goal 3, 87% of which was delivered by SICAP PIs or private providers. The majority of course placements (86%) were completed successfully. 18% of labour market training provided under Goal 3 were on accredited courses, a decrease of 8% on 2015. The course intensity for labour market training was higher than for Goal 2 course placements with the majority (65%) requiring attendance of more than five hours a week.
- A total of 2,208 individuals progressed into employment, with more people moving into full-time (61%) than part-time jobs (39%). The three occupation categories with the highest rates of progression were building and construction workers, sales occupations and health related workers. Compared to 2015, the average hourly rate of pay for those who progressed to employment decreased by eight cents to €10.83 in 2016.
- A total of 5,752 individuals progressed to self-employment, the vast majority of which (94%) set up as a sole trader with the most popular sector of activity being construction (23%). In total these businesses created 716 full-time and 119 part-time jobs. The majority of individuals who progressed into self-employment availed of Department of Social Protection (DSP) supports in the form of Back to Work Enterprise Allowance (BTWEA) or Short-Term Enterprise Allowance (STEA).

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<sup>2</sup> It should be noted that the course outcome for 16% of course placements was not specified. The rate of unsuccessful completion and non-completion combined was just 4%.

- 15 individuals were supported into apprenticeships and 331 beneficiaries were placed on work experience or work placement programmes, such as Tús or the Community Employment (CE) scheme.

#### *Non-caseload adults and children*

- SICAP also provided supports to people who were not registered on the individual caseload. 55,890 children (under 18 years of age) received educational or developmental support under Goal 2, with the majority of supports (71%) being youth work and developmental supports. Additionally, 57,132 people participated in social, cultural and civic activities provided by LCGs. Also, 18,236 non-caseload adults and 3,782 children attended SICAP information events.

#### *Structures and networks*

- Programme Implementers engaged with 308 decision-making structures, a 21% decrease on 2015. The majority of these structures supported people living in disadvantaged communities. A total of 166 joint strategies or partnerships were established, most of which (47%) were put in place by SICAP PIs and education providers in order to meet the educational needs of SICAP target groups.
- In 2016, PIs recorded engagement with 19 Public Participation Networks (PPNs), compared to 33 in 2015.

#### *Horizontal themes and the Youth Employment Initiative (YEI)*

- PIs promoted an equality framework through the development and implementation of measures addressing discrimination against particular target groups, tackling gender inequality, targeting groups considered to be at risk, addressing isolated communities and introducing organisational measures. Actions and interventions promoting engagement, participation and empowerment of vulnerable groups were the main method of delivery of such measures. Other activities included bias proofing of PIs' policies, procedures and information tools, awareness training, removal of barriers to participation and application of equality and anti-discrimination principles to workings of their own organisations.
- Programme Implementers applied four types of approaches to engage with disadvantaged communities: supporting clients within their local communities, developing local skills and capacity, identifying local needs and targets, and empowering communities to achieve greater levels of participation.
- All Programme Implementers emphasised the importance of collaborative approaches in addressing the wide range of needs encountered in the delivery of SICAP and maximising value for beneficiaries. The extent, types, focus and levels of collaboration varied between PIs reflecting the local needs and circumstances.
- As part of YEI, SICAP supported 5,373 young people not in employment, education or training (NEETs). The supports provided included one-to-one sessions, group work, workshops, formal and informal educational activities, tester courses, information sessions, events, mentoring and guidance, and work experience placements. The most successful approach to work with this group was holistic in nature and one that simultaneously addressed core skills gaps and personal development issues. The most common outcome achieved for this group was improved employability and personal skills.

### *Supports provided*

- In 2016, Pobal provided a range of supports to LCDCs and PIs involved in the implementation of SICAP. These included: 31 individual support visits with LCDCs, two national support events, eight regional support sessions for LCDCs and seven IRIS training events. Pobal answered 843 queries related to SICAP.
- LCDCs worked with PIs, DHPCLG and Pobal to reduce the level of underspend which had occurred in 2015. As a result, the overall level of underspend has been reduced nationally from 2.86% in 2015 to 0.36% in 2016. At the Lot level, the percentage of underspend was also reduced in 2016 with the highest recorded percentage of underspend being 3.2% compared to 11.7% in 2015.

### *Challenges*

- In the second year of SICAP delivery, many challenges related to programme design and requirements identified by PIs in 2015 were addressed. The main challenges that remained were related to the registration process, the data requirements associated with it and the lack of funding supports for LCGs and enterprises operating for over one year.
- In their end of year reports, PIs highlighted a number of issues which they saw as impacting on the delivery of the programme, with the impact of JobPath being one of the key issues raised. Others included: ongoing changes to programme requirements, the lack of public transport and/or cost of transport, difficulty of engaging with NEETs, limited capacity and willingness of LCGs to engage in decision-making structures and PPNs, limited opportunities for progression to employment and self-employment in some parts of the country, and staff turnover in Programme Implementers' organisations.
- Many challenges identified by LCDCs were common with those reported by PIs. Those emphasised by LCDCs included limited flexibility across the three goals to allow the programme to adapt to changing local needs and inflexibility of IRIS for recording qualitative outcomes. Some LCDCs had difficulties in getting PIs to update information on the IRIS system, which limited their ability to assess progress in relation to targets and budgets. LCDCs dealing with more than one Lot noted the additional workload and challenges it posed on limited internal resources.

### *Programme developments*

- SICAP added a new target group in early 2016 - low income workers/households.
- New Lot-specific targets were introduced in place of the requirement that 50% of individuals engaged under SICAP should live in disadvantaged areas. The new targets, based on the proportion of disadvantaged areas in each Lot, were more reflective of local circumstances.
- The wording of the 'children and families in disadvantaged areas' target group was changed to 'disadvantaged children and families' to encompass socially or economically disadvantaged people living outside disadvantaged areas.
- Pobal, after consultation with the Department, separated the SICAP annual planning and end of year reviewing processes in order to make the LCDCs' workloads more manageable and the planning timeframes were brought forward as a result.

### *Lessons*

- PIs emphasised the importance of collaborative work in the delivery of the programme and saw it as a critical factor for the success of their initiatives. The collaboration took on different forms and focus, including referral of participants, sharing knowledge, expertise and skills, developing joint strategies and projects, co-funding projects and initiatives, identifying and addressing gaps in the provision of services.

- Supporting beneficiaries within their local communities and at times suitable to them as well as removal of barriers to participation, such as lack of transport or childcare, continued to be an important aspect of programme delivery.
- One of the most effective ways to engage with hard to reach adults was carrying out door-to-door outreach work and the organisation of events and other focused activities promoting SICAP and its supports.
- Pls noted that in 2016 a higher number of beneficiaries experienced multiple layers of disadvantage. An increasing number of participants were suffering from low levels of confidence and self-esteem, high levels of stress and other personal circumstances impacting on their ability to progress within the programme.
- Pls noted the importance of staff training and upskilling, especially in relation to IRIS, ESF audits and skills required when engaging with particular target groups or addressing their specific needs.
- In their end of year reports, LCDCs acknowledged that good working relationships and practices were established between council staff, LCDC members, subcommittees and the Pls. The amount of time spent on overseeing the implementation of SICAP in 2016 increased as did the engagement with Pls.
- A number of LCDCs felt that the subgroups and committees were enhanced by the inclusion of the LCDC chairperson and the chief officer as well as DSP, PPN and ETB representatives. It was recommended that membership of the groups should be reviewed regularly to ensure there is expertise across all programme goals.
- LCDCs noted that further resources are needed to support the LCDCs in their oversight and management role for the delivery SICAP.
- LCDCs also acknowledged that many of the issues and suggestions raised by LCDCs and Pls have been acted upon, resulting in refinements to the programme, such as changes in timelines for annual planning and end of year review processes.
- The supportive role of Pobal within the implementation of SICAP and the strong relationships between Pobal and the LCDCs staff and members were also acknowledged.

### *Conclusion*

In 2016, SICAP was in its second year of delivery. The programme showed many signs of having bedded down with many LCDCs and Pls having established effective working relationships at a local level. The vast majority of targets were met and for some, such as the progression into employment, a significant increase on 2015 was achieved. The programme continued to support a similar proportion of people living in disadvantaged areas, who had lower levels of education attainment and who were long-term unemployed. SICAP assisted a higher number of people who were unemployed for more than two years. Also, the share of referrals from DSP significantly increased on the previous year.

A lower number of supports were provided in the area of self-employment and the progression to self-employment remained below target. The progression of women into self-employment remained below the national ratio for new female business owners. The number of new social enterprises established with assistance from SICAP decreased. Both LCDCs and Pls reported the significant impact the continued roll out of JobPath had on the implementation of SICAP. Also, the difference in challenges facing Pls implementing the programme in rural and urban areas became more apparent. In particular, the lack of public and/or affordable transport and continued lack of progression opportunities in rural areas appeared to become even more challenging.

# Chapter 1 Context and background

## 1.1 Introduction

This end of year report provides an overview of the implementation of the Social Inclusion and Community Activation Programme (SICAP) between 1 January and 31 December 2016. SICAP is funded and overseen nationally by the Department of Rural and Community Development (DRCD)<sup>3</sup> and co-funded by the European Social Fund (ESF), including a special allocation under the Youth Employment Initiative (YEI). The programme aims to reduce poverty and promote social inclusion and equality through local, regional and national engagement and collaboration.

This report outlines key information about the programme and describes its overall performance in 2016. It provides a detailed analysis of programme participants, the supports delivered to them, and the outputs achieved. Programme Implementers (PIs) and Local Community Development Committees' (LCDCs) experiences of successes, challenges and lessons learnt arising from the delivery of SICAP are also included. The report is divided into the following chapters:

- **Chapter 1** provides an overview of the programme, including the European and national context and description of key aspects, such as the funding model, programme target groups, horizontal themes, stakeholders and their roles, and issues related to annual planning, monitoring and reporting.
- **Chapter 2** presents the programme targets and achievements in regard to the key performance and headline indicators and the financial report for 2016.
- **Chapter 3** includes an analysis of programme participants, supports provided to them and outputs achieved. The chapter is divided into four sections, each dealing with the main beneficiary types and activities: Local Community Groups (LCGs), individuals, non-caseload adults and children, and structures and networks.
- **Chapter 4** provides an assessment of SICAP horizontal themes and the activities related to the Youth Employment Initiative (YEI).
- **Chapter 5** outlines information on the supports provided to PIs and LCDCs.
- In **Chapter 6**, the main challenges faced by PIs, programme developments and learnings from the programme implementation in 2016 are outlined together with the overview of changes planned for 2017. Experiences of LCDCs are also included here.
- **Chapter 7** includes the main conclusions.

The information presented in this report was prepared using data submitted through the Integrated Reporting and Information System (IRIS) and the commentary included in the end of year reports prepared by PIs and LCDCs. IRIS holds data on activities, financial costs, beneficiaries, supports provided to them and outputs achieved. The narratives submitted by PIs discuss key achievements, challenges and barriers, lessons learnt, horizontal themes, YEI implementation and other issues related to programme delivery. The reports prepared by LCDCs outline their learning and experiences related to programme implementation. The case study examples included in the report were submitted by PIs as part of their progress reports.

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<sup>3</sup> The responsibility for SICAP was moved to Department of Rural and Community Development (DRCD) in June 2017. Previously responsibility for the programme was with the Department of Housing, Planning, Community and Local Government (DHPCLG).

## 1.2 European context and policy

In 2014, some 122 million people were at risk of poverty or social exclusion in the European Union. This figure included people who were at risk of poverty, were experiencing severe material deprivation or were living in low work intensity households. In Ireland, the ‘at risk of poverty’ rate was 15.3% in 2014, two percentage points below the European Union (EU) average of 17.2% although this is significantly reduced by social transfers<sup>4</sup>. The rate of severe material deprivation in Ireland was slightly below the EU average, at 8.4%. By contrast, the proportion of people living in very low work intensity households at 21%, was almost double that of the EU average. The rate of children (aged 0-17) at risk of poverty or social exclusion in Ireland in 2014 was 2.4% higher than the EU average, at 30.3% (European Commission, 2016).

The European Commission recognises that *“countries with more dynamic and inclusive labour markets as well as a better skilled labour force and interventionist social systems are more resilient: they better withstand shocks and recover more quickly”* (European Political Strategy Centre, 2015). The recent economic crisis provided ample evidence of the value of investing in people and, at the same time, the importance of sharing learning (European Commission, 2016).

In particular, young people across Europe proved highly sensitive to the negative impacts of the economic crisis. In 2016, 4.2 million young Europeans (under 25) were unemployed, representing an unemployment rate of 18.6%. Given a significant loss of employment activity and a high vulnerability to reduction in social protection and labour market supports in the period, young people, especially those not in employment, education or training (NEET) are now amongst the groups at highest risk of social exclusion in the EU (Eurofound, 2015).

The establishment of the NEET indicator has helped to better understand young people’s vulnerabilities in terms of labour market participation and social inclusion. As a proxy to measure young people’s disadvantage, the concept of NEET brings groups traditionally labelled as inactive (not connected to the labour force), such as young mothers and young people with a disability, to the foreground for employment supports (Eurofound, 2016). The ESIF (2014-2020) includes the European Social Fund and a special allocation to the Youth Employment Initiative (YEI), dedicated to these young people who are not in employment, education or training.<sup>5</sup>

Ireland’s NEET rate in 2014 was 2.7% higher than the EU average (15.2%). While youth unemployment in Ireland has since fallen under the European average, nonetheless, the number of Irish NEETs remains high. In addition, the EC Country Report for Ireland (European Commission, 2017) notes that very long term unemployment (more than 2 years) amounted to more than 40% of all unemployment in 2015 and overall labour market participation increased only marginally. The ESF in Ireland will continue to focus on supporting those most distant from the labour market and low work intensity households, including through its co-financing of SICAP.

## 1.3 National context and policy

SICAP has been influenced by a wide range of EU and national policies and economic and social trends. In particular, the aims and priority areas of SICAP were shaped by the changes in the employment and social inclusion landscape in Ireland over recent years.

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<sup>4</sup> Social transfers are state pensions, child benefit, Jobseekers and other social welfare benefits. They are very effective tools for reducing poverty.

<sup>5</sup> The YEI brings together three (equal) sources of funding to support NEETs aged 15-24; national, ESF co-funding and YEI special allocation.

### 1.3.1 Employment and training

#### 1.3.1.1 Labour market and further education trends

Ireland's unemployment rate continues to fall, and by the end of 2016 stood at 7.1%. Unemployment rates dropped for both men and women, with men seeing the largest drop of 26.8% while there was an 11% drop in female unemployment. However, a greater number of men continue to be unemployed. Sectoral data indicates that the recovery has improved job availability in all sectors, with the largest increase recorded in construction (by 9.2%) followed by jobs in professional, scientific and technical area (by 5.7%).

While Ireland's labour market trends significantly improved over the year, challenges remain. This requires creating a labour market that is inclusive of key at-risk groups, such as the long-term unemployed, people with disabilities and young people.

Long-term joblessness has also continued to drop, falling from 4.7% in Q4 2015 to 3.6% in Q4 2016, when just under 80,000 people were long-term unemployed. This has been a significant reduction from 2012 when the highest rate of long term unemployment was recorded at 9.1%. By the end of the year, long-term unemployment accounted for just over half of those unemployed, a slight decrease on the previous year. Long-term jobseekers are at greater risk of losing their skills and motivation, which can have a lasting effect on their ability to re-enter the labour market.

The number of young people out of work has also seen a reduction. The youth unemployment rate fell from 18.9% in Q4 2015 to 15.2% in Q4 2016. However, while the rate of joblessness amongst young people has declined, they are still more likely to be out of work than their older counterparts. In particular, low skilled youth and younger age groups are most at risk of unemployment.

Over the course of 2016 research was carried out in the area of job quality, including zero hour contracts, precarious work, and low paid employment (Wickham, 2016; O'Sullivan, 2015). This was discussed at the Pobal labour market conference in November 2016 which focused on creating a more inclusive labour market.

As shown in the SOLAS report *Monitoring Ireland's Skill Supply* (SOLAS, 2016), in 2015 there was a 2% increase in the number of FET QQI awards compared to 2010 and increases across most areas of learning, except for engineering and construction, which experienced a sharp decline in the number of FET awards. The intake into the apprenticeship programmes began to recover, with over 3,000 new registrations in 2015.

#### 1.3.1.2 Labour market policies

The **Action Plan for Jobs** is a central element of the Government policy response to unemployment. It was launched in early 2012 with the aim of creating the conditions to support private sector-led, export-oriented economic growth and job creation. There are also eight Regional Action Plans for Jobs which are embedded across the country. The most recent Action Plan for Jobs was published in January 2017 and it is underpinned by a wide range of actions spanning many sectors. SICAP is included in the Action Plan as a means to address new labour market challenges – see below.

135	<p>Implement the Social Inclusion and Community Activation Programme (SICAP) which, as the primary social inclusion programme of Government, will have a strong focus on community activation, social inclusion and community development, while also focusing on those hardest to reach.</p> <p>(DHPCLG, LCDs, Pobal, relevant departments)</p>
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A core component of the Action Plan is the **Pathways to Work Strategy 2016 - 2020** which combines reforms to the social support system, employment programmes, and services for jobseekers and employers. The strategy 2016-2020 highlights the importance of adapting activation approaches designed in a time of recession to a recovering economy. The strategy is underpinned by a two-pronged approach of consolidation of recent reforms and ongoing development. SICAP is listed in the strategy under Action 2.6: 'offer Intreo clients access to the Social Inclusion Community Activation Programme'.

The Department of Social Protection coordinates the implementation of the **Youth Guarantee** and oversees many initiatives to tackle youth unemployment. The aim of the EU-wide Youth Guarantee is to provide young people under the age of 25 with a good quality offer of employment, continued education, an apprenticeship or a traineeship within a period of four months of becoming unemployed. The Department has a number of activities under the Youth Guarantee including the new *First Steps* programme, the *Experience your Europe* programme, JobsPlus for youth and an enhanced Intreo process for under 25s.

In 2015, Ireland published a **National Skills Strategy 2025** which sets an ambitious national trajectory for skills development for a ten year period. This contains a specific focus on active inclusion to support participation in education and training and the labour market. SOLAS published a **Further Education and Training Professional Development Strategy 2017-2019** which sets out how the sector will collectively renew and embed a strong professional development culture across the ETB network. The Education and Training Boards Ireland has continued to develop its further education and training course hub, bringing together over 4,000 courses in one place – [www.fetchcourses.ie](http://www.fetchcourses.ie). Solas released a number of reports examining the emerging skills supply and demand in Ireland.

The ESRI also published a report drawing upon LCDP<sup>6</sup> data examining the provision of training courses – *An exploration of area-based social inclusion and community development training programmes in Ireland* (McGuinness, 2016). It found that due to its concentration in disadvantaged areas and the inclusion of specific target groups, training participants on SICAP may be more likely to experience a range of significant barriers to inclusion, such as stigmatisation, low self-esteem and substance misuse.

### 1.3.2 Local government and local and community development

Local government reforms led by the Department of Housing, Planning, Community and Local Government are part of the wider policy landscape. At the local authority level, the Local Community Development Committees play a central role in co-ordinating local community and economic development planning and have responsibility for the roll out of SICAP. Many LCDCs have a role in LEADER 2014 – 2020, managed by the Department of Rural and Community Development (DRCD)<sup>7</sup>. LCDCs may also be the Local Action Group (LAGs) which make decisions on LEADER funding at a local level. Local authorities are key to local economic development and supporting entrepreneurship through Local Enterprise Offices and they have responsibility for the Strategic Policy Committees (SPCs).

Regional spatial and economic strategies and the **Local Economic and Community Plans** (LECP) place an emphasis on the development of co-ordination and oversight mechanisms. A key function of the LCDCs is to prepare the community elements of a six-year LECP and to work with partners in implementing the plan. For SICAP planning, Programme Implementers were required to take into consideration their LECP and ensure that SICAP actions would contribute towards

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<sup>6</sup> Local and Community Development Programme (2010-2014)

<sup>7</sup> Previously the Department of Arts, Heritage, Regional, Rural and Gaeltacht Affairs (DAHRRGA).



reaching the broader LECP objectives. The **Public Participation Network (PPN)** is a formal network which allows local authorities to connect with community groups around the country. PPNs are up and running in all 31 local authority areas and they give citizens a greater say in local government decisions which affect their communities. Many local community groups supported under SICAP have been assisted to participate in their local PPN (see section 3.2.3).

Ireland's strong history of local and community development has continued and evolved into a robust local and community development sector. The DHPCLG has developed a framework outlining how the State engages with the local and community development sectors - ***Our Communities: A Framework for Local and Community Development*** (DHPCLG, 2015). This high-level document sets the foundations for how state policies, programmes and interventions for local and community development will be developed.

### 1.3.3 Social inclusion measures

The Department of Social Protection published an ***Updated National Action Plan for Social Inclusion 2007 – 2016*** (DSP, 2016) with the timeframe for the report extended to 2017 when a full review will be carried out. The plan identifies 14 updated high level goals which are grouped into four themes:

- ensuring that children reach their true potential,
- supporting working age people and people with disabilities to increase employment and participation,
- enabling older people to maintain a comfortable standard of living, and
- improving the lives of people living in disadvantaged areas and vulnerable groups.

As stated in the report, Ireland faces a number of challenges in addressing high poverty risks, particularly for the long-term unemployed, lone parent families and jobless households.

Another factor shaping the operational context for SICAP is the national poverty rate. 2014 saw the key poverty targets stabilise somewhat, as outlined in the ***Social Inclusion Monitor 2014*** (DSP, 2016). Consistent poverty fell slightly, as did the poverty rate for children. Combined poverty fell from 37.5% to 37.3%, however relative poverty (at risk of poverty) increased slightly to 16.3%. The report draws from the Survey on Income and Living Conditions (SILC) figures, and it found that the unemployed and lone parents face the highest poverty risk at almost three times the national average.

The European Commission's ***Ireland Country Report 2016***, highlighted the continued fall in unemployment. It drew attention to the fact that long-term unemployment and the low work intensity of households continues to be a concern. Skills mismatches remain and skills shortages have intensified in certain areas, while upskilling and reskilling opportunities remain insufficient. The report found that the welfare system worked well to contain the effects of the crisis on poverty and inequality, but barriers to inclusive growth persist. In particular, concerns remain about inactivity traps for certain households, the high proportion of people living in households with very low work intensity, child poverty and the lack of access to affordable, full-time and quality childcare. The report references SICAP and its focus on lone parents and children and families from disadvantaged areas.

Other government priorities and policy documents which have impacted on SICAP include:

- Homelessness/housing exclusion continued to increase in 2016 as rents and house prices rose and housing supply has not matched demand. Initially concentrated in large urban areas, homelessness and housing exclusion has become increasingly prevalent nationwide. The Department of Housing, Planning, Community and Local Government

published an **Action Plan for Housing and Homelessness** in 2016 setting out five pillars across government to address homelessness. SICAP is referenced in the document under urban regeneration, highlighting scope to align and strengthen links between SICAP and the RAPID programme through local authorities.

- **The National Traveller and Roma Inclusion Strategy** (2017-2021) is being prepared by the Department of Justice and Equality (DJE), and recognises the distinct needs of Travellers and Roma. Phase 2 was completed in early 2016 and sets out the high level objectives under each theme, while a Phase 3 consultation document has been prepared.
- The **Comprehensive Employment Strategy for People with Disabilities** (2015-2024) was published in 2015 and commits to supporting people with disabilities to progress into employment.

## 1.4 SICAP overview

### 1.4.1 What is SICAP?

SICAP is funded and overseen by the Department of Rural and Community Development (DRCD). It aims to tackle poverty, social exclusion and long term unemployment through local engagement and partnerships between disadvantaged individuals, community organisations and public sector agencies.

SICAP's vision is to improve the life chances and opportunities of those who are marginalised in society, living in poverty or in unemployment through community development approaches and targeted supports. The programme commenced on 1 April 2015 and will run until 31 December 2017. It is the successor programme to the Local and Community Development Programme (LCDP). It is overseen and managed at county level by Local and Community Development Committees (LCDCs). The programme is implemented by 45 Programme Implementers (PIs) in 50 geographic areas (known as Lots).

Map 1: SICAP Lots - national<sup>8</sup>



<sup>8</sup> The country is covered by 51 Lots. SICAP has not been delivered in one Lot in 2015 and 2016, however, it will be delivered in all 51 Lots in 2017.

Map 2: SICAP Lots - Greater Dublin Area



SICAP has been designed to:

- engage with the most hard to reach in the most disadvantaged areas,
- focus on youth interventions to address youth unemployment,
- prepare and support disadvantaged people to take up mainstream services, and
- contribute to citizen engagement in line with national policy.

The programme has three goals, which are outlined in Table 1.1.

Table 1.1 The Goals of SICAP

<b>Goals of SICAP</b>
<p><b>Goal 1: Strengthening local communities</b></p> <p>To support and resource disadvantaged communities and marginalised target groups to engage with relevant local and national stakeholders in identifying and addressing social exclusion and equality issues.</p>
<p><b>Goal 2: Promoting Lifelong Learning</b></p> <p>To support individuals and marginalised target groups experiencing educational disadvantage so they can participate fully, engage with and progress through life-long learning opportunities through the use of community development approaches.</p>
<p><b>Goal 3: Helping people become more job ready</b></p> <p>To engage with marginalised target groups/individuals and residents of disadvantaged communities who are unemployed but who do not fall within mainstream employment service provision, or who are referred to SICAP, to move them closer to the labour market and improve work readiness, and support them in accessing employment and self-employment and creating social enterprise opportunities.</p>

## 1.4.2 Funding

In 2016, the programme had a total budget of €35,839,645.84. The total cost reported was €35,697,265.56, which represented 99.6% of the total budget. The budget is made up of both action and administration costs. Action costs are budgeted with a 33% allocation (with a 5% leeway allowable) to each of the three SICAP programme Goals. The administration costs budget cannot exceed 25% of the total programme budget. The full financial report for 2016 is included in section 2.2.

### 1.4.2.1 ESF funding

SICAP is funded by the DHPCLG with co-funding from the European Social Fund (ESF), including a special allocation under the Youth Employment Initiative (YEI). The ESF makes the Youth Employment Initiative available as a special allocation to the member states with a youth unemployment rate above 25% in 2012 and for activities focusing on young people not in employment, education or training (NEETs). The YEI funds the implementation of commitments given in the European Youth Guarantee and up to 2016, it supported 1.4 million young Europeans.

The Department of Education and Skills (DES) has primary responsibility for the ESF in Ireland and hosts a dedicated ESF Managing Authority, Audit Authority and Certifying Authority. Day to day responsibility for managing ESF co-funding to SICAP rests with the DRCD. Under the Programme for Employability, Inclusion and Learning (PEIL) 2014-2020, the ESF (including YEI) will contribute a maximum of €19 million in co-financing to support eligible individual SICAP participants over the lifetime of the programme. YEI co-financed SICAP participants aged 15-24 who met the established NEET criteria in 2015 and 2016. In 2017, the remaining ESF funds may be extended to support all young SICAP participants (aged 15-24) who meet ESF audit compliance criteria.

### 1.4.3 SICAP target groups and focus groups

#### 1.4.3.1 Target groups

SICAP supports a broad range of target groups who are disadvantaged or marginalised from society and who are unable or unlikely to access mainstream supports. All programme beneficiaries must belong to at least one SICAP target group.

Programme Implementers are required to adopt an area-based approach<sup>9</sup> to tackling disadvantage and use the Pobal HP Deprivation Index to identify concentrations of disadvantage in their respective Lots. This provision allows implementers to target specific geographical areas with high levels of poverty, hardship and social exclusion, as well as working with issue-based target groups. Each implementer has a Lot-specific target for the percentage of their caseload which must reside in disadvantaged areas. This helps to promote actions focusing on particularly disadvantaged areas whilst allowing for the fact that disadvantage is not necessarily determined geographically.

Target groups may also be issue based rather than area based. An issue-based target group is defined as “a group of individuals who experience social disadvantage as a result of a particular theme or issue which is common between them, e.g. unemployment, disability etc.” The SICAP target groups are:

- Disadvantaged children and families (in 2015 the target group was named “children and families in disadvantaged areas”)
- Lone parents
- New communities (including refugees and asylum seekers)
- People living in disadvantaged communities
- People with disabilities
- Roma
- The unemployed (including those not on the Live Register)
- Low income workers/households
- Travellers
- Young unemployed people living in disadvantaged areas
- NEETs – young people aged 15-24 years who are not in employment, education or training

#### 1.4.3.2 ‘Focus’ groups

In addition to target groups, two ‘focus’ groups were named for the programme. These are: marginalised and socio-economically disadvantaged women and people who are homeless or experiencing housing exclusion. Distinguishing specific ‘focus’ groups aims to highlight the need to engage with individuals who may not belong to a specific target group but have been identified as in need. It also encourages PIs and LCDCs to consider and address their needs locally.

### 1.4.4 Horizontal themes

Horizontal themes relate to the core principles that cut across and have relevance to all areas of Programme Implementers’ work. SICAP is underpinned by three horizontal themes which relate to the following:

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<sup>9</sup> Such an approach focuses on needs of communities in a geographical area.



1. Promoting an equality framework with a particular focus on gender equality and anti-discrimination practices.
2. Applying community development approaches to achieve the participation of disadvantaged and marginalised communities in the wider local development context.
3. Developing collaborative approaches with local (through the LCDC) and national stakeholders to improve how mainstream policies and programmes are delivered so that they have a more positive impact on the socially excluded.

#### 1.4.5 Stakeholders and their roles

##### ***Department of Rural and Community Development (DRCD)***

The Department of Rural and Community Development is the lead and funding department for SICAP. It also has responsibility for European Social Fund (ESF) co-funding and the Youth Employment Initiative (YEI) special allocation. The Department channels SICAP funding directly to LCDCs.

##### ***Local authorities and Local Community Development Committees (LCDCs)***

Local Community Development Committees (LCDCs) are the contracting authorities that manage and administer SICAP at a local level and direct funding to the Programme Implementers. LCDCs are the key decision-makers at local level and have responsibility for monitoring compliance in respect of financial management and performance monitoring. They also have responsibility for decision-making in regard to the annual performance review and the annual planning process for the delivery of SICAP in their area.

The local authority for the area is a party to the contract with the Programme Implementer and has responsibility for administering the SICAP bank accounts and issuing payments to PIs, subject to the approval of the relevant LCDC.

##### ***Programme Implementers (PIs)***

The Programme Implementers design and, once it is approved by the LCDC, implement the annual plan in their area and report directly to the relevant LCDC on actions, targets and financial reporting. The contract between an LCDC and Programme Implementer sets out in full the contractual conditions. In cases where the delivery of SICAP is through a consortium arrangement, the implementer identified as the prime contractor has overall responsibility for the delivery of the contract.

##### ***Pobal***

Pobal was nominated by the Department of Rural and Community Development to act as its agent with respect to national management and oversight of the programme, including co-funding under the ESF. Pobal was mandated to project manage the set-up and design of the programme and draw up the programme framework. Pobal has responsibility for managing the IRIS system, updating programme documentation, liaising with the main stakeholders, carrying out capacity building and supporting events with the implementers and LCDCs, and providing a technical review on the annual plans and the mid-year and end of year finance and monitoring reports.

#### 1.4.6 Annual planning

PIs submit a SICAP annual plan to the LCDC for approval, with details of costings and headline targets that will be achieved as a result. The annual plan provides details of the proposed actions

to be delivered for the following year under each SICAP goal, including targets for service delivery and action and administration budgets.

#### 1.4.7 Monitoring and reporting

Pobal and LCDCs oversee and manage the planning, reporting and evidencing of progression of SICAP delivery using IRIS<sup>10</sup>. Programme Implementers record details of all programme beneficiaries, the supports provided and the outputs achieved under SICAP on IRIS.

As part of the SICAP reporting requirements, Programme Implementers submit mid-year and end of year financial and monitoring reports. This facilitates reporting of progress on the delivery of the actions, as set out in the annual plan, and on the achievement of headline and action targets in addition to costs incurred against the agreed SICAP budget for the respective period.

Programme Implementers also submit an annual progress report which gives additional information about how the programme is being implemented at local level. LCDCs are also given an opportunity to submit an end of year progress report on their experiences as contract holder of managing SICAP.

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<sup>10</sup> IRIS is a customised Customer Relationship Management (CRM) database developed by Pobal.



## Chapter 2 Programme indicators and financial report

This chapter presents the programme targets and achievements in 2016 with regard to the Key Performance Indicators (KPIs) and headline indicators. It also includes the financial report.

### 2.1 Key performance and headline indicators

The programme's performance is measured against two Key Performance Indicators (KPIs) and a range of other headline indicators, which are presented in Table 2.1 and Figure 2.1. The table presents the annual targets for all parts of the country where SICAP is being implemented alongside the actual achievement towards these targets in the period from 1 January to 31 December 2016.

Table 2.1 Headline indicators for 2016

Ref	Headline Indicator (HI)	Annual target <sup>11</sup>	Actuals	Actual %
1	Total number of disadvantaged individuals (15 years upwards) engaged under SICAP on a one-to-one basis (KPI 1)	45,750	47,511	104%
1b	% of disadvantaged individuals (15 years upwards) engaged under SICAP on a one-to-one basis living in a disadvantaged area	27 %	30.6%	n/a
2	Number of Local Community Groups assisted under SICAP (KPI 2)	2,807	3,076	110%
3	Number of local community groups whose members have been assisted by SICAP to participate in local, regional or national decision-making structures	959	1,048	109%
4	Number of individuals (15 years upwards) in receipt of a Goal 2 educational support	22,184	22,427	101%
4a	% of those targeted should have educational attainment of Leaving Certificate or lower	70%	77.6%	n/a
5	Number of individuals who have progressed along the education continuum after registering with SICAP	1,648	4,109	249%
6	Number of young people (aged 15-24) in receipt of a SICAP, ESF and YEI Goal 2 educational support	3,405	4,517	133%
6a	% of those targeted should have educational attainment of Leaving Certificate or lower	80%	92.3%	n/a
7	Number of young people (aged 15-24) who have progressed along the education continuum after registering with SICAP	360	961	267%
8	Number of children in receipt of a Goal 2 educational or developmental support	45,959	55,890	122%
9	Number of individuals (15 years upwards) in receipt of Goal 3 employment supports	25,449	30,206	119%
9a	% of those targeted should have educational attainment of Leaving Certificate or lower	60 %	63.9%	n/a
10	Number of individuals (15 years upwards) progressing to part-time or full-time employment up to 6 months after receiving a Goal 3 employment support	1,605	2,208	138%

<sup>11</sup> This represents the cumulative targets for the 50 SICAP Lots in operation in 2016.

11	Number of individuals (15 years upwards) progressing to self-employment up to 6 months after receiving a Goal 3 employment support	6,037	5,752	95%
12	Number of young people (aged 15-24) in receipt of a SICAP, ESF and YEI Goal 3 employment support	3,534	4,051	115%
12a	% of those targeted should have educational attainment of Leaving Certificate or lower	70%	86.1%	n/a
13	Number of young people (aged 15-24) progressing to part-time or full-time employment up to 6 months after receiving a Goal 3 employment support	482	565	117%
14	Number of young people (aged 15-24) progressing to self-employment up to 6 months after receiving a Goal 3 employment support	238	156	66%
15	Number of social enterprises assisted under SICAP	161	241	150%

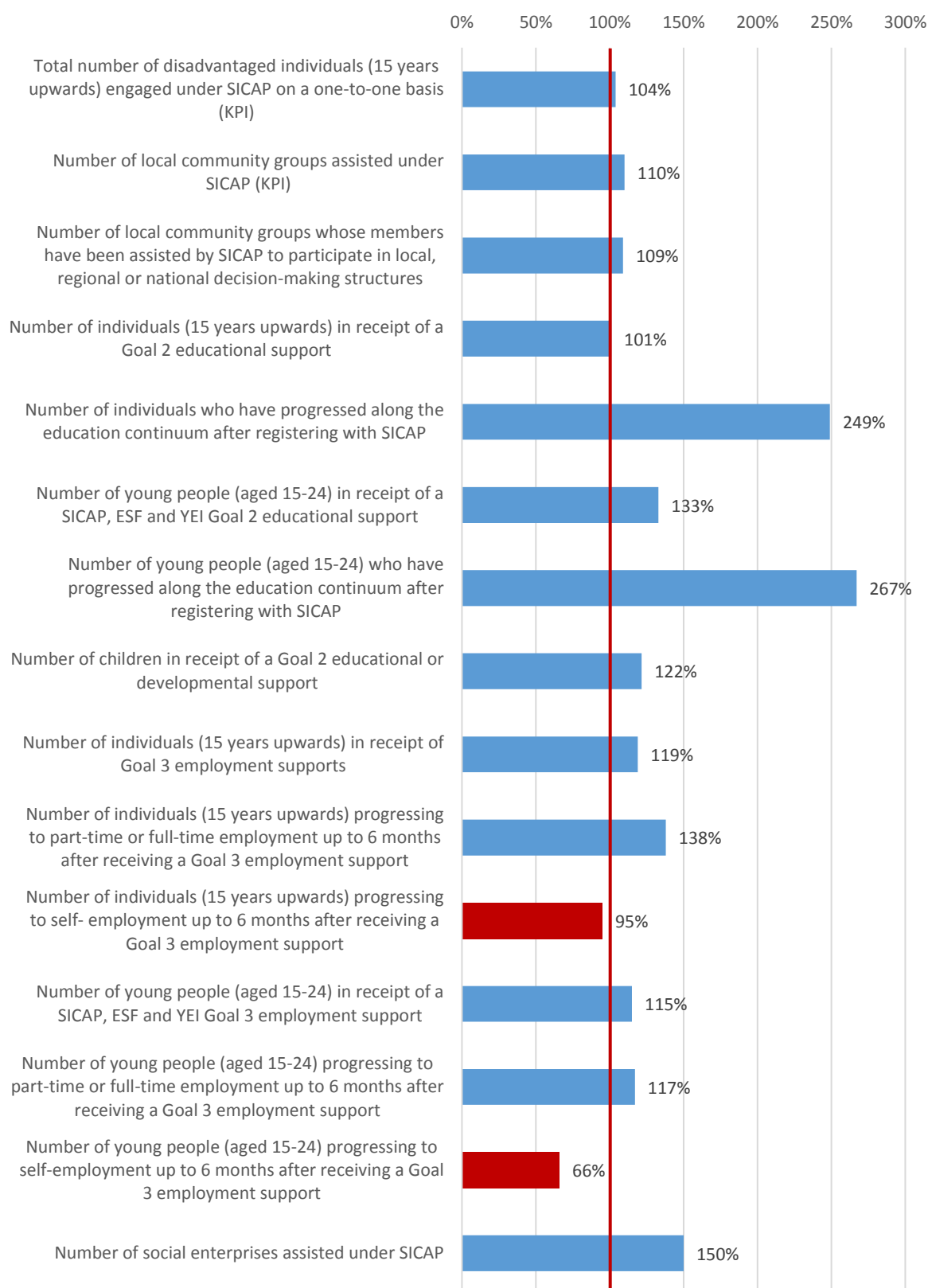
In 2016, the targets for both Key Performance Indicators for the programme were exceeded. The target for KPI 1 (*total number of disadvantaged individuals (15 years upwards) engaged under SICAP on a one-to-one basis*) was 45,750 individuals. With 47,511 individuals supported, the target was exceeded by 4%. The target for KPI 2 (*number of Local Community Groups assisted under SICAP*) was 2,807, which was exceeded by 10% with 3,076 LCGs supported.

The targets for the majority of indicators were met and some significantly surpassed. Like in 2015, the targets for indicators measuring progression along the education continuum (HI 5 and HI 7) were exceeded by over 100%. An increased focus of the programme on providing supports to social enterprises was evident in the target for the *number of social enterprises* assisted under SICAP (HI 15) being exceeded by 50%.

A significant change from 2015 was observed for HI 10 and HI 13, which measure individuals' progression to part-time and full-time employment. While in 2015 the overall number of individuals progressing to employment was 34% below the target, in 2016 the target was exceeded by 38%, and for young people it changed from 68% of the target achievement to 117%. This change may reflect an improved economic situation in the country resulting in a wider availability of jobs as well as the continued bedding down of the programme.

The two indicators for which the targets were not met measure the progression of individuals and young people to self-employment (HI 11 and HI 14). While the level of attainment has improved since 2015, progression to self-employment, especially for young people remains a challenge for the programme. Compared to 2015, the number of Goal 3 supports related to self-employment slightly decreased indicating reduced interest in self-employment as a route for progression. In their annual progress reports, Pls pointed out the saturation of local markets with BTWEA supported enterprises providing similar services. They also reported that, compared to previous years, individuals seeking to set up their own businesses require more time and support to progress to self-employment.

Figure 2.1 Headline indicators for 2016



## 2.2 Financial report

This financial report was prepared using figures extracted from IRIS, where they were recorded by Programme Implementers (their actual spend) and LCDCs (the payments made to PIs).<sup>12</sup>

### 2.2.1 SICAP costs charged summary report – year end 2016

Table 2.2 below details the total budget and the total costs reported, under the various cost categories, for the 50 Lots to 31 December 2016.

Table 2.2 Costs charged summary report for year 2016

		Total 2016 budget €		Total cost reported €	% of total action costs reported
Goal 1	Non-salary	€1,209,983.64		€1,232,324.78	30.13%
	Direct salary	€6,990,092.73		€6,969,041.44	
	Total Goal 1	€8,200,076.37		€8,201,366.22	
Goal 2	Non-salary	€2,709,425.76		€2,830,857.77	33.49%
	Direct salary	€6,426,403.59		€6,283,319.91	
	Total Goal 2	€9,135,829.35		€9,114,177.68	
Goal 3	Non-salary	€2,388,861.86		€2,456,870.03	35.06%
	Direct salary	€7,193,256.32		€7,085,946.80	
	Total Goal 3	€9,582,118.18		€9,542,816.83	
(Each Goal cost % reported must be between 28% and 38% of total actions cost reported)					
Monitoring		€389,497.70		€360,036.22	1.32%

	Total 2016 budget €		Total cost reported €	% of total budget
Total actions cost	€27,307,521.60		€27,218,396.65	75.94%

	Total 2016 budget €		Total cost reported €	% of total budget
Total administration cost	€8,532,124.24		€8,478,868.91	23.66%

(The administration cost cannot exceed 25% of the total budget)

	Total 2016 budget €		Total cost reported €	% of total budget
Overall Cost	€35,839,645.84		€35,697,265.56	99.6%

#### Commentary on Table 2.2

Schedule D is an appendix to the contract between the LCDC and the PI and it represents the budget of the Lot for a particular period, i.e. from the 1 January to 31 December 2016. This

<sup>12</sup> Payments made by the Department to the LCDCs are not represented in this report as these figures are not reported on IRIS.

budget is comprised of action costs and administration costs. The action costs are broken down into Goal costs and monitoring costs.

Certain financial rules are required to be complied with as outlined in Schedule D, and these are as follows:

- The total of each Goal cost must be between 28% and 38% of the total actions cost reported.
- The total administration cost cannot exceed 25% of the total budget cost.
- The PI must submit a draft Schedule D as part of the annual planning process showing compliance with both of the above rules prior to the LCDC approving the budget.
- Programme Implementers must also show that these financial parameters have been met when reporting spend for the period in order to avoid having financial remedies imposed upon them.

#### *Administration costs*

As per the parameters of Schedule D, total administration costs reported for the year cannot exceed 25% of the total SICAP budget.

The amount reported for administration costs is €8,478,868.91. This amount represents 23.66% of the total budget and therefore demonstrates that the programme overall is compliant with the parameters of Schedule D.

#### *Actions costs*

As per the parameters of Schedule D, the amount reported for each Goal must be between 28% - 38% - i.e. 33% of the total actions cost plus or minus 5% - of the total action costs reported.

#### *Goal 1*

The amount reported for Goal 1 is €8,201,366.22. This represents 30.13% of the total action costs reported and therefore demonstrates that Goal 1 is compliant with the parameters of Schedule D.

#### *Goal 2*

The amount reported for Goal 2 is €9,114,177.68. This represents 33.49% of the total action costs reported and therefore demonstrates that Goal 2 is compliant with the parameters of Schedule D.

#### *Goal 3*

The amount reported for Goal 3 is €9,542,816.83. This represents 35.06% of the total action costs reported and therefore demonstrates that Goal 3 is compliant with the parameters of Schedule D.

### Underspends as at 31 December 2016

The end of year report shows the total underspend reported is €142,380.28. This represents 0.39% of the total budget as outlined in Table 2.3 below. The underspends are a result of salary budgets not being fully utilised across the administration and Goal cost categories.

Table 2.3 Underspends as at 31 December 2016

Goals	Category	Underspend	Overspend	Underspend as % of total budget
Goal 1	Non-salary		€22,341.14	
	Direct salary	€21,051.29		
	<b>Total Goal 1</b>		<b>€1,289.85</b>	
Goal 2	Non-salary		121,432.01	
	Direct salary	€143,083.68		
	<b>Total Goal 2</b>	<b>€21,651.67</b>		
Goal 3	Non-salary		€68,008.17	
	Direct salary	€107,309.52		
	<b>Total Goal 3</b>	<b>€39,301.65</b>		
Monitoring		€29,461.48		
Total actions costs		<b>€89,124.95</b>		
Administration costs		<b>€53,255.33</b>		
Total underspend		<b>€142,380.28</b>		<b>0.39%</b>

### Overall conclusion

The above results demonstrate that despite the underspends recorded against each of the Goals, the programme overall is compliant with the parameters of Schedule D and has met its financial targets for 2016.

### Payments

The total Lot payments inputted on the IRIS system for the period to 31 December 2016, excluding VAT, was €35,082,989.80.

### VAT

Table 2.4 VAT costs reported by the PIs and paid by the LCDs

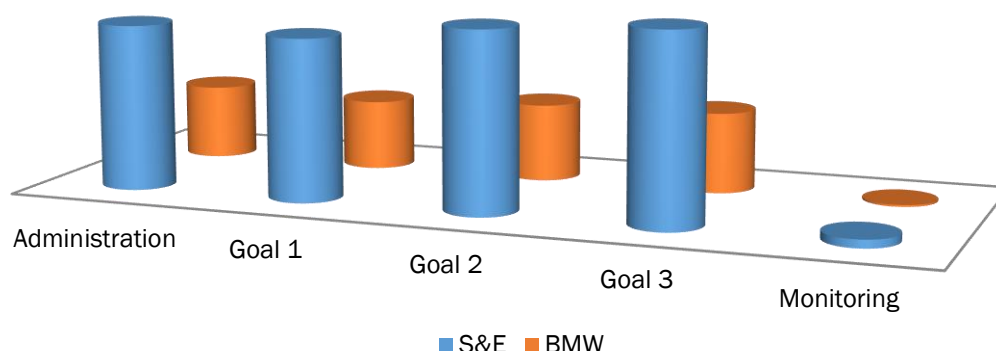
	Eligible VAT costs claimed by PI	VAT payments to the PIs
Mid-year period	€187,989.99	€168,659.79
End of year period	€268,650.78	€270,689.17
<b>Total</b>	<b>€456,640.77</b>	<b>€473,159.36</b>

The total amount of VAT reported for 2016 is €456,640.77. The total amount of VAT inputted on IRIS as paid by LCDCs to Pls in 2016 is €473,159.36. The VAT costs reported for the end of year period in 2016 are not due to be paid by the LCDCs until 2017.

## 2.2.2 Lot budgets

The total spend reported for the period can be broken down into the Border, Midlands and Western region (BMW) €10,730,780.93 and Southern and Eastern region (S&E) €24,966,484.63 across the budget cost categories as outlined below.

Figure 2.2 Costs charged summary Border, Midlands and Western region (BMW) and Southern and Eastern region (S&E)



Taking three bands of Lot allocations as an example for each of the two regions:

- Band 1 - €0 - €500,000
- Band 2 - €501,000 - €1,000,000
- Band 3 - >€1,000,000.

Table 2.5 Band 1 Lot budgets €0 - €500,000

	S&E region	BMW region
No of Lots	9	3
Total Lot budget €	€1,927,787.00	€864,559.00
Total spend reported €	€1,922,012.15	€863,013.83
% of Lot budget reported as spend	99.70%	99.82%

Table 2.6 Band 2 Lot budgets €501,000 - €1,000,000

	S&E region	BMW region
No of Lots	13	12
Total Lot budget €	€8,567,035.00	€7,612,426.00
Total spend reported €	€8,538,387.90	€7,545,026.11
% of Lot budget reported as spend	99.67%	99.11%

Table 2.7 Band 3 Lot budgets >€1,000,000

	S&E region	BMW region
No of Lots	11	2
Total Lot budget €	€14,542,011.00	€2,325,827.00
Total spend reported €	€14,506,084.58	€2,322,740.99
% of Lot budget reported as spend	99.76%	99.87%

The percentage of Lot budget reported as spend is consistent between both regions for the Lot budgets in all bands.

#### Total Lots split by S&E and BMW regions

Table 2.8 Overall Lot allocations

	S&E region	BMW region
No of Lots	33	17
Total Lot budget €	€25,036,833.00	€10,802,812.00
Total spend reported €	€24,966,484.63	€10,730,780.93
% of Lot budget reported as spend	99.72%	99.33%

The percentage of Lot budget reported as spend for the period is consistent between both regions based on their overall Lot allocations.



### 2.2.3 Analysis of the number of SICAP funded Full-Time Equivalents (FTEs)

Table 2.9 below represents the salary costs for the period 1 January – 31 December 2016.

*Table 2.9 Analysis of the number of SICAP funded FTEs*

Budget category	No. of SICAP funded FTEs	Salary budget cost of SICAP funded FTEs €	Salary spend reported for SICAP funded FTEs €	% of total salary spend reported
Administration	100.2	€5,652,611.67	€5,541,067.91	21.41%
Goal 1	138.40	€6,990,092.73	€6,969,041.44	26.93%
Goal 2	127.50	€6,426,403.59	€6,283,319.91	24.28%
Goal 3	144.30	€7,193,256.32	€7,085,946.60	27.38%
<b>Total</b>	<b>510.40</b>	<b>€26,262,364.31</b>	<b>€25,879,375.86</b>	

The average budget cost per annum for a SICAP funded FTE is €51,454.

At the year-end, 98.54% of the total salary costs budget was reported as spend, which amounts to €25,879,375.86.

#### *Overall conclusion*

The percentage of salary costs ranges from lowest percentage under administration costs of 21.41% to the highest under Goal 3 costs of 27.38%, which means the spend is reasonably evenly split across the four cost categories.

### 2.2.4 Administration costs

The total budget administration cost reported is 23.66% of the total overall SICAP budget and is within the 25% maximum threshold at the year end.

Administration costs (overheads) are split across four headings as detailed below:

Table 2.10 Administration costs (overheads)

Budget category	Budget amount €	Spend amount €	% of total administration spend reported
Financial/professional fees/other	€243,222.24	€238,143.86	2.81%
Indirect salary (management/administration)	€5,652,611.67	€5,541,067.91	65.35%
Office/administration/establishment	€2,488,703.39	€2,578,232.61	30.41%
Travel and subsistence for indirect salary	€147,586.94	€121,424.53	1.43%
<b>Total administration</b>	<b>€8,532,124.24</b>	<b>€8,478,868.91</b>	

At the year-end, 99.38% of the total administration costs budget has been reported as spend, which amounts to €8,478,868.91. Of the total administration costs reported as spend, salary costs are the largest component of these costs at 65.35%.

## 2.2.5 Remedies

Ongoing receipt of SICAP funding by the Programme Implementer is directly linked to performance against the agreed targets for the two key performance indicators and compliance with Schedule D of the funding agreement as well as compliance with the spend thresholds of the programme, where it is appropriate to do so.

Remedies are to be applied on a fixed rate basis and are aligned to a set of scales depending on the level of non-achievement/non-compliance with the KPIs and Schedule D of the funding agreement.

Table 2.11 below outlines where remedies occurred in relation to SICAP for 2016.

Table 2.11 Remedies applied in 2016

No. of Lots where remedy applied under KPI 1	Non achievement of KPI 1	Remedy to apply under KPI 1 €	No. of Lots where remedy applied under KPI 2	Non achievement of KPI 2	Remedy to apply under KPI 2 €	Total amount of remedies applied under KPI 1 & 2 €
2	1% - 3%	€500	0	1% - 3%	€0	€1,000
2	4% - 6%	€1,500	0	4% - 6%	€0	€3,000
0	7% - 9%	€0	0	7% - 9%	€0	€0
2	>10%	€3,500	0	>10%	€0	€7,000
<b>Total</b>						<b>€11,000</b>

This table shows that remedies were applied to six Lots in the case of non-achievement of targets under KPI 1. The total amount of remedies applied is equal to €11,000. No remedies were applied to Lots under KPI 2.

Also, all Lots were in compliance with Schedule D and therefore no remedies were applied on this basis.

## Chapter 3 Programme participants, supports and outputs

### 3.1 Introduction

This chapter presents an analysis of programme beneficiaries – their profiles, supports they received and outputs achieved under the three Goals of SICAP. The programme supports four categories of beneficiaries for whom different types of supports and interventions are provided: Local Community Groups (LCGs), individual beneficiaries, non-caseload adults and children, and decision-making structures and networks. An analysis of each of these is provided in the following sections.

### 3.2 Local Community Groups (LCGs)

Local Community Groups are groups operating out of community work principles and processes focusing on the needs of disadvantaged areas or SICAP target group(s). LCGs are the primary beneficiary of supports provided under Goal 1, although a number of LCGs<sup>13</sup> were also supported under Goal 3 in activities supporting social enterprises. Goal 1 of SICAP aims to empower disadvantaged communities and individuals to have a greater role in working with other stakeholders in addressing social inclusion and equality issues. It reflects the guiding principles of community development and aims to support and promote the engagement of disadvantaged communities and individuals across the life-cycle through participation, empowerment, capacity building, collective action and decision-making in a structured way.

Goal 1 has four objectives (see Table 3.1 below), which reflect the key dimensions of a community development approach.

Table 3.1 Goal 1 objectives

	Goal 1 objectives
Objective G1.1	To support and promote the community engagement of disadvantaged target groups across the life-cycle.
Objective G1.2	To support the development of local community groups which promote equality and social inclusion in a local, regional or national context.
Objective G1.3	To support disadvantaged communities and individuals to enhance their participation in local, regional and national decision-making structures.
Objective G1.4	To develop and facilitate strategic collaborative frameworks and networks as part of a dialogue for developing solutions to social exclusion.

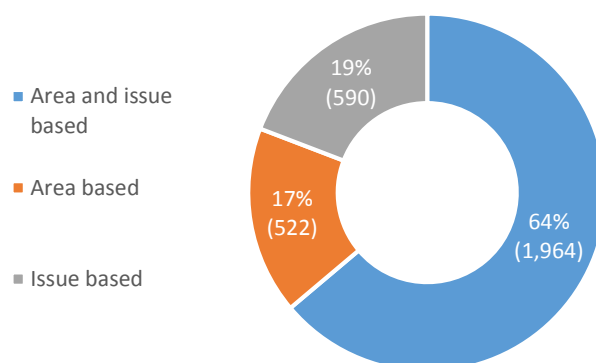
#### 3.2.1 Characteristics of Local Community Groups

In 2016, 3,076 Local Community Groups were supported by SICAP. LCGs are categorised as issue-based, area-based or both. Issue-based groups focus on particular target group(s) or need (e.g. lone parents, mental health, disability or other). Area-based groups have a focus on the needs of a specific area (e.g. a community, former town council or residents association). In 2016, like in the previous year, the majority of LCGs were both issue and area based (64%). Issue based LCGs constituted 19% of all groups and area based 17% (Figure 3.1).

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<sup>13</sup> 71 groups received Goal 3 social enterprise supports exclusively.

Figure 3.1 Local Community Groups in 2016 by type

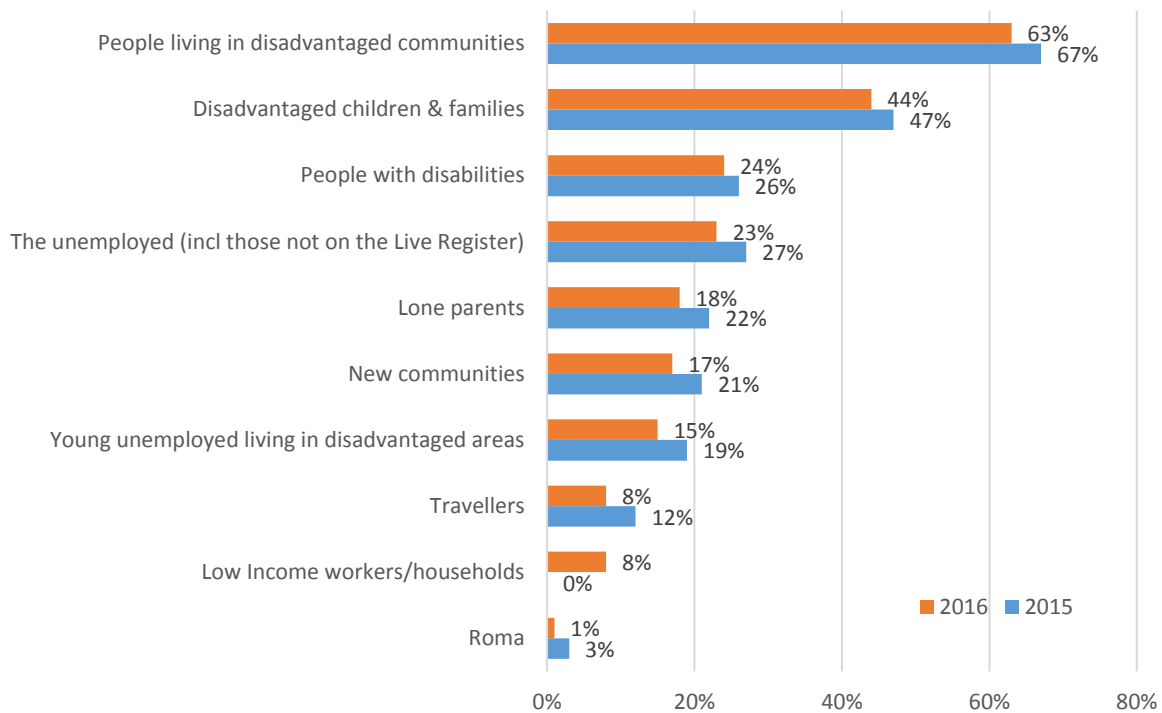


### Target groups represented by LCGs

Across all Lots, the LCGs supported by SICAP worked with or represented all of the SICAP target groups. Figure 3.2 compares the share of LCGs that worked with each target group in 2015 and 2016 – note that each LCG may have worked with more than one type of target group. Like in 2015, the majority of groups supported represented people living in disadvantaged communities (63%) while 44% worked with disadvantaged children and families. The target group with the lowest engagement was Roma (1%). The new target group, low income workers/households, was represented by 8% of LCGs supported under SICAP.

Overall, the average number of target groups represented by LCGs decreased from 2.5 in 2015 to 2.2 in 2016. This is likely a result of a change in the recording of the LCG data – since 2016, a maximum of three target groups can be recorded against each LCG supported under SICAP, while in 2015 an LCG could indicate that they represented all SICAP target groups. There were four target groups for which the actual number of LCGs representing them decreased: Roma, Travellers, young unemployed living in disadvantaged areas and lone parents.

Figure 3.2 LCGs working with specific target groups in 2015 and 2016



The LCGs supported under SICAP carried out a range of different activities addressing the needs of different target groups. Examples include:

- Wexford Local Development assisted ten Traveller groups in progression from pre-development and group formation stage to the capacity building stage. The supports included development and review of action plans for these LCGs, creation of vision statements and groups' constitutions, development of organisational structures and provision of information on PPNs.
- Breffni Integrated Development Ltd. supported an LCG working with unemployed women, women working in the home and disadvantaged women. The supports included helping the group to develop programmes for unemployed women and women working in the home to help remove any isolation they may experience. Particular emphasis of the programme was on improving self-esteem and mental health.
- Kildare Leader Partnership collaborated with Kildare Sports Partnership, KARE and parents of children with additional needs to develop a Sports Inclusion Disability Programme. The programme aimed to increase the number of people with disabilities participating in sport and physical activity in the county and targeted young people with disabilities. It involved focused training for sports coaches, volunteers and teachers and the engagement with key stakeholders within the sports/physical activities sector.

### 3.2.2 Development and progression of LCGs and leveraged funding

Objective 1.2 under Goal 1 seeks to support the development of LCGs that promote equality and social inclusion at a local, regional or national level. There is an emphasis on facilitating their progression along the community development matrix, which comprises of four stages:

Stage 1: Pre-development and group formation

Stage 2: Capacity building and empowerment

Stage 3: Collective action

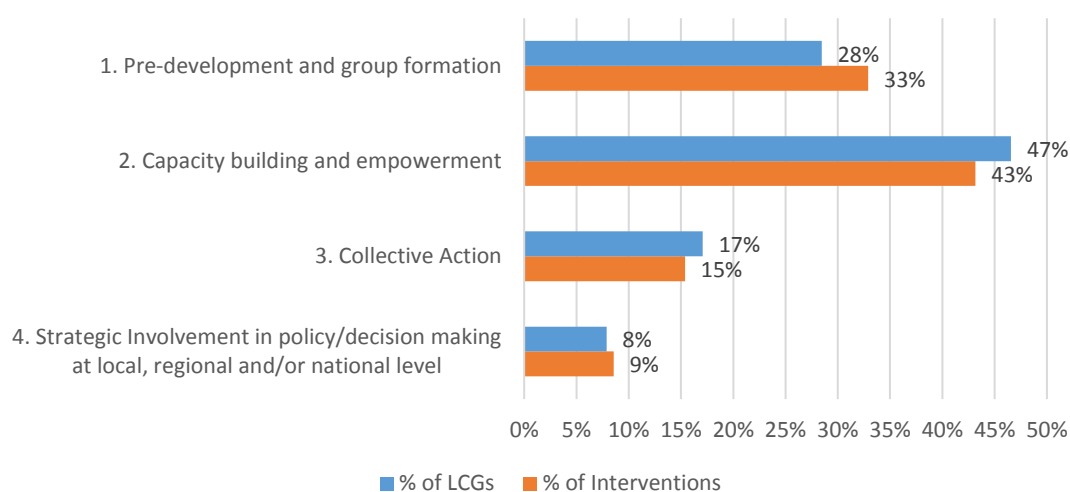
Stage 4: Strategic involvement in policy and decision making processes at a local, regional and/or national level

#### *Stage of development at registration*

Of the 3,076 LCGs supported, at registration, the largest number (47%) were at Stage 2 of development (capacity building and empowerment), followed by Stage 1 (28%) (pre-development and group formation). The smallest number of LCGs supported (8%) were at Stage 4: strategic involvement in policy/decision making at local, regional and/or national level. Compared to 2015, 3% more groups were at Stage 1 in 2016.

Figure 3.3 shows the percentage of LCGs in regard to their stage at registration and the percentage of supports received by these groups in relation to these stages. The figures for supports are based on numbers of supports given as opposed to numbers of organisations receiving those supports. The distribution of groups amongst the four stages of development and the share of supports received in relation to these stages remained similar to those recorded in 2015, with one exception - the percentage of capacity building and empowerment supports decreased by 6% from 49% in 2015 to 43% in 2016.

*Figure 3.3 LCG stage of development at registration and supports received in relation to these stages*



#### *Development of LCGs*

Table 3.2 summarises the key outputs achieved to support the development of LCGs in 2015 and 2016. A more detailed analysis is provided below.

Table 3.2 Key outputs achieved to support the development of LCGs in 2015 and 2016

	Programme indicators	2015		2016	
		Number of LCGs	% of all LCGs	Number of LCGs	% of all LCGs
G1.2	Assisted in their formation, development and progression	2,322	93%	2,839	92%
G1.2	Progressed using the structured progression path of development model	200	8%	314	10%
G1.2	Assisted to leverage funding	180	7%	263	9%

#### *LCGs assisted in their formation, development and progression*

In 2016, a total of **2,839 LCGs were assisted in their formation, development and progression**. These groups represented and/or assisted over 218,000 people and constituted 92% of all LCGs assisted in 2016. Three quarters of these groups were at the early stages of their development (stages one and two). Similarly, as with 2015, the lowest number of LCGs (8%) were at the fourth stage.

In total, LCGs received 11,680 interventions related to group formation, development and progression. The majority of LCGs were assisted in capacity building and organisational development (64%), 22% in collective action and 14% in pre-development and group formation.

#### *Progression of LCGs*

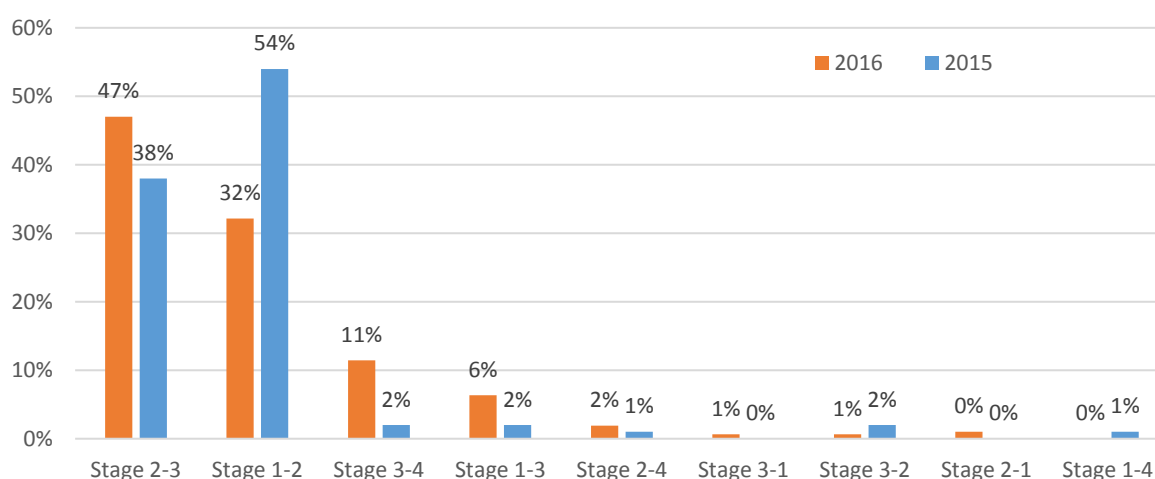
In 2016, a total of **314 LCGs** (10% of all supported groups) **recorded progression along the community development matrix**. Almost half of these LCGs (47%) moved from Stage 2 to Stage 3, while close to one third moved from Stage 1 to Stage 2 (32%). Five groups recorded regression along the matrix, which may have resulted from changes in the group's circumstances, such as personnel/leadership transition or refocusing of the group's activities. A detailed breakdown of LCGs progression is given in Figure 3.4.

Comparison between 2015 and 2016 shows an increase in the number of groups progressing that were at higher stages of development. While in 2015, over half of LCGs who progressed did so from Stage 1 to Stage 2 (54%), less than one third made the same progression in 2016, in favour of progression from Stage 3 to Stage 4 and from Stage 2 to Stage 3, both recording 9% increase.

The LCGs that progressed along the community development matrix on average received seven interventions compared to an average of five for all LCGs supported under SICAP. This gap reduced since 2015, when LCGs who recorded progression received an average of eight interventions (with all LCGs having an average of 4 interventions).



Figure 3.4 Progression of LCGs who recorded progression through development Stages 1-4 in 2015 and 2016



### Leveraged funding

In 2016, **263 LCGs, who were assisted to leverage additional funding**, secured a total of €1,345,685. The amounts of leveraged funding varied from €50 for supporting residents groups with funding application to €94,000 for an allocation from the Department of Health for a Local Drugs and Alcohol Task Force (LDATF). The majority of groups (73%) managed to leverage €2,000 or less. Compared to 2015, the overall amount of leveraged funding decreased significantly, although this is largely due to one very large match funding amount (€1.4m) recorded in 2015.

### 3.2.3 Participation in local, regional or national decision-making structures

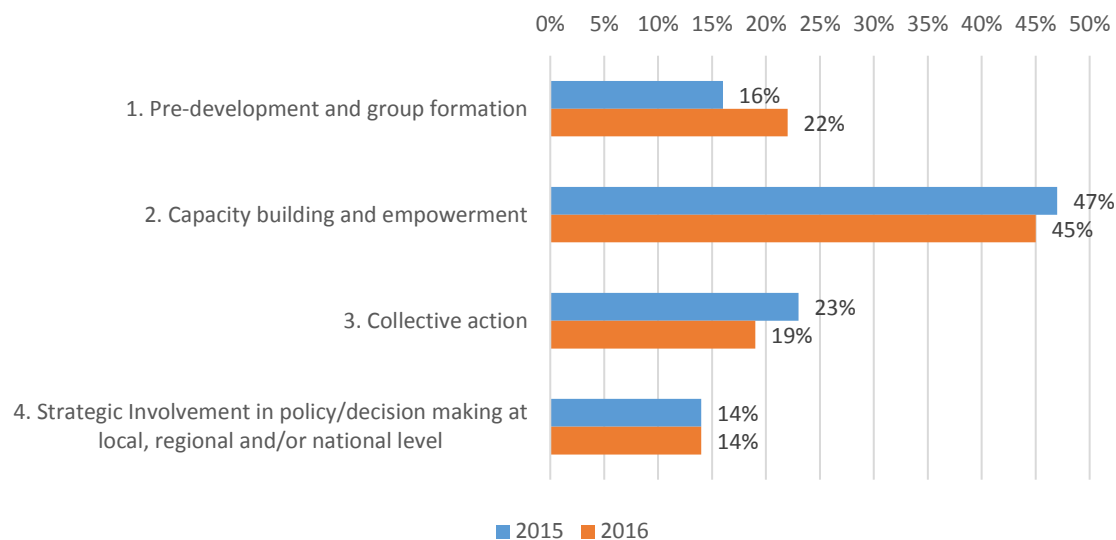
Objective 1.3 under Goal 1 aims to support disadvantaged communities and individuals to enhance their participation in local, regional and national decision-making structures. These are structures which require input from different sectors with a common goal of addressing social exclusion and disadvantage. Participation in key decision making structures, whether local councils or structures within Public Participation Networks (PPNs), allows SICAP target groups to affect change in their locality, increase their sense of empowerment and ultimately to improve their wellbeing. Table 3.3 shows the outputs related to LCGs' participation in decision-making structures and the facilitation of strategic collaborative frameworks and networks.

Table 3.3 Key outputs achieved in relation to participation in decision-making structures in 2015 and 2016

	Programme indicators	2015		2016	
		Number of LCGs	% of all LCGs	Number of LCGs	% of all LCGs
G1.3	Assisted to participate in local, regional and national decision-making structures (HI 3)	867	35%	1,048	34%
G1.3	Supported into a Public Participation Network (PPN)	233	9%	192	6%
G1.3	Participating in annual planning and review processes for SICAP	232	9%	323	11%
G1.4	Supported to put anti-discrimination and equality measures in place	108	4%	121	4%

In 2016, the members of **1,048 LCGs** were assisted by SICAP to **participate in local, regional or national decision-making structures** (Headline Indicator 3). In total these groups received 1,854 interventions. The majority of these groups were area and issue based (65%) and 45% of them were at Stage 2 of their development (capacity building and empowerment). For a full breakdown of their stages of development see Figure 3.5.

Figure 3.5 LCGs assisted to participate in decision-making structures by stage of development in 2015 and 2016



**192 LCGs** were supported to **participate in a PPN** and in total they received 202 supports. These supports involved providing information about PPNs, assisting with the registration process, and preparation for PPN events. Compared to 2015, the percentage of LCGs who were supported to participate in a PPN decreased by one third from 9% (233<sup>14</sup>) to 6%. The decrease may be linked to the fact that the majority of registrations to PPNs took place in 2015. Also, additional resources were allocated to PPNs in 2016 for funding of support staff, which potentially reduced the need for support from SICAP.

In 2016, **323 LCGs** were supported to **participate in annual planning and review processes for SICAP**, receiving 400 supports in total. As part of this measure LCGs took part in the review and planning meetings and discussed groups' plans and needs in relation to SICAP supports.

Objective G1.4 aims to develop and facilitate strategic collaborative frameworks and networks as part of a dialogue for developing solutions to social exclusion. Under this objective **121 LCGs** were **supported to put anti-discrimination and equality measures in place**. These groups received 140 supports in total. Examples of activities under this objective include:

- Group leaders were supported to deliver Traveller Cultural Awareness training to the Local Traveller Accommodation Consultative Committee and senior officials in the housing unit of local authorities.
- Delivering a workshop on mental health stigma.
- Group members attended events to gain information about barriers and equality issues and learn how to overcome these.

<sup>14</sup> Please note that in 2015 the programme was in operation for nine months.

### 3.2.4 LCGs supported to work with social enterprises

While most of the work with LCGs relates to Goal 1, Programme Implementers also engage with LCGs to support social enterprises operating in disadvantaged communities.

In 2016, **241 social enterprises were assisted under SICAP** (Headline Indicator 15). Please note that Headline Indicator 15 changed - in 2015 it was 'number of initiatives aimed at promoting, developing and/or sustaining social enterprises'.

Table 3.4 Key outputs achieved in regard to LCGs work with social enterprises in 2015 and 2016

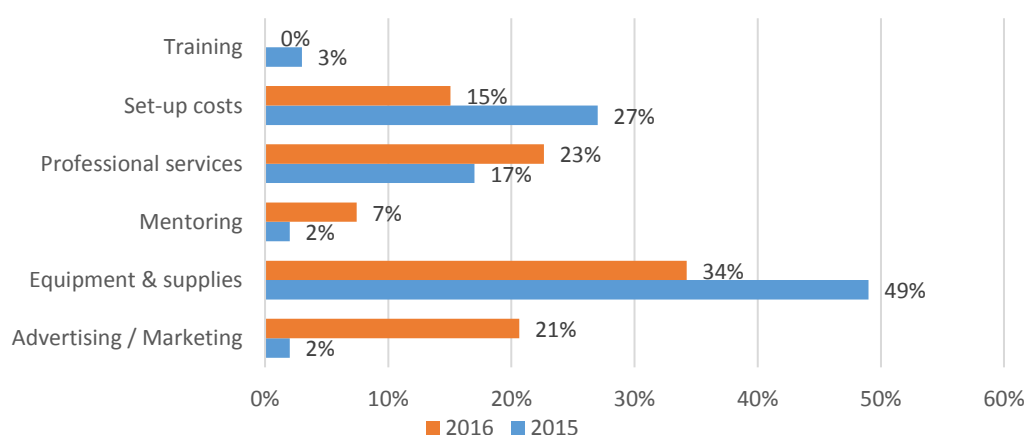
	Programme indicators	2015		2016	
		Number of LCGs	% of all LCGs	Number of LCGs	% of all LCGs
G3.3	Social enterprises assisted	143	5.7%	220	7.2%
G3.3	Groups that received SICAP funding to assist social enterprises	17	0.7%	35	1.1%
G3.2	New social enterprises established	11	0.4%	7	0.2%

#### Social enterprises supports

In 2016, **221 LCGs** were supported under Goal 3 in relation to **the development of new or existing social enterprises** and in total they received 661 supports. Almost three quarter of these supports (72%) were related to the continuation of operations, 22% to set up and 6% to the expansion of the enterprise. Compared to 2015, there was a significant increase (13%) in the share of supports related to the continuation of operations.

35 groups received a total of €27,342 in **funding from Pls for assisting social enterprises**. Figure 3.6 shows the percentage of funding spent on each category in 2015 and 2016. In 2016, three categories accounted for 78% of all funding: equipment and supplies (34%), professional services (23%) and advertising and marketing (21%). There were significant differences observed between 2015 and 2016. The amount of funding provided for equipment and supplies and set-up costs declined by 27% in total, in favour of advertising and marketing and professional services, which recorded a combined increase of 25%. The changes in the funding for assisting social enterprises coupled with the fact that the majority of supports were related to continuation of operations would indicate that the majority of social enterprises supported under SICAP were in more advanced stages of implementation in 2016 compared to 2015.

Figure 3.6 Funding received by LCGs from SICAP to assist social enterprise by category of spending in 2015 and 2016



### *New social enterprises*

In 2016, **seven new social enterprises were established** operating in the following areas:

- accommodation and food service activities (1)
- construction (1)
- human health and social work activities (1)
- wholesale and retail trade; repair of motor vehicles and motorcycles (1)
- other services (3).

Three of these enterprises created jobs - ten part-time jobs and one full-time job were created in total. Two enterprises were located in urban Lots (Galway City (26-1) and Dublin Northside (2-3)) and the remaining five in rural Lots (Kerry South Kerry & Killarney (19-3), Tipperary North (22-1), Cork Mallow and Fermoy (18-3), Mayo Ballina & Mayo West (29-2), and Cork West Cork District (18-5)).

## Case study 1: Community development and Lifelong Learning using community development approaches

Offaly Integrated Local Development Company Ltd. (Offaly County (12-1))

### Goal 1

#### Background

Pullough is a small community in a rural part of County Offaly. The electoral district (Srah), in which Pullough is located, is designated as disadvantaged on the Pobal HP Deprivation Index, has high levels of unemployment, educational disadvantage and early school leaving. Almost one third of the population have only primary education, while only one in ten has third level education. The area is remote with limited transport links to other towns. Dernagun, north of Pullough, is more densely populated and includes local authority housing estates with a total of 66 houses, a community hall and GAA pitches. Dernagun and Pullough are divided by a natural boundary of the River Brosna with a bridge connecting both.

Pullough's main economic activity in the last century was peat production and brickyards. Bórd na Móna used to be a significant employer. However, the community and economic infrastructure has been declining for some years. The village has no shop (the nearest is 5-7km away) and there is no significant employer in the area. The village has a large community hall, a GAA club with good pitches and sporting facility adjacent to the community hall, a national school with approximately 90 pupils and a post office, which are key to community engagement and development.

Extensive community consultations took place at the commencement of SICAP in 2015 and four key action pillars were identified as being integral to the overall development of the community: environmental, social, economic and education/training relating to both adults and children.

#### Target group

The target groups engaged throughout the community action planning process were those who have low educational attainment, unemployed persons, low income earners, families living in disadvantaged areas, lone parents, people with a disability, older persons and children/youth living in disadvantaged areas.

The main local community groups who engaged in the community action planning process were: the Pullough Hall Committee, Pullough Residents Development Association, Dernagun Residents Association, Pullough Childcare Committee, Pullough Primary Parents Association, Pullough Active Retirement, Tidy Villages, and the Heritage Group. The links with these groups were important connections with the wider community, particularly in helping to target the most marginalised members of the community.

#### Key achievements

- Planning for healthy communities. 17 local community groups engaged in the process with eight of them being extremely involved throughout the year and continuing their engagement.
- Community group development. The community planning process and the preparation of the community action plan has helped the existing community groups to examine their structures and functions. It also supported them to grow their membership and improve communications with the community they represent. Groups are now more aware of the need to collaborate and create stronger joint project plans to access funding through the Rural Development Programme and TÚS/CE schemes.
- Supporting inclusive decision making. Improved engagement with the more marginalised members of the community was achieved with the extensive door to door consultations, which helped to give a voice and inform individuals of the work of Offaly Local Development Company (OLDC). This resulted in greater attendance at the consultation community meetings to identify actions and needs.
- Collaborative community networks and actions. Following the community action plan, the Pullough Umbrella Network will be established to link the different groups, share experiences and pool resources for bigger projects. This has been a slow process as some groups are reluctant to fully engage. However, there is consensus that it is a good structure. More work is required to support

the development of this network.

- Child/youth education supports. The afterschool's homework club was re-structured and a dedicated space was provided in the local hall with an increased number of volunteers. The project also engaged the parents committee and continues to be a success in building links with the students, their parents and teachers. Parents volunteer once a week and each class has a scheduled 'block' dedicated to work in smaller groups to deliver more targeted supports for completing homework and for the group to work as peers.
- Lifelong Learning opportunities. As a result of OLDC's presence on a weekly basis through the afterschool project and also the Active Retirement Group life-long learning (LLL) initiatives have been gaining momentum. In 2016, four LLL projects were supported engaging 37 individuals (some engaged in two or more different projects). The critical success factors are the engagement with the community groups to identify suitable LLL projects responding to the needs at community/employment/skills training level.
- Collaborative educational networks and actions. OLDC and Pullough National School have continued to work closely together to develop initiatives to meet the needs of the target group. The afterschool project is enrolled through the school with regular visits to the school by the youth and community development worker. The school has also linked the worker to the Pullough Primary Parents Association and, due to their DEIS school status, has committed to help with funding community based parent programmes.

### **Challenges/barriers**

Education. The majority of those engaging in the life-long learning projects have not completed secondary education with a significant number having not completed primary school. Consequently, a lot of work was required to provide a positive experience in community education projects with a view that in time the participants will progress to certified programmes.

Volunteers. Commitment to community projects, groups and afterschool/youth projects is dependent on a very small number of people who are overstretched trying to support all the community groups. More members of the community need to be supported to get involved and commit their time and skills to the existing structures in order to grow a sustainable community.

Community cohesion. Due to the geographical setting, with the community spread between two regions (Pullough and Dernagun), people often see themselves as living in separate areas. Continuation of individual support to committee members and conflict resolution are required to support change.

Capacity/bigger picture. As the majority of those engaging have low educational attainment their confidence can be low which affects how they engage in larger community projects or with agencies. The community have faced significant setbacks in the area due to the economic collapse with many supports and services being withdrawn, the most significant being the DEIS Home School Community Liaison worker.

### **Learning**

The work carried out in Pullough highlights the importance of using community development approaches for community development and LLL, as they are both an integral support to developing marginalised individuals and disadvantaged communities. LLL can be used as an engagement tool for Goal 1 activities and likewise Goal 1 activities help in identifying and engaging SICAP target groups that can be hidden in rural settings. Child/youth education supports have been very helpful in developing links with local community groups, parents and the wider community in Pullough. This has led to parents engaging in LLL and/or Goal 3 activities through referrals by the community education and youth worker to the area employment support worker.

The formation of the Pullough Umbrella Network and the continued support to those represented on this network may in time prove to be the mechanism for development of larger projects.

According to those consulted, OLDC plays a critical role in instilling confidence and enthusiasm within the community, and can act as a catalyst for community activity. This leadership role was acknowledged by community activists:

*"If they ever pull out, we will be gone ....we are such a small community. ...We would be lost without them"*

## Case Study 2: Kerry Social Farming project

South Kerry Development Partnership Ltd. (Kerry South, Kerry and Killarney (19-3))

### Goal 1

#### Background

The Kerry Social Farming project offers an opportunity for people with disabilities to engage with farm families and the farming community. It aims to help to explore their personal life choices and new options within a rural community setting.

The project is grounded in current national policy for the inclusion, participation and engagement of people availing of on-going health and social support services and was further informed through consultation with persons who avail of support services. The project 'partners' include service users, farmers and farm families, professionals, support services, as well as agencies and authorities who have significant voluntary or statutory roles within people's support framework.

The project commenced in August 2013 and currently ten farms are participating in county Kerry. Social farm participants, young adults with special needs, carry out the normal farming task on a given day with their host farmer. Where necessary participants are supported by job coaches on the farms.

#### Target group

People with disabilities - specifically young adults with intellectual disabilities.

#### Key achievements

Between January and December 2016 over 400 social farming days were completed on nine host farms in South Kerry by 16 social farm participants. To date 26 people with disabilities have participated in the Kerry Social farming project.

During the same period two farms in the Cahersiveen area have progressed to the stage where a job coach is no longer required and the host farmer is working on a one-to-one basis with the social farm participants. This is a major progression for these individuals and a major step forward for the sustainability of the project. Of the current 16 social farm participants seven are operating on the farms without the support of a job coach. St John of Gods and Kerry Parents and Friends provide job coaches to support the other nine social farm participants. The host farms in Listry and Kilgarvan continue to operate with job coaches.

In late 2016, a new host farmer was approved to participate in the scheme. The normal safety statements were prepared for the farm and SICAP funding was used to deal with safety issues on the farm. A group of St John of Gods services users visited the farm and one service user has expressed an interest in attending the farm. This is scheduled to start in early 2017. This brings the number of host farmers in South Kerry to ten with up to 16 people with disabilities going out onto these farms each week during 2016.

Improvement works and increased activities on the current host farms were also completed in 2016 with small scale funding from SICAP and the labour input provided by the host farmer.

In August 2016 the Department of Agriculture, Food and the Marine (DAFM) issued a request for tender in two lots for the further development of social farming in the country. Lot one was for the development of a national network and lot two was for the operation of a single model project. South Kerry Development Partnership Ltd. submitted an application for Lot 2 on behalf of the Kerry Social Farming Working Group and was awarded the tender. The contract was signed in October 2016 and work began with the appointment of the Kerry Social Farming facilitator in December 2016. The first ever discussion group meeting of the host farmers took place on 17 November 2016.

#### Benefits to participants

The benefits of the project, as identified by an independent research team (from Limerick Institute of Technology and research consultancy based in Cork) in 2017, include:

- Improved social inclusion and community engagement for social farm participants, their local communities, host farmers and their families.
- An increased 'sense of belonging' has been observed amongst both host farmers and social farming participants.



- Social farming participants get to engage with people in the wider community through their relationship with the host farmer, neighbours, other farmers in the area, and visitors to the farm.

#### **Critical success factors**

- The collaboration of service providers, host farmers, local development companies, and service users in a project working group.
- The community reach of SKDP, who developed contacts with the farming community through providing previous supports, have proved extremely valuable in recruiting host farmers.
- The ability of SKDP to successfully combine a range of different programme supports, including SICAP, Tús and Rural Social Scheme (RSS) to provide a range of on the ground supports to both project participants and host farmers.
- The community led ethos and focus of the project, where the supports provided have been led by the participants and their families, and host farmers.
- The generosity and voluntary effort of the host farmers, who have opened their farms and given their time to accommodate the project.

#### **Challenges/barriers**

The social farming project is spread right across South Kerry from Ballinskelligs to Kilgarvan. The host farmers input to the social farm project is provided on a voluntary basis. Without the farmers commitment it would not be possible to implement the project. Therefore, the long term sustainability of farmers' participation and the operation of the project needs to be evaluated and the best way forward for the project needs to be identified.

While every effort is made to share job coaches by the service providers and some participants no longer require them, the project requires a significant amount of job coaches' time. SICAP funding is needed to provide job coaches to all participants when they first go onto the farms. As there are young adults on the waiting list to join the project, job coaches will be required in the future and funding to pay them needs to be secured.

#### **Learning**

The scale of the project, the number of partners and the number of people with disabilities going onto farms has grown over the year and now requires a full-time facilitator for the project. For 2017 the post is funded by the Department of Agriculture, Food and the Marine but a long term funding stream is required to sustain the project.



### 3.3 Individual participants

Under SICAP, individual beneficiaries are people who have been registered and have received interventions<sup>15</sup> through the programme. In order to be counted within the Programme Implementer's caseload for a particular period, the individuals must have received at least two separate interventions – the initial registration meeting is not counted. The individuals must also be a member of at least one of the eligible target groups.

In 2016, **47,511 disadvantaged individuals** (aged 15 years and upwards) **were supported on a one-to-one basis** (Key Performance Indicator 1). This number constitutes the overall individual caseload for SICAP in 2016 and includes individuals supported under Goal 2 and/or Goal 3<sup>16</sup>. Over one fifth of individuals on the 2016 caseload (22%) were also supported in 2015. Almost two thirds (65%) of individuals supported<sup>17</sup> under SICAP lived in urban electoral districts and 35% in rural ones<sup>18</sup>. This is in line with the national distribution of population between urban and rural areas. In 2016, 62.7% of the Irish population lived in urban areas and 37.3% in rural areas (CSO, 2017).

There were **22,427 individuals in receipt of a Goal 2 educational support** (Goal 2 caseload) and **30,206 individuals in receipt of Goal 3 employment support** (Goal 3 caseload). Of those registered on the SICAP caseload, 47% of individuals received support under Goal 2 and 64% under Goal 3.

#### 3.3.1 Socio-economic profiles of individuals

This section provides a demographic profile of individuals supported under SICAP, such as gender, age, principal economic status, highest level of educational attainment, nationality and other relevant characteristics.

##### *Gender*

Out of 47,511 individuals supported under SICAP, 25,964 were male (55%) and 21,547 were female (45%). More women (57%) than men (43%) were in receipt of Goal 2 educational supports, while more men (63%) than women (37%) received employment supports under Goal 3. For a detailed breakdown see Figure 3.7. There were no significant changes between 2015 and 2016.

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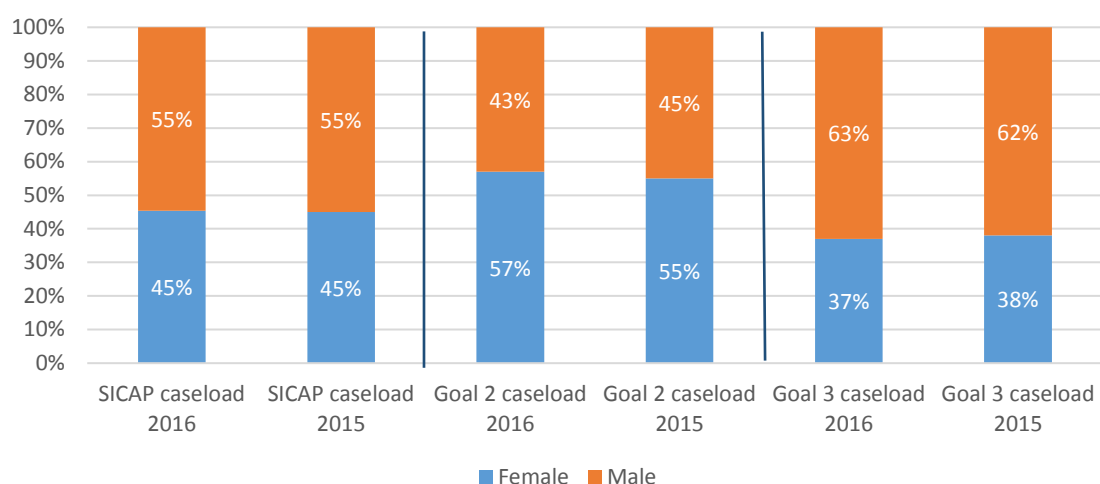
<sup>15</sup> Interventions are recorded when a PI engages with an individual and provides support under one of the support categories.

<sup>16</sup> One individual can receive supports under Goal 2 and Goal 3 at the same time. In such case he/she is counted once in the overall programme caseload, but is included in both the Goal 2 and Goal 3 caseloads.

<sup>17</sup> This breakdown is provided for 47,015 individuals, for whom the Electoral District of their address could be determined.

<sup>18</sup> The urban/rural designation of individuals is based on the CSO classification of Electoral Districts as being urban or rural.

Figure 3.7 Gender breakdown of individuals on the overall SICAP caseload and Goal 2 and 3 caseloads

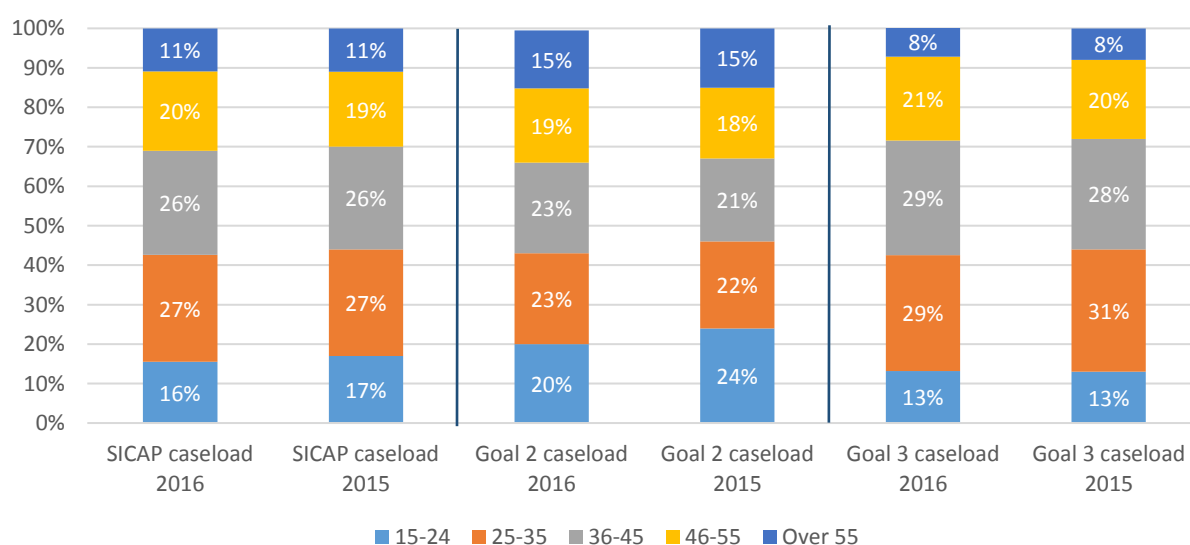


## Age

In the same way as in 2015, the majority of individuals supported by SICAP (53%) were aged between 25 and 45. The smallest age cohort were those aged over 55, with an 11% share of the caseload. As in the previous year, there were noticeable differences in the age profiles between different Goals, reflecting the diverse needs of different age groups. 79% of individuals supported under Goal 3 were aged between 25 and 55, compared to 65% under Goal 2. For a detail breakdown see Figure 3.8.

There were very few changes in the age profiles between 2015 and 2016, with the most significant being the decrease in the share of 15 to 24 year olds supported under Goal 2 from 24% to 20%. This is likely to be a result of a clarification of rules on engaging with young people in school being issued in September 2016. The clarification stated that all young people supported in the school environment have to be assisted on a non-caseload basis, and therefore, cannot be recorded on the individual caseload.

Figure 3.8 Age profile of individuals on the overall SICAP caseload and Goal 2 and 3 caseloads



### *Spatial disadvantage*

Programme Implementers are required to adopt an area-based approach to tackling disadvantage. They are expected to use Pobal Maps and the Pobal HP Deprivation Index to identify the greatest concentrations of disadvantage in the catchment area of their Lot. The Pobal HP Deprivation Index is based on the combination of three dimensions of relative affluence and deprivation, i.e. demographic profile, social class composition and labour market situation. The data for these dimensions is sourced from the census<sup>19</sup>.

The Pobal HP Deprivation Index scale ranges from extremely affluent to extremely disadvantaged. Individuals on the caseload were assigned to a point on this scale based on their address<sup>20</sup>. In 2016, **30.56% of individuals** (14,519) supported under SICAP **lived in areas designated as disadvantaged, very disadvantaged and extremely disadvantaged** on the Pobal HP Deprivation Index. This was 3% higher than the national target of 27%. Table 3.5 shows a breakdown of individuals addresses categorised by the Pobal HP Deprivation range. The distribution of individual addresses across the Pobal HP Deprivation range remained relatively unchanged between 2015 and 2016. The ability to successfully geo-code addresses has now reached almost 99%.

*Table 3.5 Individual beneficiary addresses categorised by Pobal HP Deprivation Index*

Pobal HP Deprivation Range	SICAP 2015 caseload (%)	SICAP 2016 caseload (%)	National population (%) (2011 census)
Very / extremely affluent	0.78%	0.86%	2.54%
Affluent	6.44%	6.57%	13.75%
Marginally above average	24.38%	24.74%	35.07%
Marginally below average	35.86%	36.21%	33.53%
Disadvantaged	24.23%	23.77%	12.66%
Very / extremely disadvantaged	6.43%	6.79%	2.45%
Individuals not mapped to index	1.90%	1.06%	n/a
<b>Share of individuals that live in disadvantaged to extremely disadvantaged range</b>	<b>30.66%</b>	<b>30.56%</b>	<b>15.11%</b>

### *Issue based target groups*

Figure 3.9 shows a breakdown of individuals on the overall SICAP caseload and Goal 2 and 3 caseloads by target group. Note that percentages add up to more than 100 as a beneficiary may belong to more than one target group. Like in 2015, the majority of individuals (78%) were in the unemployed target group<sup>21</sup>. The second largest target group were people living in disadvantaged communities (31%). The new target group of low income workers/households, introduced in 2016, made up 12% of the caseload.

As with 2015, there were differences between those accessing supports under Goal 2 and 3. Overall, the representation from all target groups, with the exception of unemployed, was higher

<sup>19</sup> The current index is based on the 2011 census.

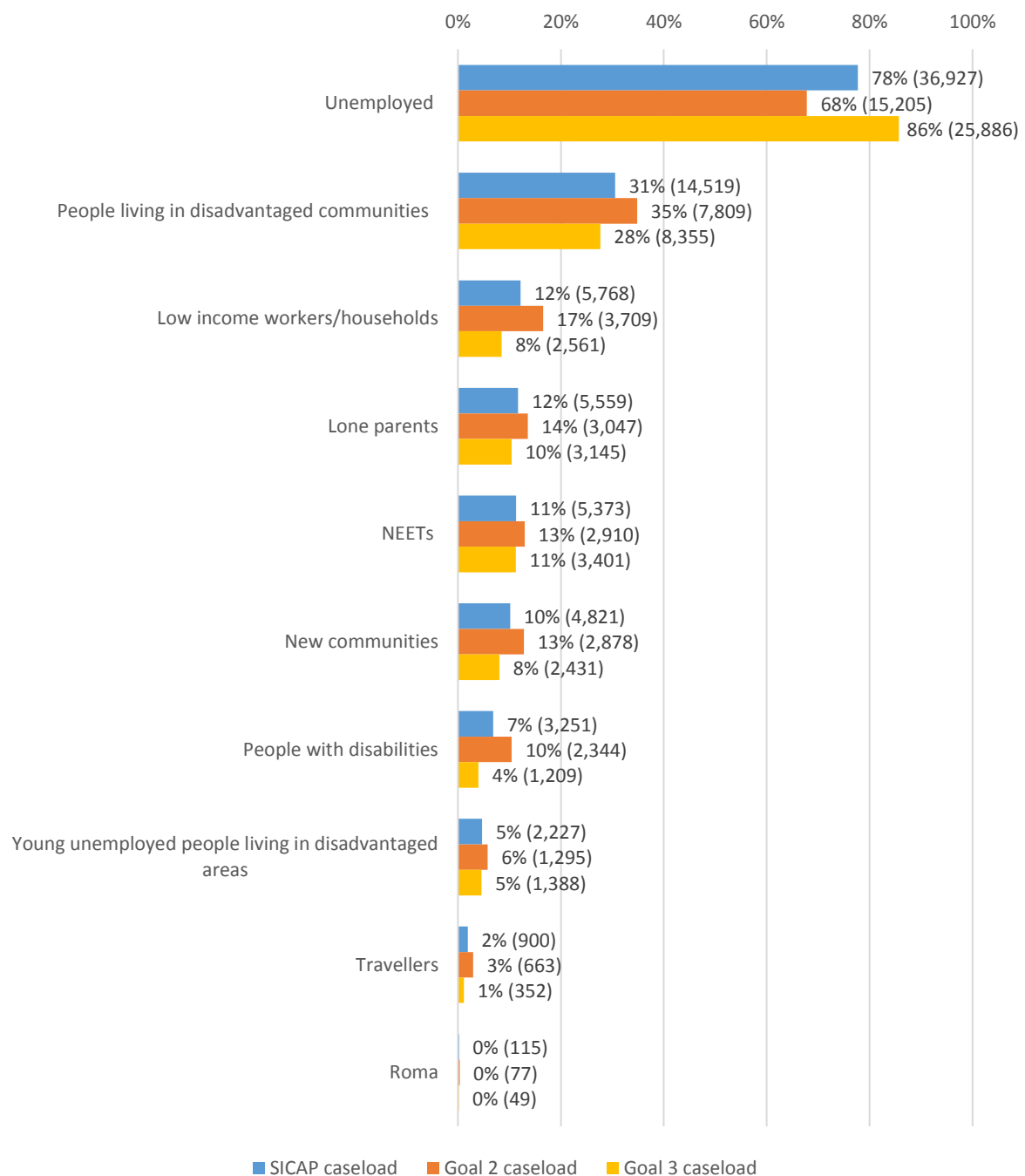
<sup>20</sup> The IRIS database has an auto-address function which uses An Post GeoDirectory to automatically validate the address of each individual who registers with a PI under SICAP. The address is then mapped to the relevant small area/electoral district, which is linked to the Pobal HP Deprivation Index.

<sup>21</sup> This includes individuals who are economically inactive e.g. those at home full-time with caring responsibilities or who are no longer actively seeking employment, on disability payments etc.

on the Goal 2 caseload. The unemployed made up the majority of the Goal 3 caseload with a share of 86%, 18% higher than the share of the same target group in the Goal 2 caseload.

The caseload make up in regard to target groups did not differ much compared to 2015. Small increases were recorded for lone parents (2% increase), new communities, persons with disabilities and young unemployed people living in disadvantaged areas (1% each). The share of unemployed decreased from 81% to 78%, likely caused by the general trend of falling unemployment.

Figure 3.9 Breakdown of target groups on the overall SICAP caseload and Goal 2 and 3 caseloads



### *Principal economic status*

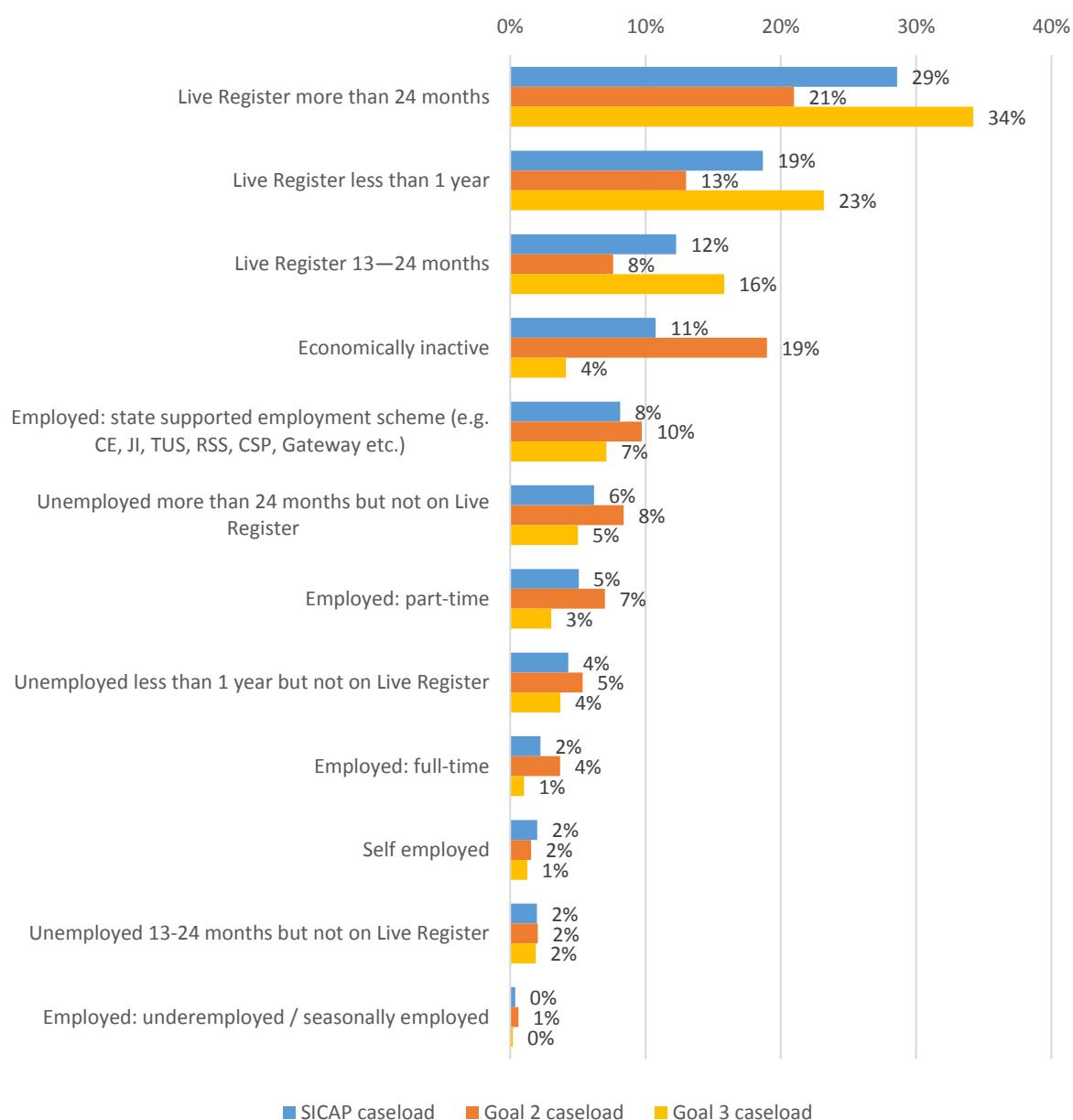
Like in 2015, the largest category of individuals on the overall caseload were those who were unemployed on the Live Register for more than 24 months (29%), followed by those unemployed on the Live Register for less than 1 year (19%). The combined unemployed categories, both on the Live Register and not, made up the majority of all individuals supported under SICAP (72%). Almost half of unemployed individuals (both on the Live Register and not) were unemployed for more than two years (48%) and they constituted 35% of the entire caseload. Figure 3.10 presents the economic status of individuals on the overall SICAP caseload and Goal 2 and 3 caseloads.

The largest group of individuals on the Goal 2 caseload were unemployed on the Live Register for more than 24 months (21%), followed by economically inactive (19%). The three largest groups on the Goal 3 caseload made up almost three quarters of the Goal 3 caseload (73%) and included the unemployed on the Live Register: for more than 24 months (34%), for less than one year (23%) and between 13 and 24 months (16%).

A number of changes in the economic status of individuals supported by SICAP were observed between 2015 and 2016. These include:

- A small increase in those unemployed and on the Live Register for less than one year (by 2% for both overall SICAP caseload and Goal 3 caseload).
- A decrease in the share of unemployed individuals on the Live Register between 13 and 24 months on the overall SICAP caseload (from 18% to 12%) and Goal 3 caseload (from 23% to 16%). This is likely to be an effect of the national roll out of the JobPath programme, which targets people unemployed for over 12 months.
- An increase in the share of unemployed individuals on the Live Register for more than 24 months by 2% on the overall SICAP caseload and 3% on the Goal 3 caseload.
- A decrease in the share of economically inactive on Goal 2 caseload from 25% to 19%.
- An increase in the share of individuals working part-time (from 1% to 5%) and full-time (from 1% to 2%) on the overall SICAP caseload, and in the case of part-time workers on Goal 2 and 3 caseloads. This can be attributed to the addition of a new target group in 2016: low income workers/households.

Figure 3.10 Principal economic status of individuals on overall caseload and Goals 2 and 3 caseloads



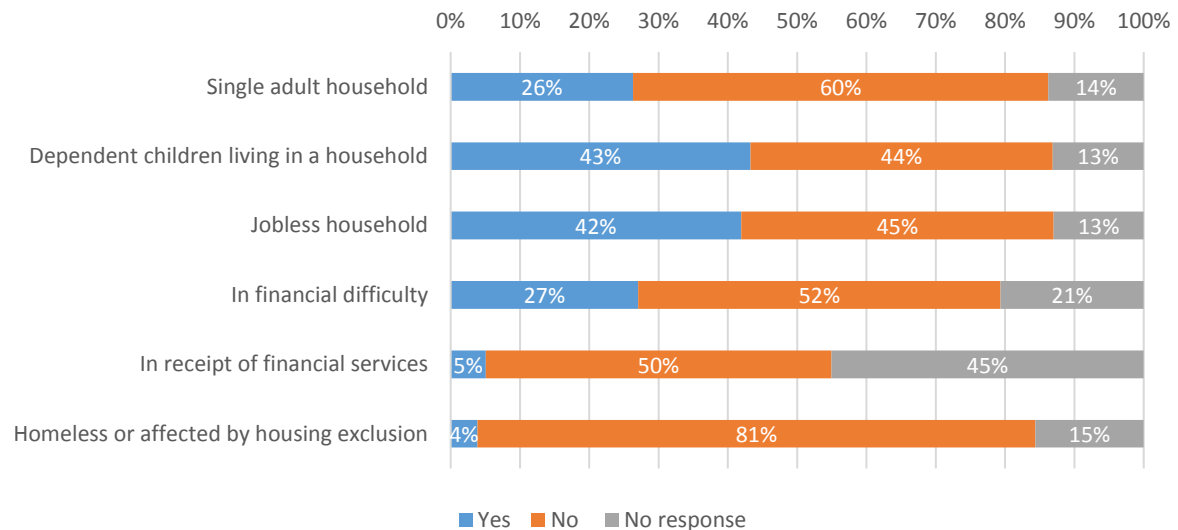
### Household situation

At registration, individuals were asked a number of questions relating to their socio-economic situation and living arrangements. The responses are presented in Figure 3.11. Just over a quarter of individuals (26%) stated that they lived in a single adult household while 43% indicated that they had a dependent child or children living in their household. 42% of individuals stated that they lived in jobless households, of whom 41% were unemployed on the Live Register for longer than 24 months.

Over a quarter of SICAP participants (27%) stated that they were in financial difficulty<sup>22</sup>, while 5% reported being in receipt of financial services<sup>23</sup>. When asked whether they were homeless or affected by housing exclusion<sup>24</sup>, 4% of individuals or 1,831 responded ‘yes’.

Compared to 2015, the share of participants who did not respond to the questions has decreased on average, per each question, by 12%.

Figure 3.11 Household situation of individuals on the overall SICAP caseload



### Highest level of educational attainment

The educational attainment of each individual supported by SICAP is linked to the National Framework of Qualifications (NFQ)<sup>25</sup> (see Figure 3.12) and the ISCED (International Standard Classification of Education)<sup>26</sup> levels.

<sup>22</sup> The participants were asked the following question: “Concerning your household’s total monthly or weekly income, with which degree of ease or difficulty is your household able to make ends meet?” Answers were provided on a six point scale and individuals were counted as answering yes, if they indicated one of two answers: “with great difficulty” or “with difficulty”.

<sup>23</sup> Financial services in this context are state funded/supported financial aid services. They include: Money Advice and Budgeting Service (MABS), Credit Unions, Citizens Information Centre, Mortgage Arrears Information and Advice Service.

<sup>24</sup> The definition of homeless is based on the ESF recommended definition from ETHOS and includes: rooflessness, homelessness, living in insecure housing, living in inadequate housing.

<sup>25</sup> The NFQ is a system of 10 levels of qualifications and is used to describe Irish education and training qualifications.

<sup>26</sup> The ISCED was developed by UNESCO to facilitate comparisons of education statistics and indicators across countries on the basis of uniform and internationally agreed definitions.

Figure 3.12 The National Framework of Qualifications fan diagram

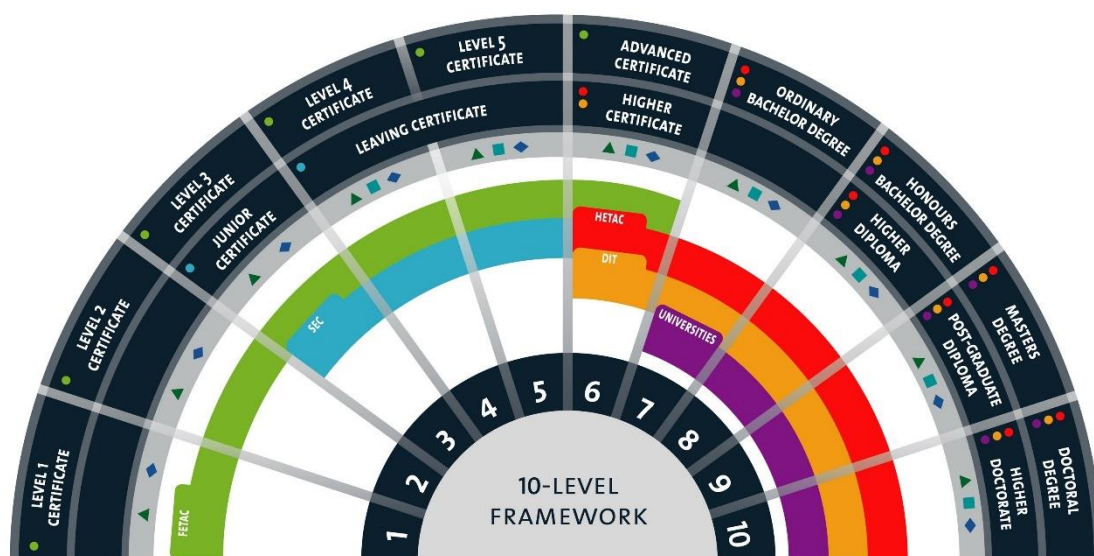
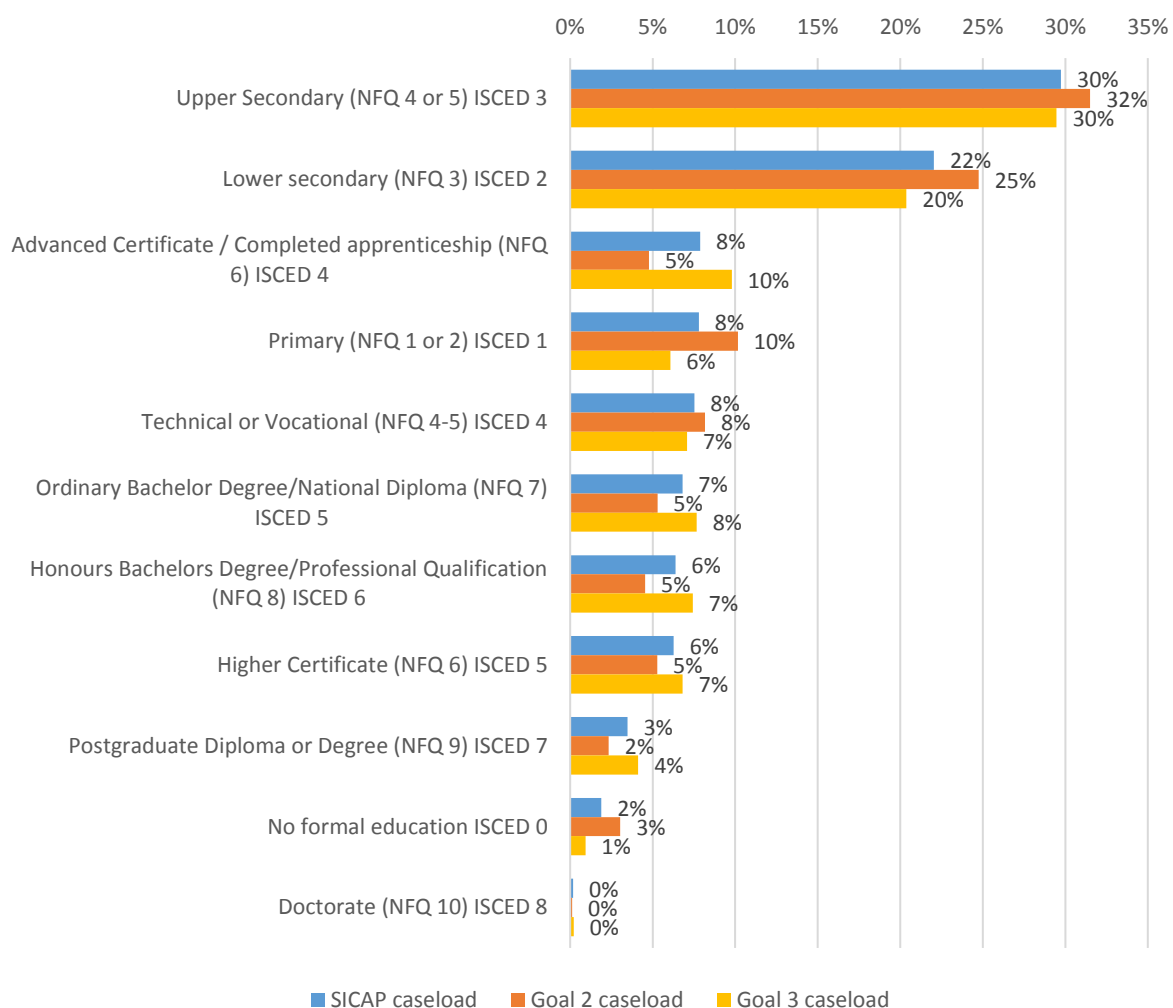


Figure 3.13 shows a breakdown of the highest level of educational attainment of individuals registered on the overall SICAP caseload and the Goal 2 and 3 caseloads. The majority of individuals supported (70%) had a highest educational attainment of Leaving Certificate or below (NFQ 4 or 5). This was 3% lower than in 2015. There were no other major changes observed in the educational attainment of SICAP participants between 2015 and 2016.

As in the case of economic status, the level of highest educational attainment differed between individuals supported under Goal 2 and 3. Overall, individuals accessing Goal 3 supports had a higher level of educational attainment with 36% having been educated to a level above Leaving Certificate compared to just 22% of individuals supported under Goal 2.



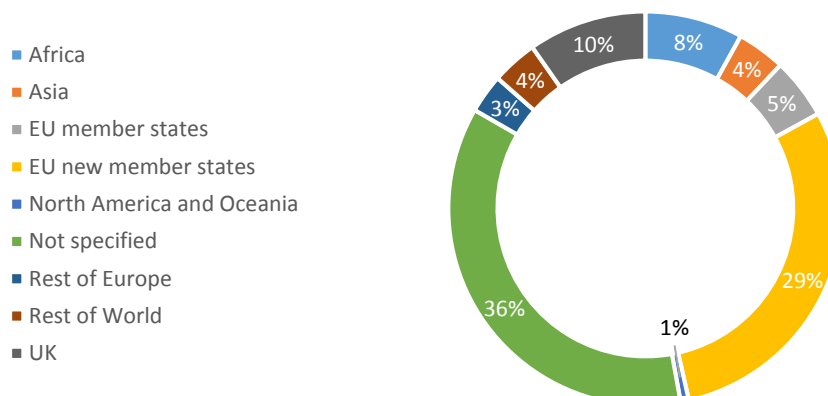
Figure 3.13 Highest level of educational attainment of individuals on SICAP overall caseload and Goal 2 and 3 caseloads



### Nationality

The majority of individuals supported under SICAP (34,848 or 73%) were Irish, down from 77% in 2015. The second largest cohort were individuals from the European Union's new member states (3,726), who made up 8% of the overall SICAP caseload. Polish nationals were the second largest nationality, representing 4% of the overall SICAP caseload, followed by UK citizens (3%) and participants from African countries (2%). Figure 3.14 shows a nationality breakdown of the non-Irish individuals on the SICAP caseload. There were no major differences observed between 2015 and 2016.

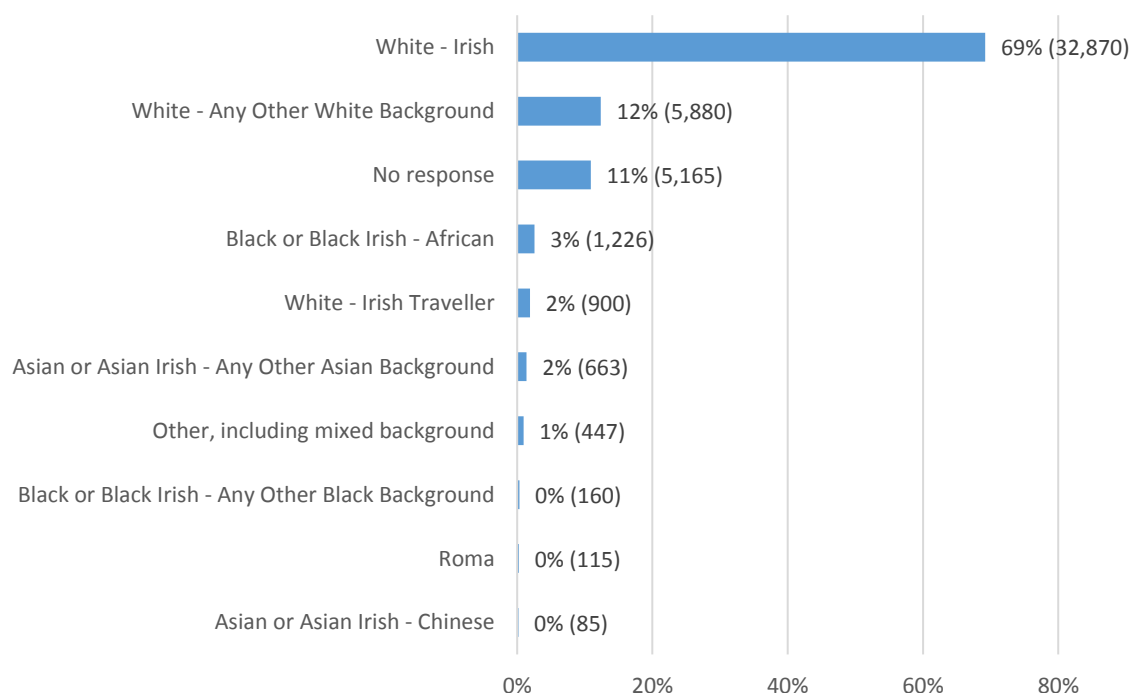
Figure 3.14 Nationality of the non-Irish individuals supported under SICAP in 2016



### Ethnic and cultural background

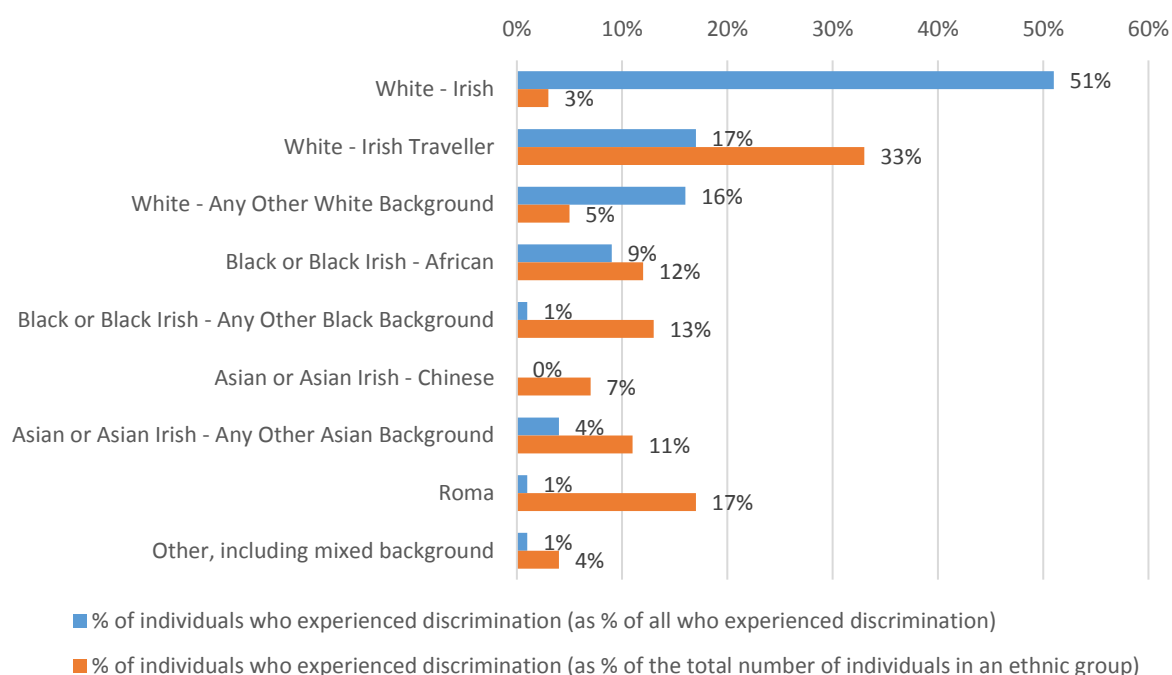
The majority of individuals supported under SICAP were White Irish (69%), followed by White (any other white background) (12%). Like in 2015, 2% of individuals supported indicated they were White Irish Travellers and less than 1% were Roma (for details see Figure 3.15).

Figure 3.15 Ethnic/cultural background of individuals supported under SICAP in 2016



Participants were asked whether they have experienced discrimination in accessing or participating in services. The majority responded 'no' (75%), while 1,785 (4%) individuals responded 'yes' (21% did not respond to the question). Figure 3.16 shows the individuals who experienced discrimination as a percentage of all individuals who experienced discrimination and as a percentage of the total number of individuals in a given ethnic group. Of all individuals that experienced discrimination, just over half of them (51%) were White Irish, 17% were Irish Travellers and 16% were White of any other background. The ethnic groups with highest percentage of members experiencing discrimination were White Irish Travellers (33%), Roma (17%) and Black or Black Irish (either of African origin (12%) or of any other background (13%)).

Figure 3.16 Ethnic/cultural background of individuals and discrimination experienced by them in 2016



### 3.3.2 Referrals

Figure 3.17 shows the access routes of individuals supported under SICAP. 45% of SICAP participants (21,440) were referred to the programme by a government body, state agency (e.g. Intreo, Local Employment Service (LES), HSE, Local Enterprise Office (LEO)) or other relevant organisation (e.g. school, college, Irish National Organisation of the Unemployed (INOU) or MABS). One fifth of participants were referred by family or friends and 16% by Local Community Groups.

There were some changes in the access routes between 2015 and 2016. The share of individuals referred by a government body, agency or other organisation increased by 5%, while the share of people referred by LCGs and learning about SICAP through publicity and information campaigns decreased by 4%.

Figure 3.17 Access routes of individuals supported under SICAP (overall caseload) in 2015 and 2016

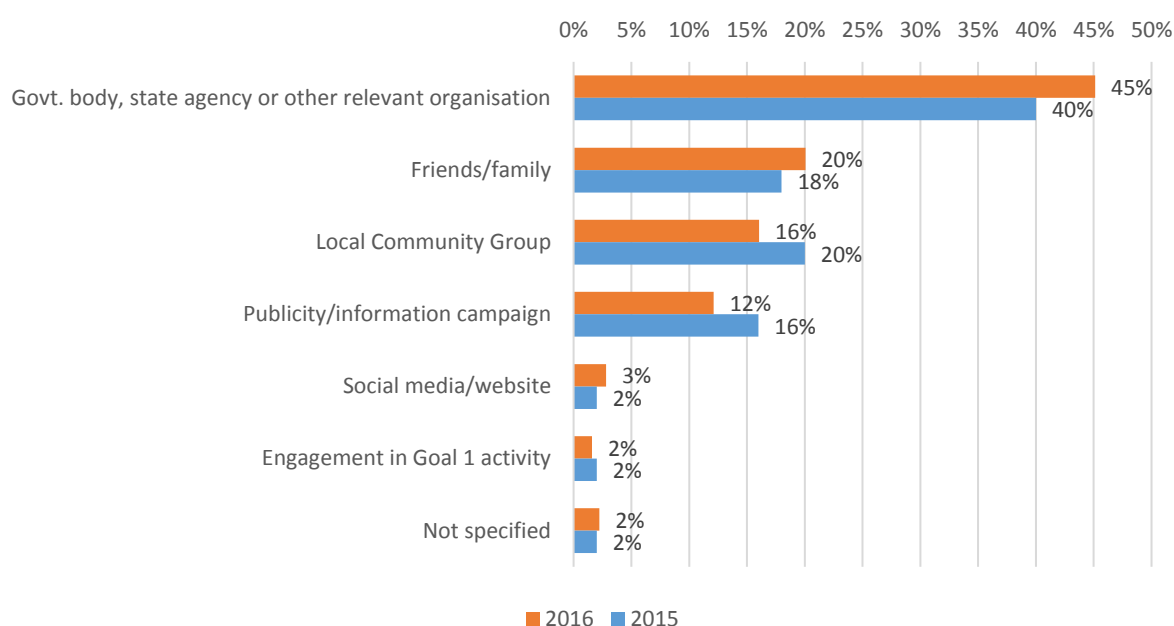
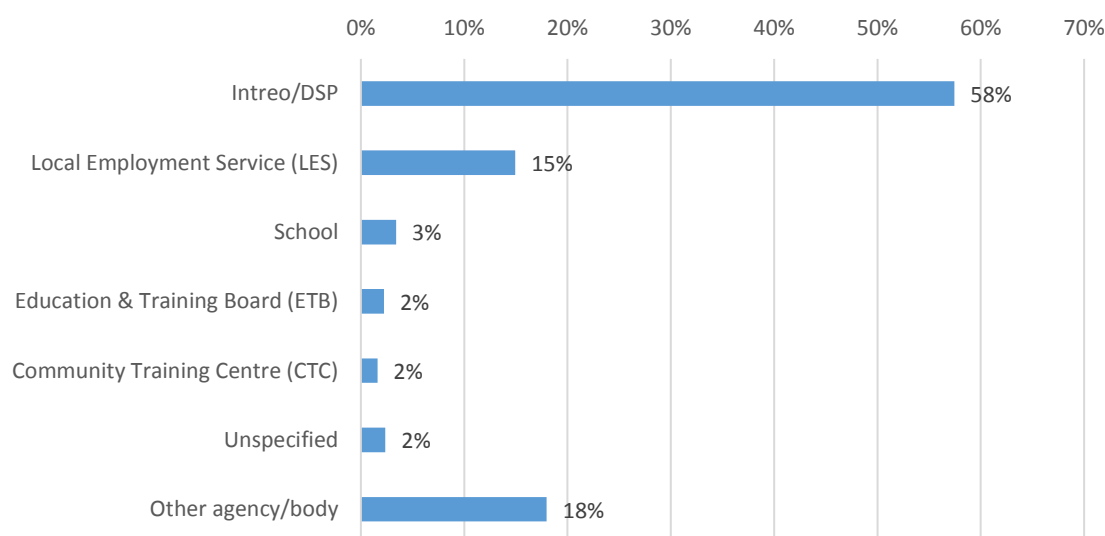


Figure 3.18 presents a breakdown of referrals to SICAP made by government bodies and state agencies. Of these individuals, more than half (58%) were referred by Intreo/DSP, 15% by LES and 18% by other agencies. In total, 26% of individuals (12,316) on the SICAP caseload were referred to the programme by Intreo/DSP, over twice more than in 2015.

Figure 3.18 Referrals to SICAP from government agencies and bodies in 2016



### 3.3.3 Individuals supported under Goal 2

Activities under Goal 2 aim to support individuals and marginalised target groups experiencing educational disadvantage so they can participate fully, engage with and progress through life-long learning opportunities through the use of community development approaches. There were **22,427** individuals who received a **Goal 2 educational support** (registered on the Goal 2 caseload), of whom 78% had the educational attainment of Leaving Certificate or lower (Headline Indicator 4/4a). Of all the individuals registered on the Goal 2 caseload, 4,517 were young

people (aged 15-24) (Headline Indicator 6). These young people constituted 20% of the Goal 2 caseload, 4% less than in 2015. 92% of these young people had a highest educational attainment of Leaving Certificate or lower.

Goal 2 has four objectives, which are presented in Table 3.6. The first two objectives (G2.1 and G2.2) primarily address the needs of individuals, G2.3 primarily supports children and young people and those supported under objective G2.4 are local decision-making structures and networks.

Table 3.6 Goal 2 objectives

	Goal 2 objectives
Objective G2.1	To identify and provide information on learning supports available to individuals experiencing educational disadvantage.
Objective G2.2	To support individuals from target groups experiencing educational disadvantage to participate in life-long learning opportunities.
Objective G2.3	To provide supports to children and young people from target groups who are at risk of early school leaving and/or not in employment, education or training (NEETs).
Objective G2.4	To influence the development of local decision making structures and networks so that they better address barriers to learning and enhance local learning systems for people experiencing educational disadvantage.

### 3.3.3.1 Educational supports for individuals under Goal 2

Under Goal 2, individuals received a range of supports related to Life-Long Learning (LLL), which are presented in Table 3.7 and discussed in detail below. A life-long learning opportunity is defined by the European Commission (European Commission, 2001) as “all learning activity undertaken throughout life, with the aim of improving knowledge, skills and competencies within a personal, civic, social and/or employment related perspective”. According to the EU resolution on a Renewed Agenda on Adult Learning, lifelong learning covers learning from pre-school to post retirement (European Council, 2011).

Table 3.7 Types of supports provided to individuals under Goal 2

	Programme indicators	2015		2016	
		No. of individuals	% of G2 caseload	No. of individuals	% of G2 caseload
G2	Deemed to require education supports in the first instance (Goal 2 caseload)	16,705	100%	22,427	100%
G2.2	Support in accessing LLL (application, counselling, guidance etc.)	8,646	52%	12,127	54%
G2.2	Follow up supports to remain in LLL course	2,420	14%	4,089	18%
G2.2	Support in accessing community childcare (for parents returning to LLL or employment)	255	2%	262	1%
G2	Referred to other services with impact on accessing LLL	306	2%	250	1%
G2	Referred to LLL/FET providers	946	6%	1,366	6%
G2.2	In receipt of a Goal 2 educational support: participating in LLL course	13,434	80%	16,770	75%

Under Goal 2, **12,127** individuals were **supported to access LLL** and in total they received 18,438 interventions (an individual may receive more than one support of the same or different type). Supports included assessment of individual training needs, explanation of course content, advice and guidance on various areas related to accessing and participation in training and courses, assistance with course and bursary applications, career guidance workshops and follow up on the progression of training undertaken by individuals.

**4,089** individuals received **a follow up support to encourage them to remain in a LLL course**. In total, they received 6,002 interventions, which included discussing participants' progress on the course, exploring options for new courses and course evaluation.

**262** individuals were assisted in **accessing community childcare** and in total they received 425 interventions. As part of this support, Pls provided information about childcare options and assisted individuals in securing places in local childcare services.

#### *Referrals to LLL and FET services*

In 2016, **1,366** individuals were **referred to providers of Life Long Learning (LLL) and Further Education and Training (FET) services**. In total 1,488 referrals were made, with 17% of those being to adult literacy services, another 17% to Back to Education Initiative (BTEI), 8% to PLC courses and 2% to Vocational Training Opportunities Scheme (VTOS). The majority of referrals (56%) were to other services, which were not specified.

An additional **250** individuals were **referred to other services that impact on accessing LLL**, such as financial advice services, health supports, citizen's rights, housing provision and drug assistance.

#### **Participation in LLL courses**

In 2016, **16,770 individuals** participated in a total of 21,563<sup>27</sup> educational course placements under Goal 2. These individuals made up 75% of the Goal 2 caseload – 5% less than in 2015. This section provides a detailed analysis of individuals' participation in LLL courses.

#### *Course providers and validation*

Almost half of course placements (49%) were provided by the SICAP Programme Implementers themselves, while 17% were delivered by private providers. A further 13% were delivered by Education and Training Boards (ETBs) (see Figure 3.19). Note that the 'other' category<sup>28</sup> includes providers whose share of course placements provided was 1% or less and those that were not specified.

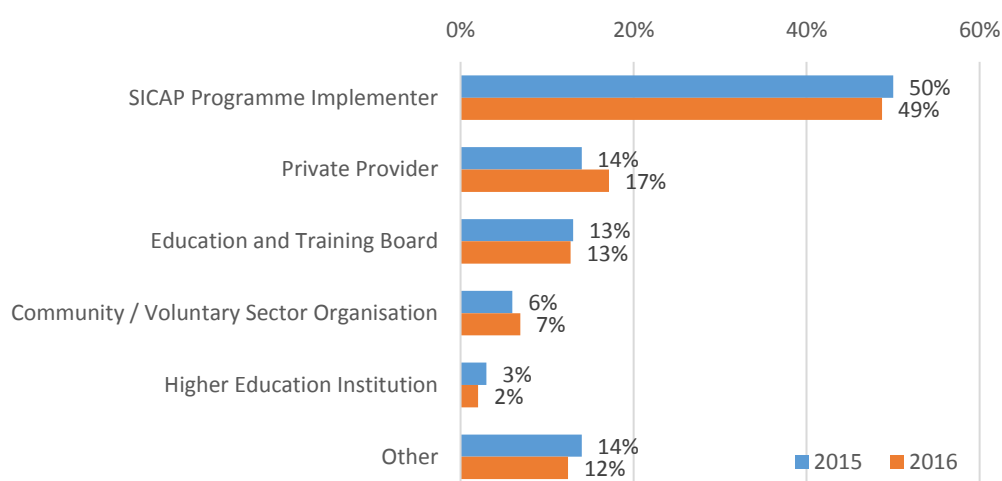
There were no noticeable changes in a breakdown of course providers between 2015 and 2016, with the exception of the increase in the percentage of private providers from 14% in 2015 to 17% in 2016.

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<sup>27</sup> Individuals may have participated in more than one course and are therefore counted each time. A total of 3,480 people received more than one educational support under Goal 2.

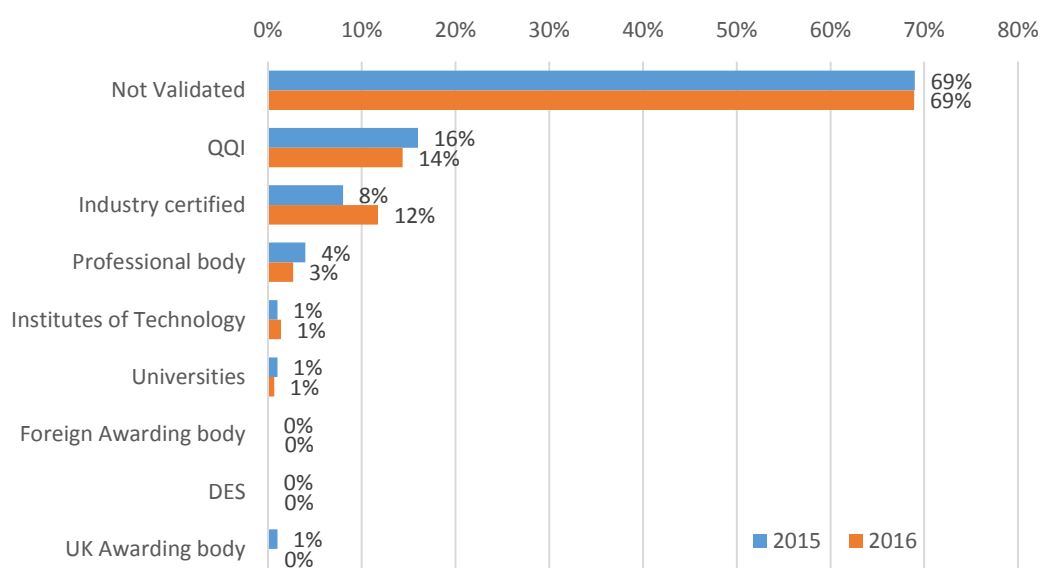
<sup>28</sup> Other category includes the following providers: Institute of Technology, Public Service Agency, Skillnet, Youth Service, SOLAS, Training for People with Disabilities, Sectoral Representative Body, Employer/Work Based Learning, Community/Comprehensive School, Special School (DEIS), Teagasc Training, Voluntary Secondary School, Hospital CNE, and other.

Figure 3.19 Goal 2 course placements by course provider in 2015 and 2016



The majority of course placements (69%) were on courses that were not certified, followed by those validated by Quality and Qualifications Ireland (QQI) (14%), and industry (12%). For a full breakdown see Figure 3.20. Compared to 2015, the percentage of course placements on courses certified by industry increased by half, from 8% to 12%.

Figure 3.20 Goal 2 course placements by certifying body in 2015 and 2016



### Accreditation and funding

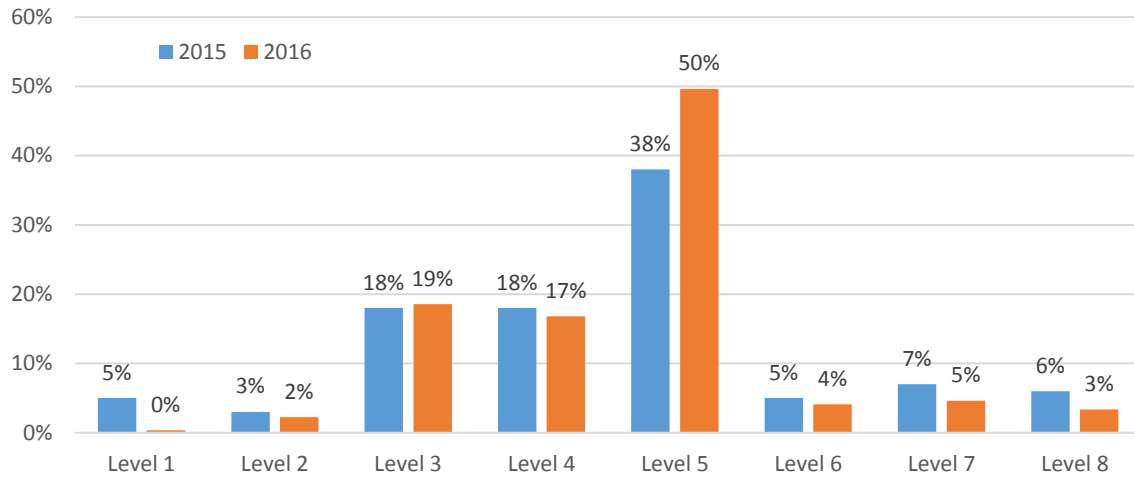
Almost one fifth of course placements (19% or 4,000) were accredited under the NFQ and 81% (17,563) were unaccredited. Compared to 2015, the percentage of course placements on accredited courses decreased by 2%.

Of the 4,000 accredited course placements, half were on courses at Level 5 with Levels 3 and 4 accounting for another 36% of all placements. Figure 3.21 provides a breakdown of course placements by the level of NFQ accreditation in 2015 and 2016. A number of differences are observed between the two years:

- The percentage of placements on courses at Level 5 increased from 38% to 50%.

- The combined percentage of placements at Levels 1 and 2 decreased from 8% in 2015 to 2% in 2016.
- The combined percentage of placements at Levels 6, 7 and 8 also decreased by one third.

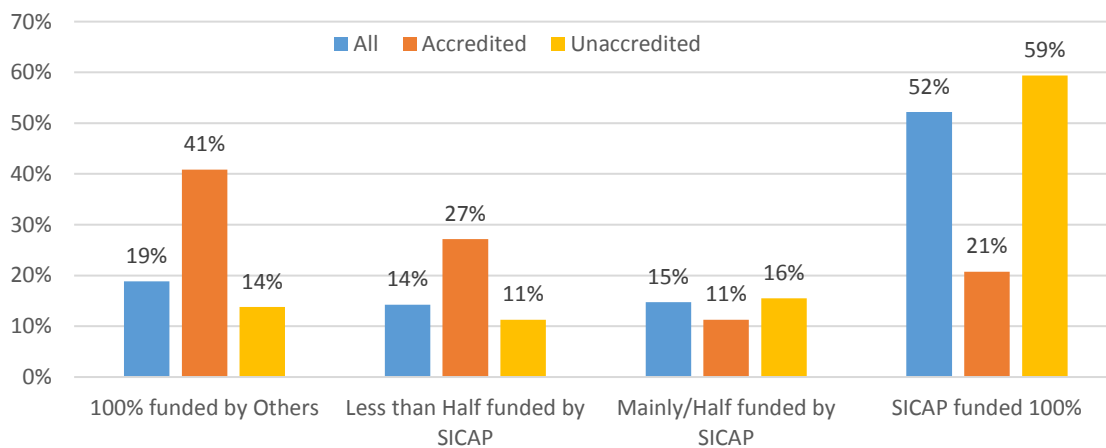
Figure 3.21 Goal 2 course placements by level of NFQ accreditation in SICAP in 2015 and 2016



The majority of course placements of individuals supported under Goal 2 of SICAP (67%) were either fully funded or mainly funded by SICAP, while just less than one fifth (19%) were fully funded by others. The majority of courses fully funded by SICAP (59%) were unaccredited, while the largest share of placements (41%) on accredited courses were fully funded by others. For a detailed breakdown of course placements by funding source and accreditation see Figure 3.22.

Compared to 2015, the share of course placements fully funded by others decreased from 23% in 2015 to 19% in 2016. The percentage of course placements mainly funded by SICAP rose by one quarter. Additionally, the share of placements on accredited courses funded mainly by others increased by almost a half, from 19% to 27%.

Figure 3.22 Goal 2 course placements by funding source in 2016



## Outcomes

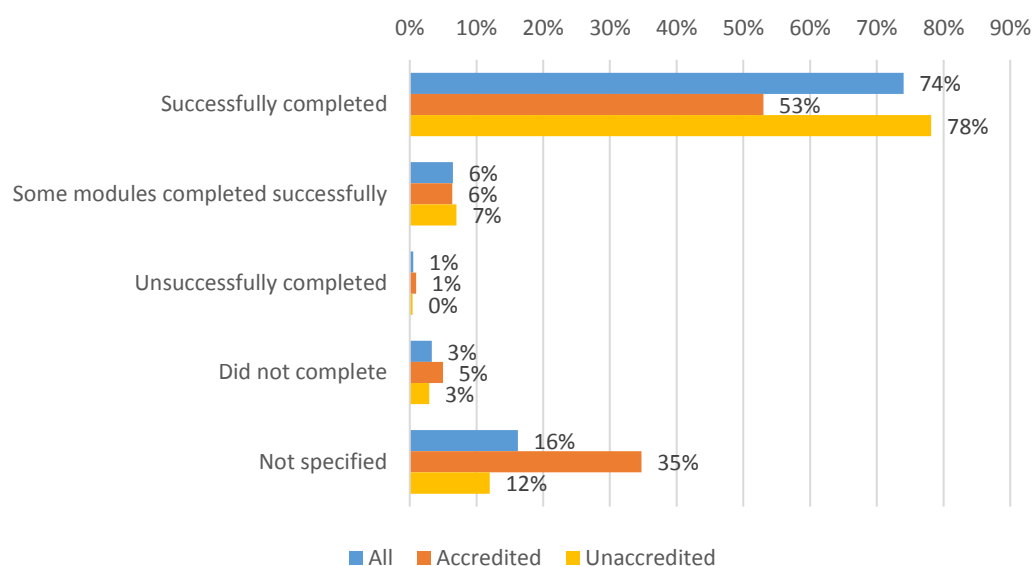
Figure 3.23 presents a breakdown of course placements (accredited and unaccredited) under Goal 2 by outcomes achieved by participants. The outcome for the majority of course placements (74%) was successful. Only 4% of participants had an unsuccessful outcome or did not complete the course. For 16% of placements the outcome was not specified, which meant that the



outcome was not recorded on the IRIS system when the participant finished the course placement, or for a smaller share of course placements, the course may have been ongoing at the time the data for 2016 was analysed.

At 78%, the successful completion rate for unaccredited course placements was much higher than the 53% for accredited courses. The outcome was not specified for more placements on accredited courses (35%) than on unaccredited ones. As accredited courses often run for an academic year (i.e. September to May), some course placements were not completed when this report was being prepared.

Figure 3.23 Goal 2 course placements by outcome achieved by participants in 2016



### Education sector

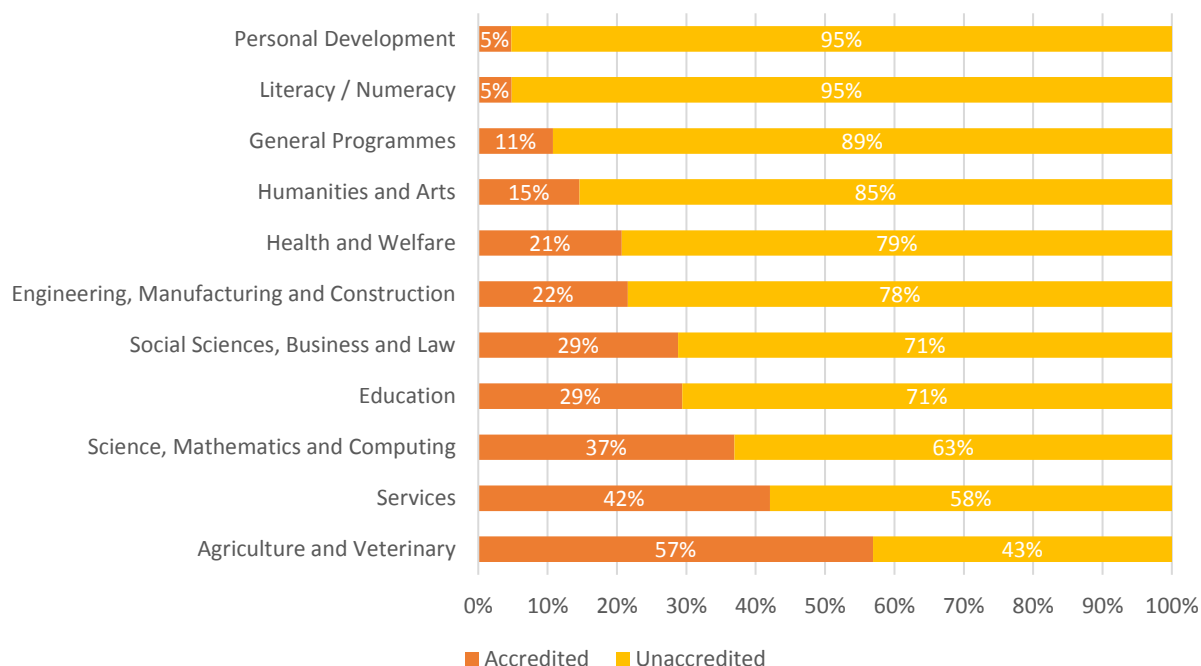
Table 3.8 presents a breakdown of course placements with regard to education sector in 2015 and 2016, along with examples of unaccredited courses provided under each sector. Almost three quarters of course placements (73%) were on courses in just four education sectors: general programmes, health and welfare, personal development and education. These were also the top four categories in 2015, however there were differences in the distribution of course placements amongst the four categories. The most frequent education sector in 2015 was personal development with 23% of all course placements.

Table 3.8 Education sector: examples of unaccredited courses and percentage of course placements (both accredited and unaccredited)

Sector	Course description/content (unaccredited courses)	% of all course placements	
		2015	2016
General programmes	Befriending training, Benefit course, Business planning, Stained glass	17%	19%
Health and welfare	Men's boxercise, Traveller community health, Cookery, First aid, Wellness education	16%	19%
Personal development	Personal development course, First Impressions workshop, Exploring your options, CV prep, Interview skills, Jobs Club	23%	19%
Education	Study skills, Basic IT, English language, Pathways to education, Taster programme	18%	16%
Literacy/numeracy	ESOL, Fáilte Isteach, Literacy module, Reading group, Story time project	6%	7%
Science, maths and computing	Beginners PC, Basic computers, Computer for beginners, Social media skills	5%	5%
Engineering, manufacturing and construction	Safe Pass, Manual handling, DIY, Introduction to boat building	3%	4%
Agriculture and veterinary	Bee keepers training, Horticultural training course, Livestock management, Winter gardening course	2%	3%
Humanities and arts	Committee skills, Arts and crafts, Photography, Woodturning, Pottery	3%	3%
Services	Bicycle maintenance training, Barista skills, Hospitality and bar training, Food hygiene and Hazard Analysis and Critical Control Point (HACCP)	3%	3%
Social sciences, business and law	Financial management course, ESE, Start Your Own Business, Business presentation skills, Intro to marketing	4%	2%

Figure 3.24 shows a breakdown of course placements on accredited and unaccredited courses with regard to education sector. For all but one sector (agriculture and veterinary), the majority of placements were on unaccredited courses, with personal development and literacy/numeracy having the highest percentage at 95% each.

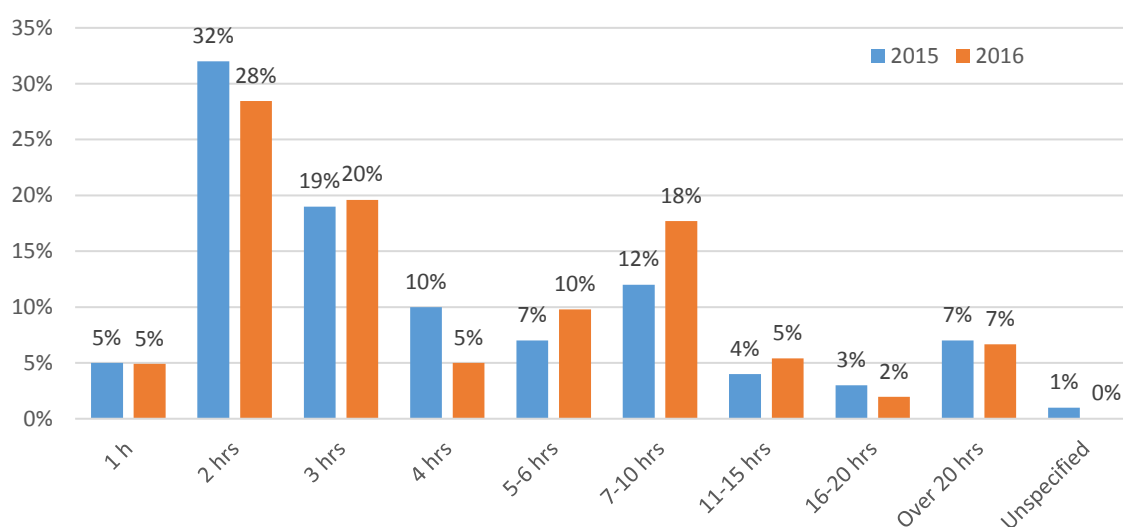
Figure 3.24 Goal 2 course placements by sector and accreditation status



### Course intensity

Course intensity refers to the number of hours per week a participant is required to attend. Figure 3.25 presents a detailed breakdown of placements by number of hours per week. The majority of course placements (58%) were on courses that had a relatively low intensity and required participants to attend between one and four hours a week. 14% of course placements were on courses that required participants to attend for more than 10 hrs a week. Compared with 2015, the share of placements on courses of low intensity decreased by 8%, yet the percentage of placements with more than 10 hrs a week also decreased by 1%.

Figure 3.25 Goal 2 course placements by number of hours per week in 2015 and 2016

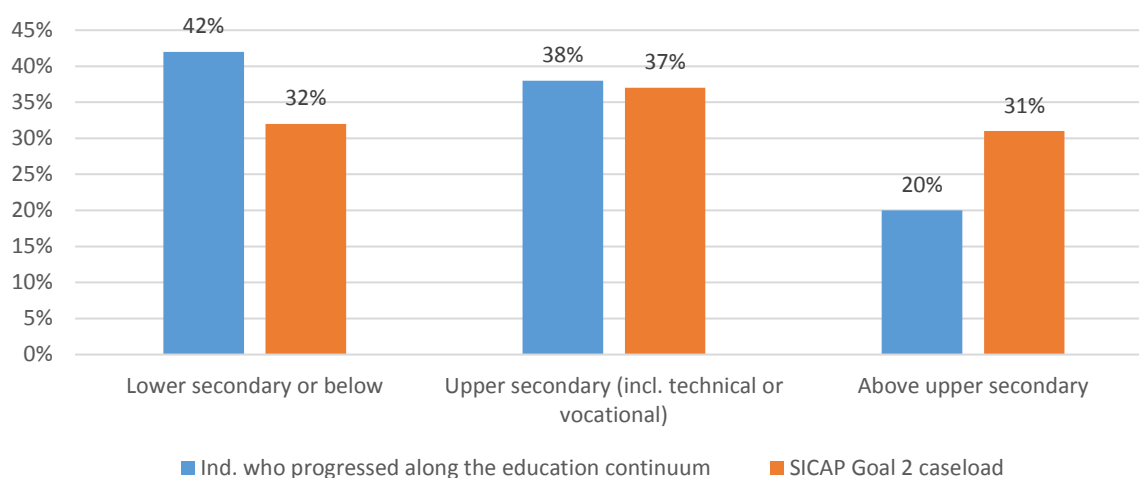


### 3.3.3.2 Progression along the education continuum

In 2016, **4,109 individuals progressed along the education continuum** after registering with SICAP (headline Indicator 5). Almost a quarter of them (961 or 23%) were young people (Headline Indicator 7). It should be noted that this figure includes those reporting personal progression and development of skills and abilities that may support progression into education and not just those moving from one level of education to a higher level.

Individuals who progressed along the education continuum were compared against all individuals on Goal 2 caseload in regard to age, principal economic status and educational attainment. Those who were recorded as having progressed along the education continuum were more likely to be younger, have lower educational attainment (see Figure 3.26), and be economically inactive as compared with the average person in receipt of Goal 2 supports.

*Figure 3.26 Highest level of educational attainment of individuals that progressed along the education continuum compared to Goal 2 caseload in 2016*



### Case Study 3: Men's wellbeing

Cork City Partnership Ltd. (Cork City (17-1))

#### Goal 2

#### Background

The Churchfield/Gurranabraher area in the north side of Cork city has high levels of male unemployment. The Local Employment Service in the area recognised that many of their male clients were unable to proactively search for work. They required support and training to develop their capacity, confidence and self-awareness. Additionally, a number of single men, who recently moved into the area as part of a new social housing development, were experiencing isolation. In response, Cork City Partnership (CCP) developed a men's wellbeing course to bring men together to explore their issues, identify responses and to develop their capacity so they could access education and employment opportunities.

#### Target group

The course design addressed the needs of local men and those who were isolated and unemployed or underemployed. The local outreach office acted as a 'hub' in encouraging men to attend the course. Referrals were also received from a number of local groups and agencies (e.g. Churchfield Community Trust, Cork Simon Community and The Lantern Project).

#### Course design and content

Cork City Partnership worked closely with Cork Social and Health Education Project (SHEP), a community training organisation with considerable experience of working with men in experiential learning in group work settings. CCP recruited a SHEP trained tutor to deliver core elements of the course. The course design provided sufficient flexibility to ensure that the course would respond to participants' own specific needs. The core purpose of the course was to create a safe interactive space where men were provided with opportunities to talk to other men, where they were listened to and respected and where they could develop a sense of belonging. Amongst others, the course content included the following: listening and communicating; managing stress; being assertive; handling feelings; understanding what barriers people face in life; handling criticism and praise; dealing with conflict; making good decisions, and setting goals.

#### Key achievements

Eight men attended the course consistently and an additional four men attended some classes. During the course some participants addressed issues of concern specific to them and sourced additional supports (e.g. counselling), while others gained skills to help them deal with their ongoing personal issues. Commitment to the course and participants' ongoing development was strong. Some of the men have accessed further supports, schemes, courses or employment. Participants' feedback indicated a very positive impact the course had on their lives.

The course created an awareness/acceptance locally of the importance of men taking care of their wellbeing and talking to one another about their concerns. Additional supports for men are now being planned in response to the issues raised.

#### Critical success factors

The success of the course can be attributed to a number of factors:

- The course responded to local needs and was designed to respond to participants needs.
- The tutor was sufficiently experienced to deal with the complexity of issues presented.
- The course was person centred and very well facilitated.
- Course participants agreed ground rules and created a safe, informal environment.
- CCP acted as an anchor to the course. The staff met with the tutor and group each week, to 'check in' and build relationships.

#### Challenges/barriers

Developmental work with men can be time consuming and slow paced. The initial challenge was the recruitment of a sufficient number of men to participate in the course. This was overcome by connecting

with local residents, organisations and groups. Once sufficient numbers were achieved, the next challenge lay in retaining the participants' involvement. CCP maintained regular contact with participants to encourage their continued attendance. This coupled with the flexibility and the highly skilled tutor ensured that participant's commitment to the course continued. Peer support between the participants was also crucial in sustaining their involvement.

### Learning

It was important to stay connected to the participants throughout the course. 'Check ins' and building good relations with both the participants and tutor was essential. It was important to discuss the course with other local agencies and organisations and to seek their assistance in recruiting men for the course. These contacts are also invaluable in accessing follow on supports for the men and scheduling referrals.

CCP held a mid-way course review meeting to learn about the experience of both participants and the tutor. On foot of this discussion, a number of course details were amended (e.g. reduced session time from 2.5 hours to 2 hours). This was a useful exercise as it enhanced the quality of the course and provided a communication channel through which the views of participants and tutor informed the course progression. Additionally, it highlighted the men's personal issues and provided a platform for arranging referrals for them to other services and supports. The course was only a starting point in the men's development process. It was critical that the follow on work was anticipated and resources/staff support allocated. Follow on work included referrals, planning new support work to meet the men's needs and plans for the development of new initiatives locally (e.g. men's drop in service).

It is essential when dealing with men's wellbeing and the associated issues that may emerge, that the tutor is competent and experienced. Ideally the tutor should have some counselling, psychotherapy, group work or similar experience.

Peer support for the men was a significant factor in the success of the course. It is hoped that the relationships that the men developed will continue into the future. When asked about the difference the course had made, one participant said it was "knowing I am not alone".

Another participant said he was unemployed for four years and that it was the first time he spoke about how unemployment was affecting him. A key learning for many men was that unemployment creates a host of emotional issues. Often, these issues need to be addressed before individuals can progress to activation and job searching. Therefore, undertaking wellbeing/self-esteem/confidence building work is often a starting point for progression towards employment or further education. Community education and community development approaches are very effective in this context.

Men need a space to come together to reflect on their concerns/feelings in a safe environment, a space where they can feel affirmed and develop personal awareness and confidence. This was emphasised by a participant who said that the course helped him to be more comfortable/confident to speak about his problems. Another man experiencing anger management issues said that the course helped him get rid of anger.

When asked **what they enjoyed about the course** participants responded as follows:

- "The company and discussing problems".
- "Being able to speak in a group and listen to others".
- "The chance to be able to interact with other men".
- "To be able to talk about my feelings".
- "Helped me deal with feelings".

An unanticipated outcome of this initiative was that there is a demand among women in the area to do a similar course and CCP are working on preparing this.

## Case Study 4: My Future My Business

Louth Leader Partnership Ltd. (Louth County 10-1))

### Goal 2

#### Background

Louth Leader Partnership (LLP) works closely with the School Completion Coordinators in a number of DEIS schools in Louth. Together they identified a need for a programme that would enable students at risk of early school leaving to see the importance of completing school and progressing to third level education, enhancing their employment opportunities. Following consultation with a number of education providers, such as Louth and Meath Education and Training Board, Foroige, Youthreach and Junior Achievement Ireland (JAI), it was decided that LLP would work with JAI to design and deliver a training programme enabling students to link potential career opportunities to specific areas of study. The programme would complement the work already being done in schools through school completion and career guidance support. Volunteers from Louth Leader Partnership, Dundalk Local Employment Service and Prometric were recruited and trained in the delivery of the programme.

#### Target group

The project engaged with 104 students at risk of early school leaving from three DEIS schools in County Louth:

- O’Fiaich College, Dundalk – **25** 6<sup>th</sup> year Leaving Certificate Applied students
- Ardee Community School, Ardee – **35** 5<sup>th</sup> year Leaving Certificate Applied students
- St. Oliver’s Community College, Drogheda – **26** 5<sup>th</sup> year Leaving Certificate Applied students

The project also engaged with students who are not currently attending DEIS schools but are receiving support through the Dún Dealgan School Completion Continuation Programme<sup>29</sup>:

- St. Louis Secondary School, Dundalk – **ten** 5<sup>th</sup> year Leaving Certificate Applied students
- St. Mary’s College – **three** 2<sup>nd</sup> year students, **three** 4<sup>th</sup> year students and **two** 5<sup>th</sup> year students.

#### Course

The programme comprised of three modules and was delivered over one school term, from September to December 2016.

1. **Success skills** – A six week one hour session in-class programme, which looked at the personal attributes that help or hinder reaching personal and professional goals, business communication and presentation skills. Sessions also included CV preparation and interview techniques. Business volunteers from Prometric, Dundalk Local Employment Service, and LLP visited the schools over a six week period to facilitate the Success Skills Programme. Students underwent individual interpersonal skills assessments and benchmarks were set. They developed these skills as business volunteers worked with them to reinforce their relevance to school, work and life in general. Activities were designed to enable the students to acquire and practice critical interpersonal skills, like building rapport, influencing others and teamwork.
2. **Dundalk Institute of Technology (DkIT) visit** – This comprised of a full day of activity based careers and communications workshops on campus. All 104 students visited the Dundalk Institute of Technology campus on 23 November 2016. The visit allowed students to get a taste of college life. During the visit the students completed employability/interview skills workshops, which were facilitated by volunteers from human resources in State Street, Drogheda. DkIT access officers and lecturers conducted campus tours and provided a wide range of information about courses, life on campus, financial assistance, scholarships and accommodation.
3. **Company visit** – Students participated in facilitated visits to one of the following local companies over two days: National Pen, Prometric or Horseware. During the visits, students gained an understanding of the organisational culture and working life directly from those

<sup>29</sup> This programme was developed to provide support to students attending St. Mary’s College, Dundalk and St. Louis Secondary School, Dundalk, who would have received support through School Completion Programmes at primary school level but who were attending secondary schools with no school completion support.

working in these companies. Visits also involved small group work around CV's and interview skills, expanding on the in-classroom work completed during the Success Skills module. Volunteers from each organisation spoke to the students about their own educational background and career path.

### Key achievements

The programme enabled 104 students from five second level schools in County Louth to complete a bespoke, dynamic and innovative programme, allowing them to acquire and deploy significant life skills. The students were motivated to see the relevance of completing second level education by linking their studies to the real world of work. The programme offered them opportunities to consider post leaving certificate plans including third level education. Having equipped students with skills for life, it also encouraged them to set SMART<sup>30</sup> goals to realise their full potential.

A post-programme questionnaire was administered to each student on completion of the programme. The following responses were received from the 68% of students who completed the questionnaire:

- 76% responded that they would like to complete their Leaving Certificate and progress to third level education.
- 74% plan to sit the Leaving Certificate and go on to third level education.
- 26% plan to sit the Leaving Certificate.
- 44% responded that having participated in the programme they now thought differently about the world of work.
- 100% enjoyed the programme.

### Challenges/barriers

- Lack of continuity in communication between the three programme coordinators at various stages during the planning phase of the programme.
- Lack of comprehensive update on the project during staff change.

### Learning

The programme started with a team building day, which was very important for building up a good rapport with students from the offset. This was particularly evident in St. Mary's College, where there was a mixed group of students from different years who would not have engaged with one another prior to the programme.

Session time was reduced to 35 minutes in some schools. Going forward it is vital to stress the importance of schools providing six one hour sessions, in order to ensure facilitators are provided with enough time to link the learning in sessions back to real life situations. This allows facilitators to reinforce key points of learning for students.

### Feedback

*"It has been a fabulous experience for all of our students, their knowledge of the world of work, business and enterprise has greatly increased. Their self-esteem and personal sense of value has received a huge boost. I'm teaching almost thirty years and I'm astounded at the positive impact of this programme in such a short space of time."* Rosie Reynolds, School Chaplain, St. Mary's College, Dundalk.

*"The trip to DkIT changed my mind about going to college."* Student

*"It encouraged me, making me more aware of the importance of education for the future. It also encouraged me to move on to third level education."* Student

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<sup>30</sup> SMART stands for: Specific, Measurable, Attainable, Relevant and Timely.



### 3.3.4 Individuals: supports and outputs under Goal 3

Activities undertaken under Goal 3 aim to support marginalised individuals who are not in employment and who do not necessarily fall within mainstream employment service provision, in moving closer to the labour market and progressing into employment. There were **30,206** individuals who received **Goal 3 employment supports** (registered on the Goal 3 caseload), of whom 64% had an educational attainment of Leaving Certificate or lower (Headline Indicator 9/9a). Of all individuals registered on the Goal 3 caseload, **4,051** were **young people** (aged 15-24) (Headline Indicator 12/12a). Young people made up 13% of the Goal 3 caseload and 86% of them had a highest educational attainment of Leaving Certificate or lower.

Goal 3 has four objectives, which are presented in Table 3.9. The actions implemented for the first two objectives (G3.1 and G3.2) primarily address the needs of individuals, while activities under objective G3.3 support social enterprises and those under objective G3.4 support local decision-making structures and networks.

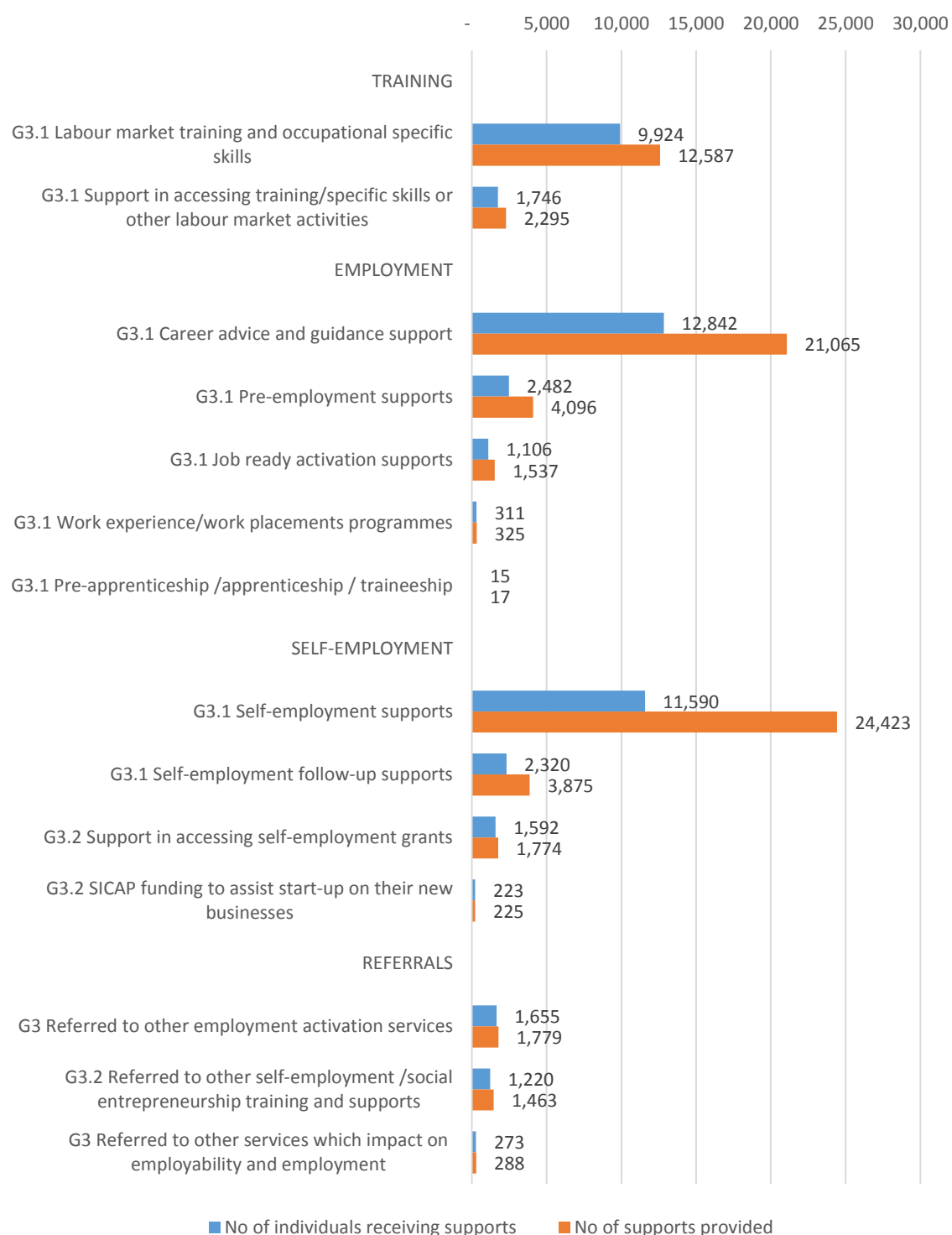
Table 3.9 Goal 3 objectives

	Goal 3 objectives
Objective G3.1	To engage with SICAP target groups and youth to move them closer to the labour market and progress them into employment.
Objective G3.2	To support SICAP target groups and youth in becoming self-employed and sustaining this.
Objective G3.3	To support social enterprises operating in disadvantaged communities in providing services to these communities, and linking people from SICAP target groups to employment opportunities within the sector.
Objective G3.4	To influence the development of local decision making structures and networks to ensure more collaborative approaches to tackling labour market barriers and addressing unemployment.

Under Goal 3, individuals received supports that can be assigned to one of four broad categories: labour market training, employment supports, self-employment supports and referrals. A detailed analysis of supports provided is included in the subsequent sections, while here an overview of all supports is presented.

Figure 3.27 presents the supports provided under Goal 3 in 2016 by the number of individuals that received them and the total number of interventions provided in each category. It should be noted that individuals may have received more than one support of the same or different type. The three most popular supports under Goal 3 were: career advice and guidance (43% of individuals on the Goal 3 caseload), self-employment supports (38%) and labour market training and occupational specific skills (33%).

Figure 3.27 Goal 3 supports in 2016



### 3.3.4.1 Employment supports

Employment supports are designed to move individuals closer to the labour market and help them to progress into employment. They involve providing information and guidance to ensure that beneficiaries are aware of job opportunities or career options and can consider the employment options and pathways that are open to them. Table 3.10 shows the employment supports provided by SICAP and the number of individuals who availed of these supports.

Table 3.10 Employment supports received by individuals in 2015 and 2016

	Programme indicators	2015		2016	
		No. of individuals	% of G3 caseload	No. of individuals	% of G3 caseload
G3.1	Career advice and guidance support	8,914	38%	12,842	43%
G3.1	Pre-employment supports	2,403	10%	2,482	8%
G3.1	Job ready activation supports	1,042	4%	1,106	4%
G3.1	Work experience/work placements programmes	227	1%	311	1%
G3.1	Pre-apprenticeship /apprenticeship / traineeship	3	0%	15	0%

**Career advice and guidance** was the support received by the highest number of individuals. In total **12,842** individuals (43% of Goal 3 caseload) received this support. In total these individuals received 21,065 interventions. Compared to 2015, 5% more individuals on the Goal 3 caseload received this type of support. Individuals receiving this support were assisted to explore their career options, create and update CVs, identify potential labour market training courses and prepare job applications.

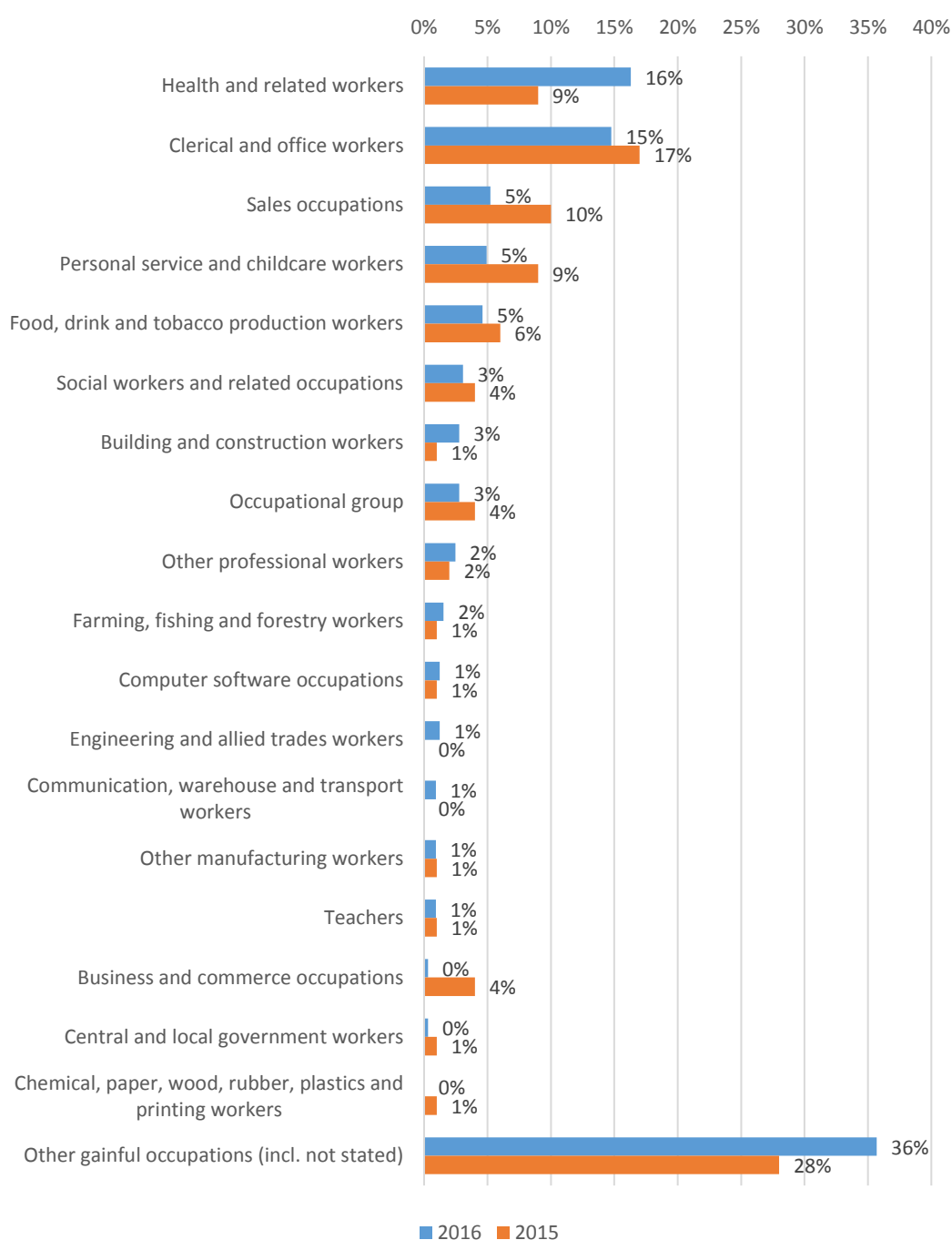
**Pre-employment supports** were provided to **2,482** individuals (8% of Goal 3 caseload), who in total received 4,096 interventions. When compared with 2015, the share of individuals supported under Goal 3 availing of this support decreased by one fifth. The majority of these supports involved exploring the needs, interests and skills of beneficiaries, identifying suitable job vacancies and assisting beneficiaries with the preparation of CV and job applications.

**Job ready activation supports** were provided to **1,106** individuals, who received 1,537 interventions in total. As part of this support, beneficiaries were assisted with the preparation of job applications, coached for interviews, attended health and safety training and attended 'Get Ready' workshops.

**311** individuals were supported into **work experience or work placement programmes** receiving 325 interventions in total. The work placements were on CE (25%), Tús (23%), JobBridge (5%) and other types of work experience (47%). The most common placement types were in the areas of health and related workers (16%) and clerical and office workers (15%). Since 2015 the percentage of health and related placements increased from 9% to 16%, while significant decreases were recorded for two categories: sales occupations and personal service and childcare workers. A detailed breakdown of occupational groups of individuals supported into work experience or placement in 2015 and 2016 is provided in Figure 3.28.

The number of individuals who were supported into **pre-apprenticeships, apprenticeships or traineeships** remained low in 2016, with just **15** individuals participating in this labour market activity. Almost half of these individuals took up apprenticeships in two areas: motor mechanics (4) and electrical (3).

Figure 3.28 Occupational group of individuals supported into work experience/placement in 2015 and 2016



### 3.3.4.2 Labour market training supports

Labour market training supports differ from the educational supports provided under Goal 2 in that they are clearly designed to lead an individual to immediate employment in circumstances where the person being supported is available for work in the short to medium term.

Table 3.11 shows the labour market training supports provided to individuals under Goal 3 in 2015 and 2016. In 2016, one third of individuals supported under Goal 3 (**9,924**) participated in **12,587 labour market training and occupational specific skills** course placements and **1,746** individuals were **supported to access training or specific skills or other labour market activities**, in

total receiving 2,295 interventions. The percentage of individuals on the Goal 3 caseload participating in the labour market training increased by 6% when compared to 2015.

Table 3.11 Labour market training supports under Goal 3

	Programme indicators	2015		2016	
		No. of individuals	% of G3 caseload	No. of individuals	% of G3 caseload
G3.1	Labour market training and occupational specific skills	6,319	27%	9,924	33%
G3.1	Support in accessing training/specific skills or other labour market activities	1,350	6%	1,746	6%

### Participation in labour market training

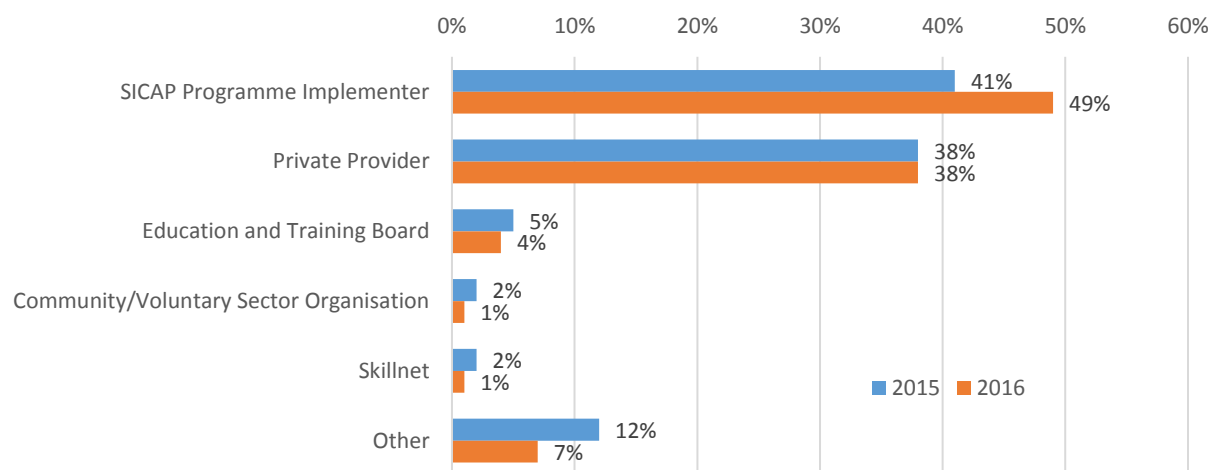
This section provides a detailed analysis of the 12,587 labour market training and occupational specific skills course placements by course provider and certification, accreditation and funding, outcomes, sectors and course intensity.

#### Course provider and validation

The vast majority of the labour market training placements (87%) were on courses provided by either SICAP PIs (49%) or private providers (38%). A detailed breakdown is provided in Figure 3.29. When compared with 2015, the percentage of course placements on courses delivered by SICAP PIs increased by 8%, while those provided by 'other' decreased by 5%.

In comparison to course placements provided under Goal 2, the share of those delivered by private providers was more than two times higher, while those provided by ETBs was three times lower.

Figure 3.29 Labour market training providers in 2015 and 2016



As with 2015, the majority of labour market training placements were not certified (60%). One quarter was industry certified and 13% were validated by QQI. Compared to 2015, the share of placements on courses not validated and those which were industry certified increased by 3% and 6% respectively, while the share of QQI certified course placements decreased by almost one third, from 20% in 2015 to 13% in 2016.

In comparison to the course placements provided under Goal 2, overall a higher percentage of training placements were on certified courses (40% compared to 31% under Goal 2) and twice as many placements were on courses certified by industry (25% compared to 12% under Goal 2).

## Accreditation and funding

In 2016, 18% of all labour market training provided under Goal 3 was on accredited courses, a decrease from 26% in 2015. Figure 3.30 presents a breakdown of labour market placements by the level of accreditation. The majority of accredited course placements were on courses at Level 5 (57%), almost a quarter (24%) at Level 4 and 10% at Level 3. Combined, placements on courses at Levels 3 to 5 accounted for 91%, compared to 86% of placements under Goal 2. Like in the previous year, the levels of accreditation for the labour market training was lower when compared to placements on accredited courses provided under Goal 2. Only 3% of placements were on courses above NFQ Level 5 compared to 12% under Goal 2.

Figure 3.30 Course placements on Goal 3 accredited courses by level of NFQ accreditation in 2015 and 2016

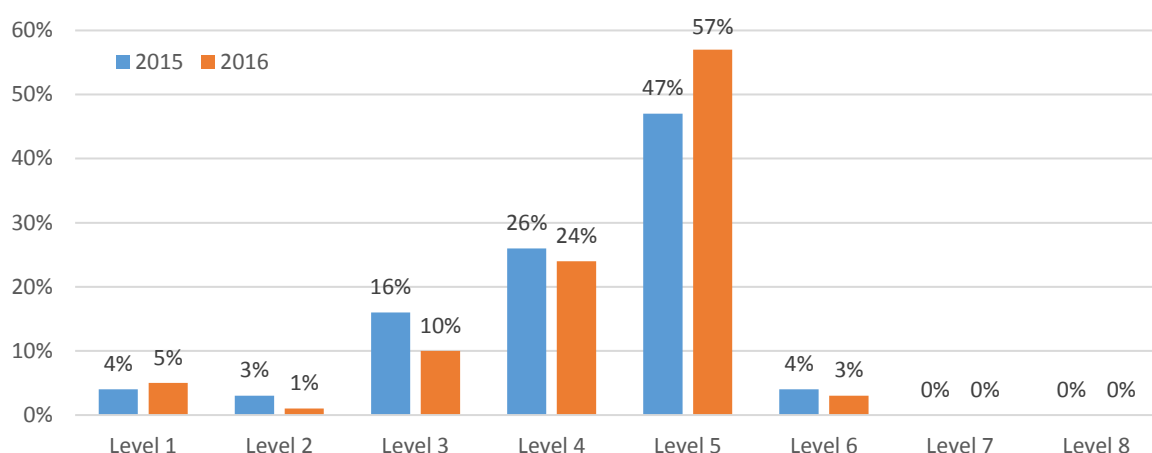
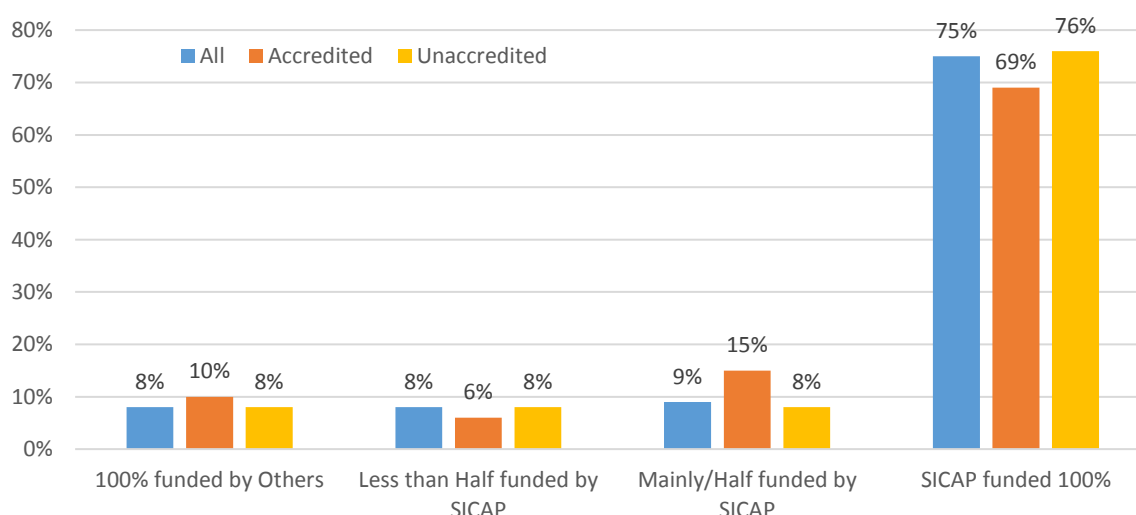


Figure 3.31 shows a breakdown of labour market training by funding source. The majority of labour market training (75%) was fully funded by SICAP compared to only just above half (52%) of course placements under Goal 2. When compared with 2015, the share of labour market training fully funded by SICAP increased by 5%, while the percentage of training fully funded by others decreased by the same amount.

Figure 3.31 Labour market training by funding source in 2016



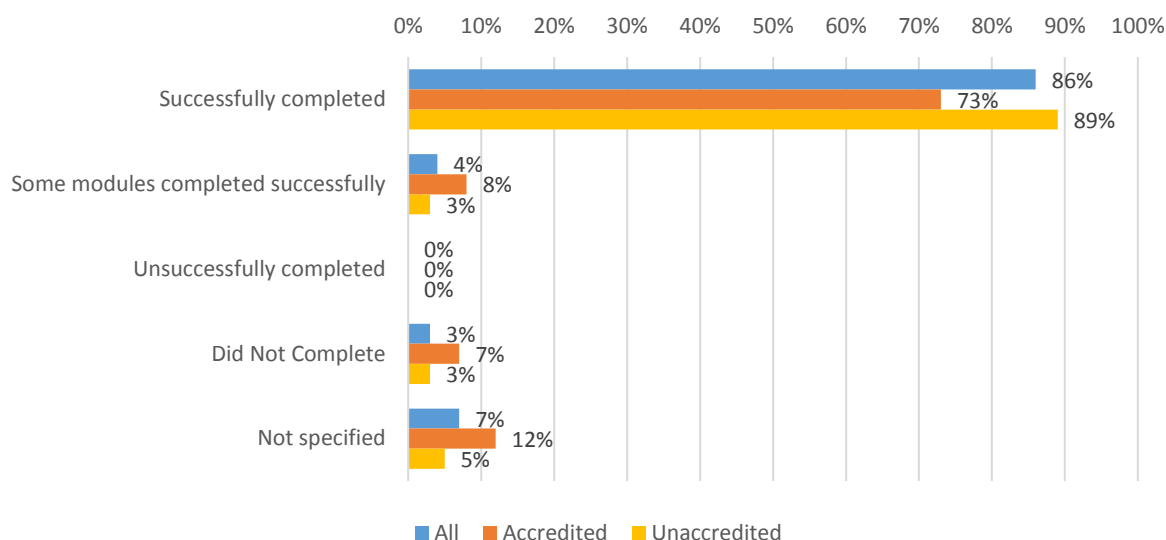
## Outcomes

Figure 3.32 presents a breakdown of labour market training (accredited and unaccredited) by the outcomes achieved by participants. The vast majority of placements (86%) had a successful

outcome, with only 3% not completed. The placements on unaccredited courses had a 16% higher completion rate compared to those on accredited courses.

As in the previous year, the share of placements with a successful outcome was higher (by 12%) on the labour training courses than the Goal 2 courses. Also, the percentage of placements with unspecified outcomes was lower on Goal 3 courses than Goal 2 courses (by 9%).

Figure 3.32 Labour market training by outcome in 2016



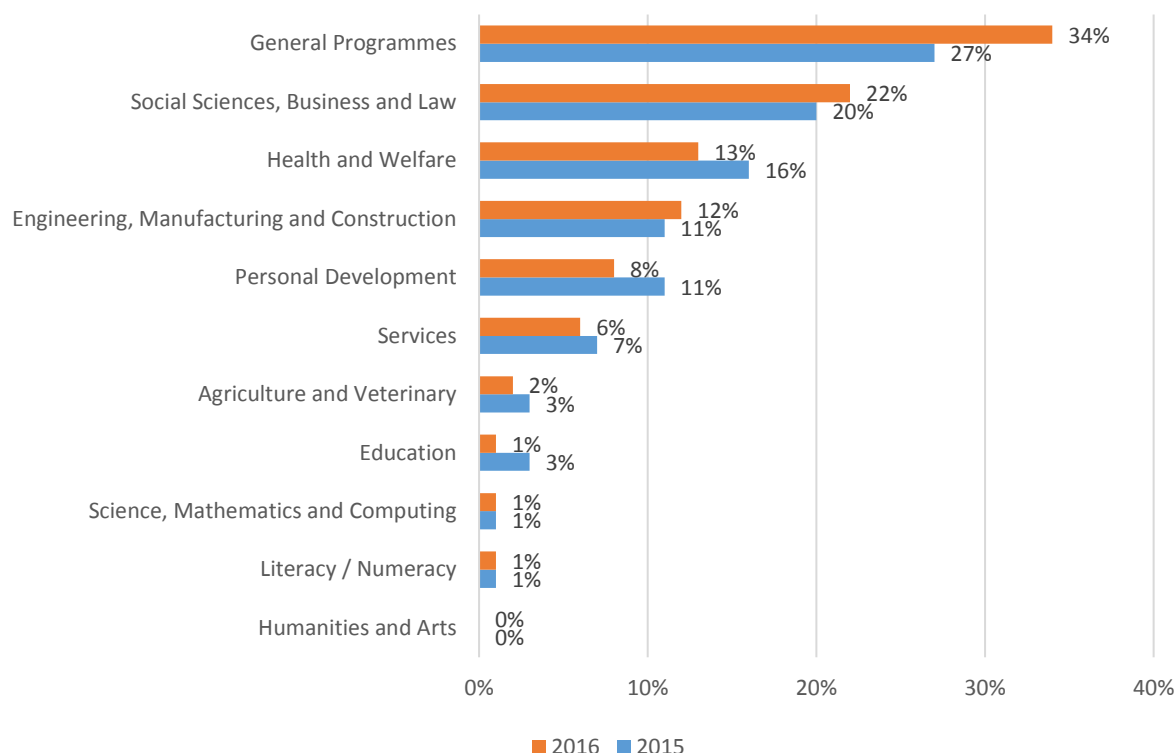
### Labour market training sector

Figure 3.33 presents a breakdown of labour market training by course sector. Over half of all labour market training placements were in just two sectors: general programmes (34%) and social sciences, business and law (22%). The next most popular were health and welfare (13%) and engineering, manufacturing and construction (12%). As expected, there were differences between Goal 2 and Goal 3 in the distribution of placements across sectors. The main variances included:

- Social sciences, business and law were the second most popular placement under Goal 3 (22%), while they were the least popular under Goal 2 (2%).
- General programmes were more popular among Goal 3 courses (34%) than under Goal 2 (19%).
- Personal development, education and literacy and numeracy together made up just 10% of placements under Goal 3 while they represented 42% of Goal 2 training programmes.

Differences were also observed in the distribution of labour market training sectors between 2015 and 2016. The share of placements on general programmes increased by 7%, while the percentage of placements on health and welfare and personal development courses decreased by 3% each.

Figure 3.33 Labour market training by sector in 2015 and 2016



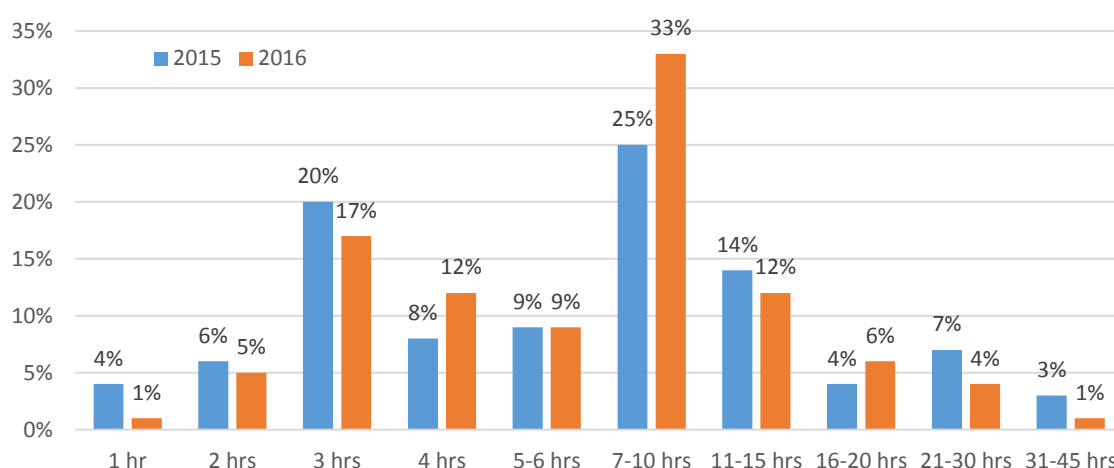
### Course intensity

One third of placements were on courses that required participants to attend between seven and ten hours a week, an increase of 8% on 2015. Participants on 17% of placements attended training three hours a week, while those attending for four hours and between 11 and 15 hours accounted for 12% of placements each. A full breakdown is presented in Figure 3.34. Labour market placements were on courses of higher intensity when compared to course placements delivered under Goal 2. The majority of course placements under Goal 2 (58%) required participants to attend between one and four hours a week, while the majority of labour market training placements (65%) required participants to attend for five hours or more a week.

Compared to 2015, four times fewer course placements required participants to attend only for an hour, while at the same time the number of placements that needed participants to attend for more than 30 hours decreased threefold.



Figure 3.34 Labour market training by number of hours per week in 2015 and 2016



### 3.3.4.3 Self-employment supports

Self-employment supports under SICAP aim to assist individuals into self-employment and make this a viable and sustainable route for progression. The list of supports and the number of individuals availing of them is presented in Table 3.12.

Overall, the share of participants supported under Goal 3 who accessed the self-employment supports declined compared to 2015. This could be a result of an improved economic situation in Ireland offering more employment opportunities for individuals supported under SICAP, and therefore slightly taming an interest in self-employment options.

Table 3.12 Self-employment supports by the number of individuals assisted in 2015 and 2016

	Programme indicators	2015		2016	
		No. of individuals	% of G3 caseload	No. of individuals	% of G3 caseload
G3.1	Self-employment supports	9,640	41%	11,590	38%
G3.1	Self-employment follow-up supports	1,984	8%	2,320	8%
G3.2	Support in accessing self-employment grants	1,590	7%	1,592	5%
G3.2	SICAP funding to assist start-up on their new businesses	232	1%	223	1%

In 2016, **11,590** individuals received **self-employment supports** and in total they received 24,423 interventions. The share of individuals in the Goal 3 caseload receiving self-employment supports decreased by 3% compared to 2015. As part of self-employment supports PIs assisted individuals with identifying ideas for business, conducting market research, establishing beneficiary's eligibility for BTWEA or STEA, preparing business plans and costings, developing BTWEA and STEA applications, registering with Revenue and other.

**2,320** beneficiaries received **self-employment follow-up supports** and the total number of interventions provided was 3,875. The majority of these supports were related to day-to-day running of the enterprises created by SICAP beneficiaries. For example, they included advice on tax returns, marketing and financial planning, training courses, available grants, maintenance of business records and loan applications.

**1,592** individuals were **supported to access self-employment grants**, in total receiving 1,774 interventions. The share of individuals receiving these supports decreased by 2% compared to 2015. The vast majority of supports involved informing beneficiaries about the Enterprise Support Grants (ESG) and helping to prepare applications for ESG, BTWEA and STEA.

**223** individuals received **SICAP funding to assist start-up of new businesses** (225 interventions). The total amount of funding provided under this support was €80,898. The grants were provided in six categories, with over half of funding (51%) being provided for equipment and supplies, just under one third (32%) for set-up costs and 11% for advertising and marketing.

#### 3.3.4.4 Referrals

Supports under Goal 3 include referrals to other employment and self-employment services. The number of individuals referred to these services is shown in Table 3.13. Compared to 2015, the number of individuals who were referred to other employment activation services and to other self-employment or social entrepreneurship training and supports decreased.

*Table 3.13 Referrals to other services under Goal 3 by the number of individuals assisted in 2015 and 2016*

	Programme indicators	2015		2016	
		No. of individuals	% of G3 caseload	No. of individuals	% of G3 caseload
G3	Referred to other employment activation services	1,891	8%	1,655	5%
G3.2	Referred to other self-employment/social entrepreneurship training and supports	1,233	5%	1,220	4%
G3	Referred to other services which impact on employability and employment	187	1%	273	1%

In 2016, **1,655** individuals were **referred to other employment activation services**. In total, 1,779 referrals were made. Over half of referrals made (52%) were to Jobs Club, another 24% to Intreo, and 14% to services classified as 'other'. A small number of referrals were made to Local Enterprise Office (LEO) (5%), LES (3%) and training services (2%).

**1,220** individuals were **referred to other self-employment/social entrepreneurship training and supports** with 1,463 referrals made in total. The majority of referrals were made to Intreo (56%) – 10% more than in 2015. Local Enterprise Offices were the second largest service to which individuals were referred to, with 21% of referrals, however, compared to 2015, the share of LEO referrals decreased by almost one third, from 30% to 21%. LES, which accounted for 6% of referrals in 2015, had a 1% share in 2016 referrals.

**273** individuals were **referred to other services which impact on employability and employment**, with 288 referrals made in total. The largest group of individuals (29%) were referred to Citizens' Rights, followed by financial advice (28%), health supports (25%) and housing provision (15%). A small number of referrals (3%) were made to drug assistance services.

#### 3.3.4.5 Progression into employment and self-employment

This section discusses the progression of individuals supported under Goal 3 to employment and self-employment. Headline indicators 10, 11, 13 and 14 measure progression of individuals and young people and are presented in Table 3.14. Compared to 2015, the share of individuals assisted under Goal 3 who progressed to employment increased by 1.6%, however, the percentage of individuals who progressed to self-employment decreased by almost 1%. This

reflects the changes in the number of supports provided in relation to employment and self-employment discussed in sections 3.3.4.1 and 3.3.4.3.

Table 3.14 Individuals who progressed to employment and self-employment in 2015 and 2016

	Programme indicators	2015		2016	
		No. of individuals	% of G3 caseload	No. of individuals	% of G3 caseload
HI 10	Number of individuals (15 years upwards) progressing to part-time or full-time employment up to 6 months after receiving a Goal 3 employment support	1,337	5.7%	2,208	7.3%
HI 11	Number of individuals (15 years upwards) progressing to self-employment up to 6 months after receiving a Goal 3 employment support	4,687	19.9%	5,752	19.0%
HI 13	Number of young people (aged 15-24) progressing to part-time or full-time employment up to 6 months after receiving a Goal 3 employment support	352	1.5%	565	1.9%
HI 14	Number of young people (aged 15-24) progressing to self-employment up to 6 months after receiving a Goal 3 employment support	156	0.7%	156	0.5%

#### *Progression into employment*

One of the key outcomes achieved under Goal 3 was the progression of individuals supported by SICAP into employment. In 2016, **2,208** individuals **progressed into full-time or part-time employment** since they were registered with SICAP (Headline Indicator 10). **565** of those individuals were **young people aged 15 to 24** (Headline Indicator 13).

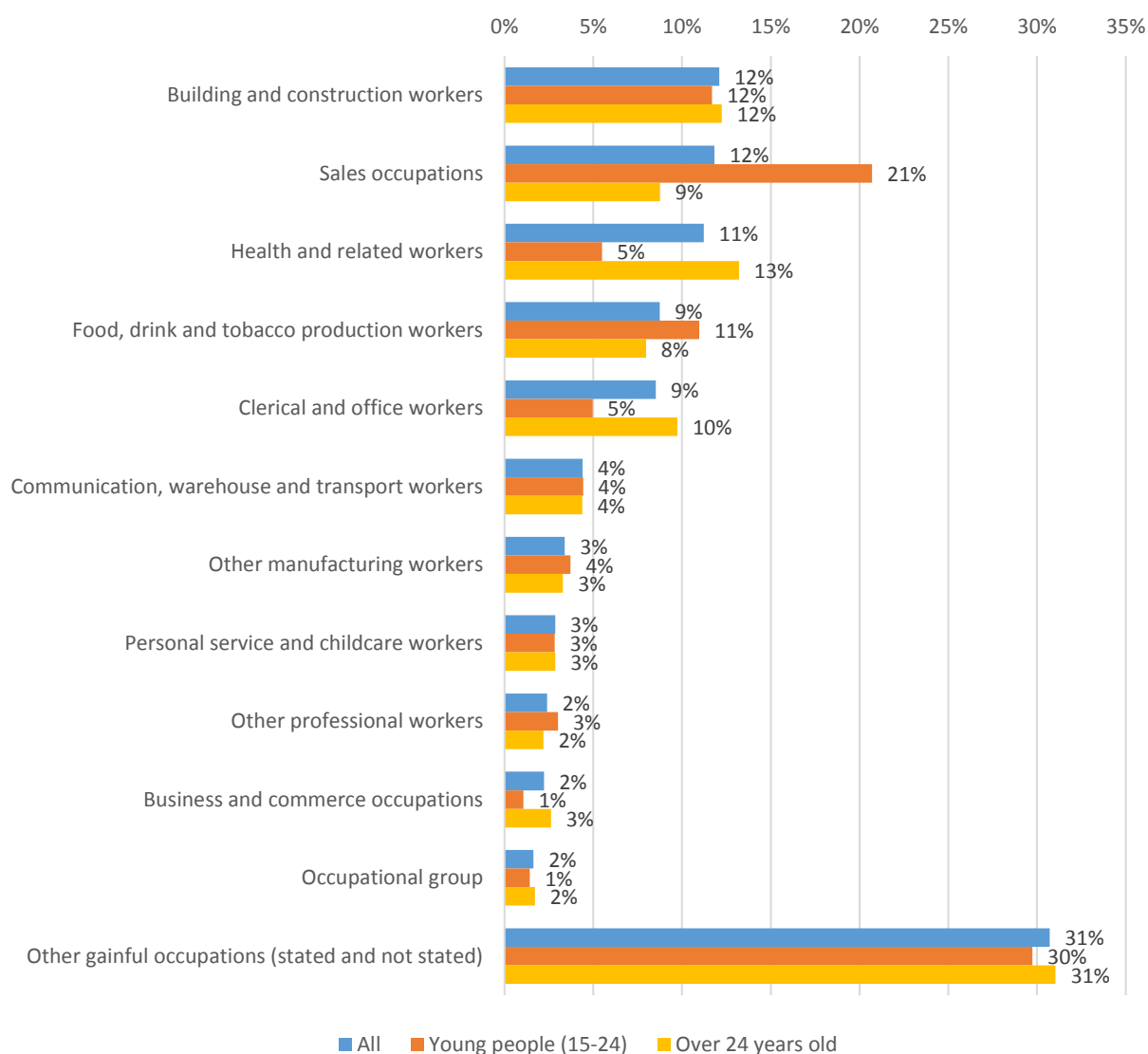
A higher proportion of those who progressed to employment were male (55%) and 45% were female. Compared to 2015, 3% more women progressed to employment. Of those who specified the type of jobs they progressed to (52%), 61% went into full-time employment and 39% into part-time employment. The majority of individuals that gained full-time employment (62%) were male while females made up the higher share of those who progressed into part-time employment (54%).

The gender gap amongst young people (aged between 15 and 24) who progressed to employment was wider, with 61% being male compared to 39% female. More young people progressed to full-time employment (63%) compared to all individuals (61%). The majority of young people who progressed to employment (both full-time and part-time) were male with 63% and 54% respectively.

Figure 3.35 presents the occupations in which individuals gained employment. The three largest occupation groups in 2016 for all individuals were building and construction workers (12%), sales occupations (12%) and health related workers (11%). This differed compared to 2015, when sales occupations were the largest group with 14% and office workers was third largest with 10%. The three largest occupation groups for young people were: sales occupations (21%), building and construction workers (12%) and food, drink and tobacco production workers (11%). These were more consistent with 2015 trends, however, the percentage of young people who gained employment in sales decreased by 6%, while the share of young people finding employment in the building and construction sector doubled. This may be reflective of more job

opportunities becoming available in the construction sector. The other (including stated and not stated<sup>31</sup>) occupations accounted for 31% of all individuals.

Figure 3.35 Individuals and young people that progressed to employment (both full- and part-time) by occupations



One third of individuals who progressed into employment, both full and part-time, received an hourly wage above the minimum wage in 2016 (€9.15) but below the 2016 living wage<sup>32</sup> of €11.50. 21% of individuals earned the minimum wage or below, while 17% were paid the hourly living wage or more. For a full breakdown see Figure 3.36. Compared to 2015, the share of individuals earning minimum wage or below increased by 5%.

There were differences between the hourly rates received by young people and those aged 25 and above. Almost one third of young people (31%) earned minimum hourly wage or below

<sup>31</sup> The stated occupations included: engineering and allied trades workers; central and local government workers; farming, fishing and forestry workers; electrical trades workers; computer software occupations; teachers; scientific and technical occupations; chemical, paper, wood, rubber, plastics and printing workers; social workers and related occupations; managers and executives; textile, clothing and leather workers; army occupations; religious occupations; Garda Síochána.

<sup>32</sup> In 2016, the living wage for Ireland remained at the same level as in 2015 - €11.50. For more information about living wage go to [www.livingwage.ie/](http://www.livingwage.ie/).

compared to 17% of those aged 25 and above. Also, three times more people aged 25 and above received the living wage or above.

The average hourly rate for all individuals who progressed into employment was €10.83, 8 cents less than in 2015, and for young people €9.95, 33 cents more than in 2015. The gap between the average hourly wage of all individuals and young people decreased from 12% in 2015 to 8% in 2016.

Figure 3.36 Individuals and young people who progressed into employment (both full and part-time) by the hourly pay

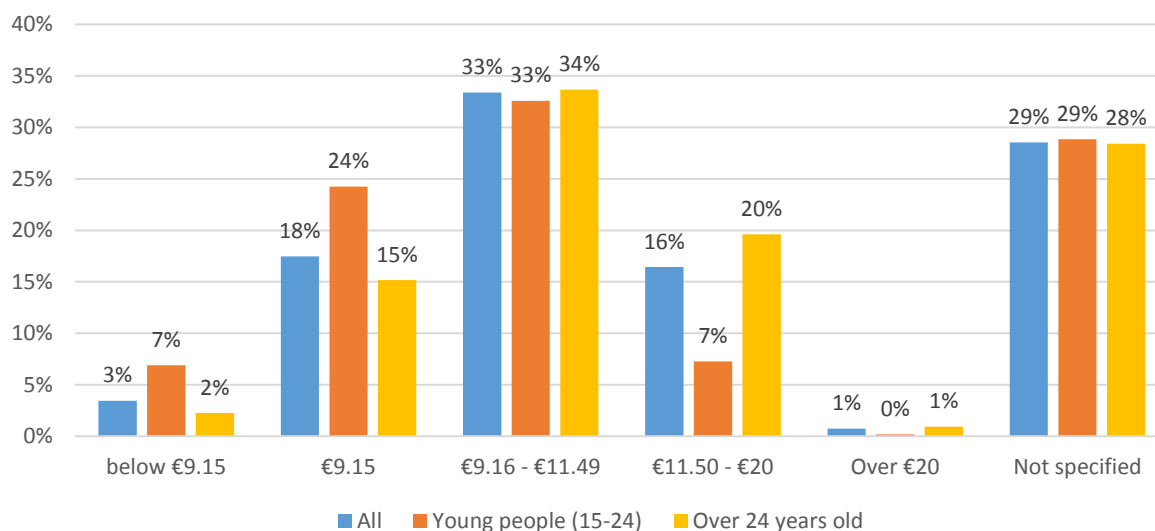
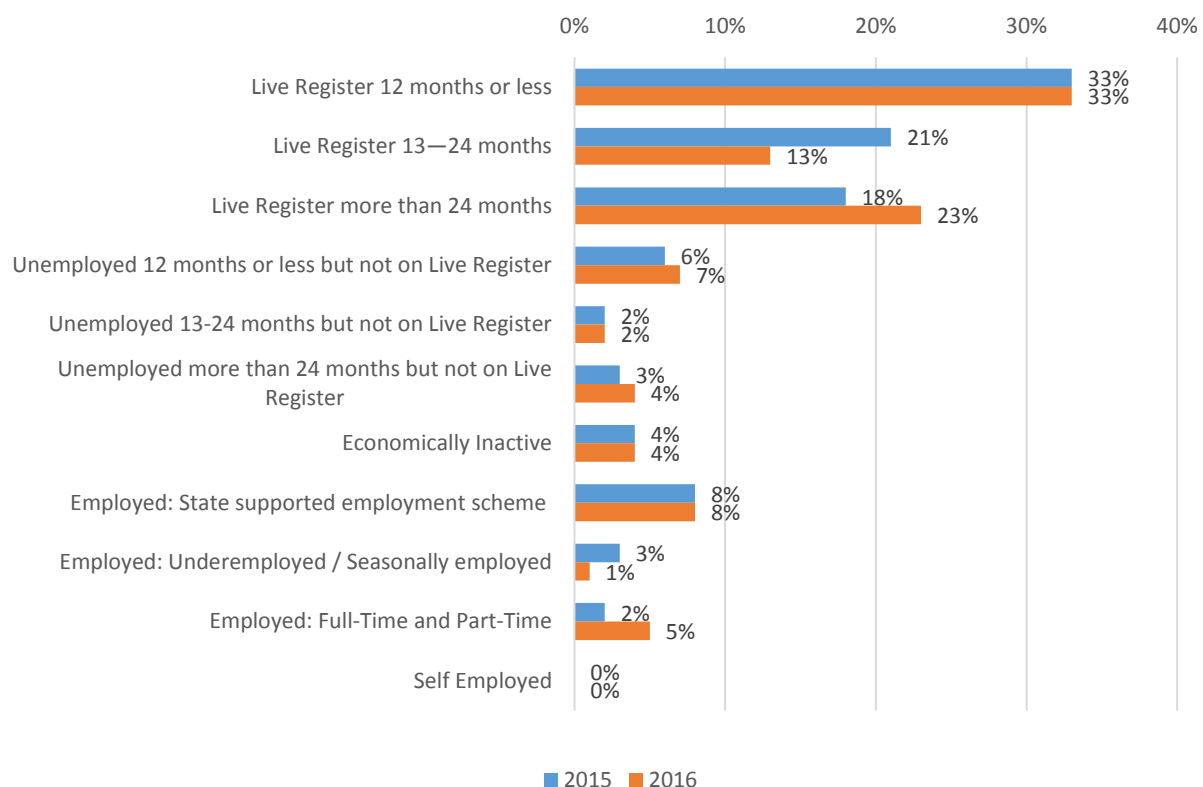


Figure 3.37 shows the principal economic status of individuals who progressed into employment. The majority of individuals (69%) were unemployed and on the Live Register, 13% were unemployed but not on the Live Register and 8% were employed on state supported employment schemes (e.g. CE, Job Initiative (JI), Tús, RSS, Community Services Programme (CSP) and Gateway. Two main changes were observed when comparing the economic status of individuals who progressed to employment between 2015 and 2016:

- The share of people who were unemployed and on the Live Register between 13 and 24 months decreased by 8%, while the percentage of those who were on the Live Register for more than two years increased by 5%.
- The percentage of people who were already employed (either full or part-time) also increased from 2% to 5% in 2016.

Figure 3.37 Individuals who progressed to employment (both full and part-time) by their principal economic status in 2015 and 2016



#### Progression into self-employment

In 2016 a total of **5,752 individuals progressed into self-employment** after having registered with SICAP (Headline Indicator 11). 156 of these individuals were young people aged between 15 and 24 (Headline Indicator 14). Like in 2015, a significantly higher proportion of all individuals, as well as young people who progressed to self-employment, were male (71% for all and 65% for young people).

Like in 2015, the vast majority of individuals set up their own businesses as sole traders (94%), with a small share establishing their enterprises as limited companies or partnerships (3% each). The overall patterns for all individuals and for young people were very similar, with one noticeable difference – the share of young people who set up their enterprise as a partnership was twice as high as those aged 25 and above. For a full breakdown, see Figure 3.38. Very similar trends were observed in 2015 on partnership creation rates.

Figure 3.38 Individuals who progressed to self-employment by type of business

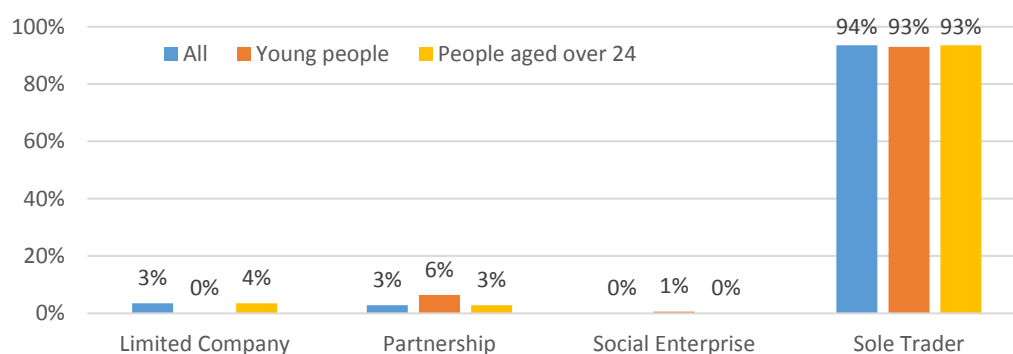
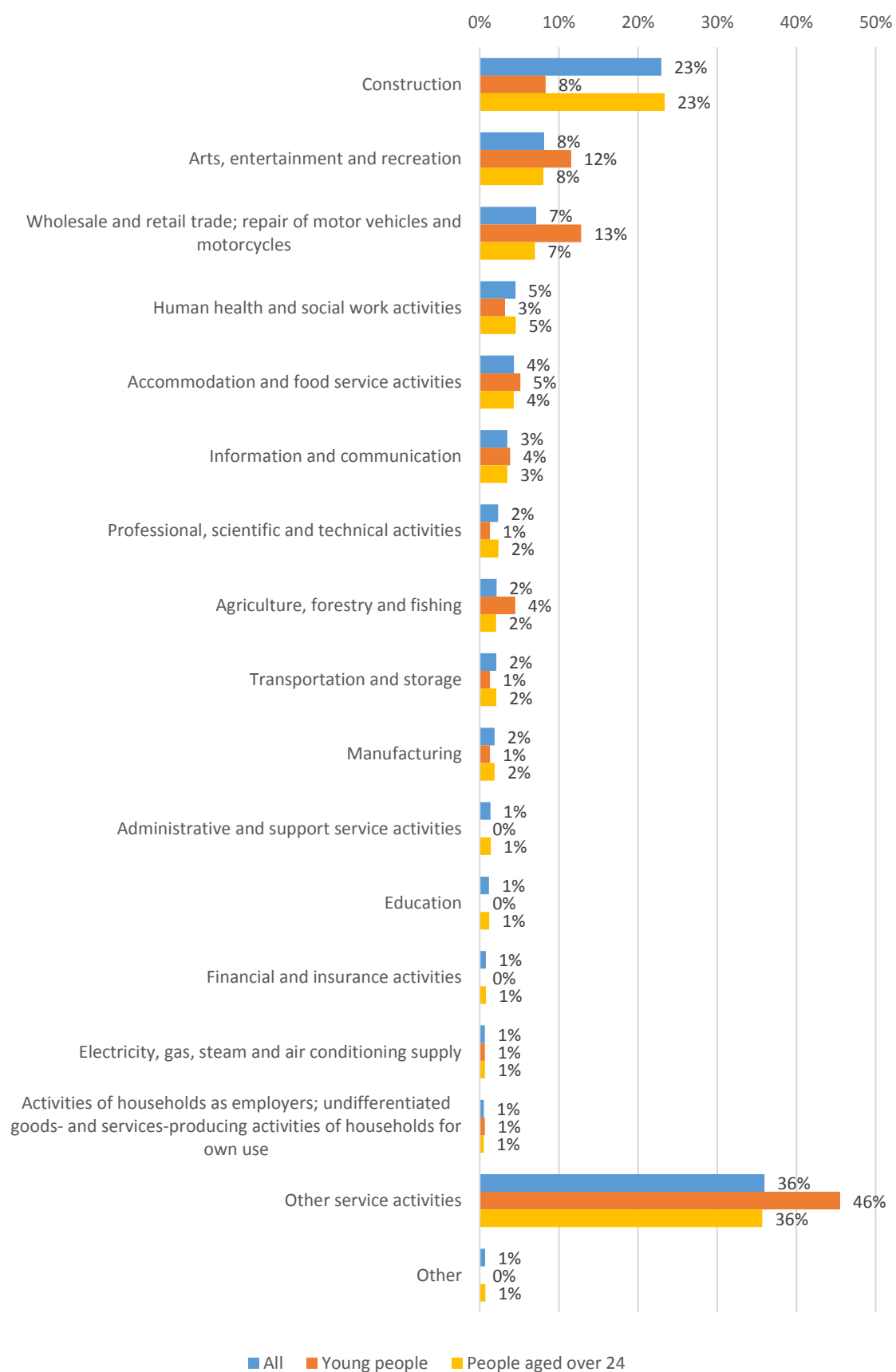


Figure 3.39 shows a breakdown of individuals who progressed to self-employment by business sector<sup>33</sup>. Over one third of individuals (36%) set up their businesses in the sector described as ‘other service activities’ and almost a quarter in the construction sector (23%). The sectoral distribution of new businesses set up by individuals supported by SICAP in 2016 was similar to that of 2015. Also, as with 2015, there were noticeable differences between the sectors chosen by young people and those over 25. Construction was far less popular for younger people (8%) than for those over 25 (23%). The sectors most popular with young people were wholesale and retail trade, repair of motor vehicles and motorcycles (13%) and arts, entertainment and recreation (12%).

Given the high number of businesses classified as ‘other service activities’ additional options have been added to the IRIS reporting system for 2017 so that more detailed information can be provided in future.

<sup>33</sup> The other category included the sectors, whose share was below 1%: real estate activities; water supply; sewerage, waste management and remediation activities; activities of extraterritorial organisations and bodies; mining and quarrying; public administration and defence; and compulsory social security.

Figure 3.39 Individuals and young people who progressed to self-employment by sector



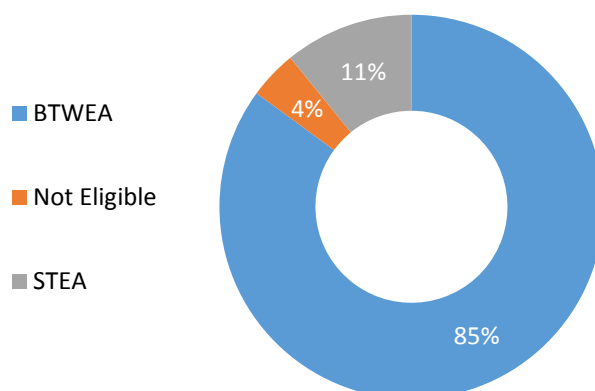


626 enterprises set up by individuals who progressed to self-employment went on to create additional 716 full-time jobs, while 63 enterprises created 119 part-time jobs. 39 of these businesses created both full and part-time jobs. The vast majority that created full-time jobs (92%) created only one job. Just over half of those that created part-time positions (51%) created one job and almost one third (32%) generated two part-time jobs.

The majority of individuals who progressed into self-employment received supports from the Department of Social Protection in the form of BTWEA or STEA. BTWEA provides welfare supports to individuals establishing a business and is of crucial importance in enabling unemployed people to progress to self-employment. The allowance is a payment for individuals who have been unemployed for a period of one year and it allows a beneficiary to maintain 100% of welfare benefits in year one of his/her business and 75% in year two. STEA is an allowance payable to those who have recently become unemployed and are in receipt of Jobseeker's Benefit. Applicants are approved by DSP and payments are provided for a period of 9 to 12 months.

Of 4,893 individuals who progressed into self-employment 85% accessed BTWEA, while 11% received STEA (625) (Figure 3.40).

*Figure 3.40 Individuals who progressed to self-employment receiving DSP supports*



### Case Study 5: Swinford healthcare support training

Mayo North East Leader Partnership Company Teoranta (Mayo Ballina & Mayo West 29-2))

#### Goal 3

#### Background

Mayo North East Leader Partnership (MNELP) identified opportunities for employment in the healthcare sector in the area. There are eight private nursing homes in the Mayo North East catchment area (all based in the east of the county) and one public nursing home, based in Ballina. In 2011, out of a total population of 4,592, 670 people had a disability and 1,203 were over the age of 55. Given this, it was envisaged that more carers will be needed in the future in hospitals, nursing homes and private homes.

Government regulations state that a QQI Level 5 is the minimum requirement for an individual to work within the healthcare sector. Information provided by healthcare support services shows that there is difficulty recruiting people with the mandatory qualifications. In 2015, the SICAP community development, education and training co-ordinator contacted LHP Skillnet to discuss the possibility of them providing a full major QQI Level 5 healthcare award in Mayo. Planning got underway and the SICAP staff member arranged a suitable training venue. A full major QQI Level 5 Healthcare award was delivered in 2016 by Mayo North East Leader Partnership Ltd. in collaboration with LHP Skillnet.

#### Target group

The healthcare training course appealed to people of all ages and educational attainment level ranging from lower secondary level to degree level. The majority of the students were unemployed and on the Live Register. Five lone parents and three people with disabilities also attended the training. While historically care workers were predominantly female, SICAP staff encouraged unemployed males to embark on a career in healthcare as many employers seek males to address the gender balance in the sector. Over 39% of the students were male.

The high unemployment rate and low prospect of getting work in rural Mayo encouraged many people to seek work in the healthcare sector. Potential course participants were recruited through collaborative work with the Local Employment Service, Intreo and other employment activation services.

#### Training

The healthcare training course was delivered free of charge by LHP Skillnet for people in the local community who would not otherwise have been able to avail of the training. Mayo County Council provided the training venue and the O'Dwyer Cheshire Home in Swinford made space available for all of the practical training. Relevant work experience placements played an important role throughout the training.

#### Key achievements

Of the 33 students who participated in the course, 27 completed all modules and achieved the full major award. Of the six, who did not complete the full course, three people secured full-time employment and left the course, two others left due to ill health and one person left due to a family bereavement. One of the three individuals who have a disability secured employment and one emigrated and found work in New Zealand. The third person will be offered further SICAP supports in 2017. All of the individuals parenting alone found employment with the exception of one, who did not complete the full course in 2016, however, this person plans to complete their studies in 2017.

Of all course participants:

- 17 secured full-time employment (16 in healthcare and one with the Revenue Commissioners).
- Nine secured part-time employment (most of the people on part-time employment do so because it suits their family lifestyle).
- Two people returned to full-time further education after finishing the healthcare course.
- Many course participants are now in employment in the local community and this has had a positive effect on the individuals, their families and the wider community.
- The course provided hope to 33 students, that on completion of the course, they would have the qualifications and skills necessary to secure employment in a sector that is constantly recruiting.

### Challenges/barriers

- A major challenge was to encourage vulnerable individuals to engage in the first instance, as some doubted their own ability to complete the course (e.g. due to dyslexia, depression, seizures, and bullying). Careful handling of all the issues was paramount to successfully enrolling people. The SICAP staff member must instil confidence and be emphatic and available to provide advice and support.
- The course was run one day a week as lack of public transport was a challenge for many participants. This was alleviated by SICAP covering travel costs in certain circumstances.
- Affordable childcare was raised by some as a barrier to participation. This challenge was addressed by SICAP covering childcare costs.

### Learning

One of the critical success factors that underlined the achievements was the close working relationship between the SICAP staff member, LHP Skillnet, Mayo County Council, the O'Dwyer Cheshire Home and the students. Developing a collaborative approach such as this and using the various resources available proved very beneficial for all involved. Mayo North East's experience and feedback from LHP Skillnet demonstrates how working collaboratively can improve the delivery of training and the outcome for the students.

For many people returning to education and training after a number of years can appear daunting. As the course was delivered just over one day a week participants found it manageable.

The professionalism of the LHP Skillnet tutors proved to be a critical success factor. They gained students' respect by recognising the importance of the training to the service user and maintaining a close, fair and understanding working relationship with each student.

### Feedback

Feedback from participants was very positive and encouraging. Feedback examples include:

*"I did not know at the time how much of an impact the course would have on me, but it proved to be the biggest and best challenge I have done in years. The ladies from Carmel, Georgina to Dolores were fantastic, helped me through my struggles, shared in the highs and when there was lows of which there was one really they were there for me. The class was full of genuine hard-working, kind hearted individuals and respectful of each other, so it was easy for everybody to get along which I thought that was important for the tutors. Thanks to this class I know that I don't have to be anxious or scared about going to work. I could never stop saying thanks to these wonderful women, I will be forever in their debt"*  
Student

*"I enjoyed the course. Tutors were helpful and easy to understand".* Student

*"Thanks for organising this course. Never thought I would be here with another cert. added to my portfolio".* Student

*"Thank you very much for the opportunity to finish this course. God Bless".* Student

*"Really enjoyed the course. Found it invaluable for completing work experience. Very well structured. Georgina a very good instructor".* Student

### Case Study 6: NEET young people

IRD Duhallow Limited (Cork Kanturk, Newmarket & Millstreet (18-1))

#### Goal 3

#### Background

IRD Duhallow applied to the Dormant Accounts Fund (DAF) for funding to address the youth unemployment issue. A joint 18 month project, in conjunction with Ballyhoura Development Ltd, was approved targeting 16-24 year old young people who were not in employment, education or training (NEET). SICAP was key in the recruitment of the young people (NEET) for this project as all participants were referred through IRD Duhallow's Job Centre. Strong linkages with local Department of Social Protection case officers already existed, which was also important for generating further referrals.

#### Target group

48 young people (NEET) were engaged through one-to-one supports and encouraged to access relevant education/training and employment opportunities. They were a heterogeneous group with different characteristics, needs, attributes and ambitions, including:

- early school leavers
- lack of educational qualifications/qualifications not in the correct area
- lack of relevant work experience/no work experience
- lack of confidence/self-esteem issues
- lack of motivation
- personal problems/addiction issues
- literacy issues
- lack of career guidance
- transport issues/no drivers licence
- lack of support systems/networks
- jobless households/intergenerational unemployment

From initial one-to-one meetings with the young people (NEET) it quickly emerged that these young people belonged to one of three categories:

- 'Open to learning' NEETs – young people with higher levels of attainment and better attitudes towards progression opportunities and probably most likely to re-engage in employment, education or training.
- 'Sustained' NEETs – young people with lower academic attainment than other NEET young people and with higher levels of disadvantage and little or no support networks.
- 'Undecided' NEETs – young people similar in some respects to those who are 'open to learning' but with an inability to access what they want to do.

#### Approach

A strengths based approach was utilised to overcome the barriers which affect participation i.e. health, social, educational, employability. The youth engagement officers assisted the young people to set realistic, measurable and motivating targets and these were tracked. Participants received one-to-one supports, including planning, guidance, employability options and signposting to related support provision. They availed of tailored training including manual handling, health and safety in the workplace, digital skills training, personal development, CV preparation/CV cover letter preparation, interview techniques, job search strategies and mentoring.

The youth engagement officers used their linkages with local employers to facilitate supported work placements (26 weeks, four days a week) with on the job work experience. While in the work placement, participants were supported by the youth engagement officers to ensure job retention and career development. This involved regular contact with both the young people and the employers via email and phone calls to monitor progression. Site visits were used to review the experience and address any issues arising. With the assistance of the local Department of Social Protection case officers, the young

people's social welfare was being topped up by €52.50 per week through the First Steps Programme. Additionally, the participants were signposted to alternative supports/service provision and activities available, such as health services, youth services and activity groups where applicable.

### Key achievements

Since March 2016, 48 young people were referred through SICAP to the Dormant Accounts funded youth employment project and the following are the progression results to date:

Status of participants December 2016	No. of participants	% of participants
Secured employment	17	35.4%
Currently on work placement	4	8.3%
Accessing further education	6	12.5%
Awaiting to commence Programme 2 in February 2017	6	12.5%
Still on the Live Register	11	22.9%
Not eligible to work	1	2.1%
Not contactable	3	6.3%

### Challenges/barriers

Young people living in rural areas face a number of uniquely rural barriers, such as lack of transport, careers advice, training and employment support and youth services. The lack of employment and further education opportunities in many rural areas leads to a 'to get on, you have to get out' mentality among some young people and low aspirations among those left behind. Lack of public transport particularly for accessing education and training can act as a barrier to their career and further education choices and overall progress into employment. For many rural young people being able to afford a car is essential. However, insurance costs are often prohibitive. Only 12% of participants in the project have a drivers licence and 61% are from jobless households. Those young people whose families lack the financial resources to pay for driving lessons and a car, or who are prevented from learning due to learning difficulties (driver theory test) or disability, are at a particular risk of disadvantage.

### Learning

Additional SICAP resources are required to address the needs of young people (NEET) effectively in rural areas. If resources identified to tackle the issues of young people (NEET) are only targeted in the larger towns, there is a great risk that vulnerable young people located in rural towns and villages are less likely to receive the support they require to help them into education, training and employment.

### 3.4 Non-caseload adults and children

Under SICAP, 'non-caseload adults and children' are beneficiaries who participate in activities where it is not required to register them as individuals on the caseload, e.g. attendees at information events or children in receipt of a Goal 2 educational and development support.

#### 3.4.1 People assisted by Local Community Groups

Over 218,000<sup>34</sup> people were assisted through their involvement with Local Community Groups supported under Objective G1.2 of SICAP in 2016 (see section 3.2.2).

278 LCGs assisted 57,132 people to participate in social, cultural and civic activities. The majority of these people were adults (84%). Slightly more women (52%) than men participated in these activities. The activities provided by the LCGs were highly diverse and included (amongst many others) community events, discussion groups, distribution of leaflets and newsletters, training sessions, art and crafts activities, carers events, sports, information days, music workshops, activities promoting wellbeing and historical and educational tours.

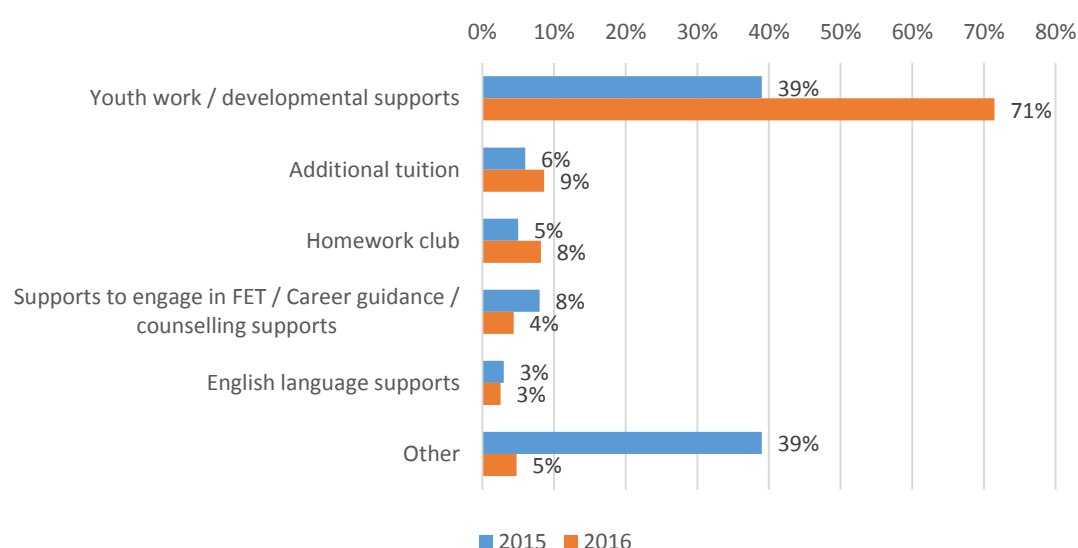
#### 3.4.2 Supports to children and young people

##### *Children in receipt of Goal 2 educational or developmental support*

Under SICAP, 55,890 children (under 18) received Goal 2 educational or developmental support (Headline Indicator 8).

Figure 3.41 compares the type of supports received by children and young people in 2015 and 2016. In 2016, the majority of young people (71%) received youth work and developmental supports. A further 9% of children were supported by additional tuition and 8% through homework clubs. The types of supports received by young people varied between 2015 and 2016, with 32% more children receiving youth work and developmental supports in 2016. There was an eight fold reduction in the classification of supports as 'other' between 2015 and 2016, indicating the improvement in the data quality in 2016.

Figure 3.41 Types of supports received by children and young people under SICAP in 2015 and 2016



<sup>34</sup> These are not unique individuals, as different LCGs may represent the same person.

### *Other supports to children and young people (non-caseload)*

782 children and young people who were supported through SICAP, were identified as being at risk of early school leaving (this is a new programme indicator introduced in 2017). Like in 2015, more young men (59%) were supported than young women (41%). Case study 4 provides an example of SICAP supports provided for young people at risk of early school leaving.

### 3.4.3 Attendance at events under Goals 2 and 3

Under SICAP, 18,236 non-caseload adults and 3,782 children attended three types of information events: LLL information events, employment information events and self-employment information events. Like in 2015, the majority of adult attendees (68%) participated in LLL information events, 18% participated in employment information events and 14% in self-employment events. Of the children who only participated in LLL information events, 52% were young females and 48% were young males. Compared to 2015, 6% less adults participated in LLL information events and one third less in self-employment events, while the share of participants in employment events increased considerably from 4% in 2015 to 18% in 2016.

## 3.5 Structures and networks

This section discusses Programme Implementers' engagement with structures and networks and joint strategies and initiatives developed to address the needs of the programme target groups. Structures and networks are local, regional or national decision making structures which require input from different sectors and have a common goal to address social exclusion and disadvantage. Networks are defined as formal or informal meetings between community activists or community groups with a common interest. The purpose of the networks is to share experiences, develop support mechanisms, identify good practices and develop policy positions and common strategies. Networks may or may not be formally structured.

Structures and networks are divided into two categories:

- decision-making structures and networks, and
- joint strategies/programmes and partnerships.

Generally, all types of structures and networks focus on a wide range of activities, issues and target groups. Such activities included engagement with local stakeholders, promotion of adult education and supporting groups at risk. Structures and networks focused on issues, such as local community development, physical and mental health, education, sport and recreation, transport and many others. They also supported specific target groups, such as children, youth, families, people with a disability, Travellers, Roma and older people.

### 3.5.1 Decision-making structures and networks

In 2016, Programme Implementers engaged with 308 decision-making structures and networks. Table 3.15 shows the structures and networks by type and level of involvement by the PI. Like in 2015, PIs mainly engaged with networks (193) and decision-making structures (96). In 2016, PIs recorded engagement with only 19 PPNs, compared to 33 in 2015. More details on engagement of LCGs with PPNs can be found in section 3.2.3. The majority of PIs indicated that they had high levels of involvement (i.e. were either extremely or very involved) in networks and decision-making structures.



Table 3.15 Types of decision-making structures and networks and Pls level of involvement in them

Type	Number of entities		Level of involvement in 2016		
	2015	2016	Extremely involved	Very involved	Somewhat involved
Networks	254	193	52%	32%	16%
Decision-making structures	104	96	55%	30%	15%
Public Participation Networks (PPN)	33	19	26%	32%	42%

Pls were asked to indicate the ways in which the decision-making structures and networks address social exclusion and disadvantage. Table 3.16 shows the percentage of entities involved in a given activity type – each entity can be involved in more than one type of activity. Like in 2015, sharing experiences (77%) and identifying good practice (73%) were the most common types of activity recorded against the structures and networks.

Table 3.16 Ways in which decision-making structures & networks address social exclusion and disadvantage

Ways of addressing social exclusion and disadvantage	% of entities	
	2015	2016
Sharing experiences	79%	77%
Identifying good practice	74%	73%
Development of support mechanisms	68%	69%
Developing policy positions and common strategies	62%	59%

Over two thirds of decision-making structures and networks (68%) were involved in supporting people living in disadvantaged communities while half focused on disadvantaged children and families. Table 3.17 shows the percentage of entities supporting each target group. A network or structure may be involved with multiple target groups.

Table 3.17 Percentage of decision-making structures and networks by target group

Target group	% of entities	
	2015	2016
People living in disadvantaged communities	66%	68%
Children and families living in disadvantaged area	51%	50%
People with disabilities	43%	36%
The unemployed	40%	32%
Young unemployed people in disadvantaged area	36%	28%
New communities	32%	26%
Lone parents	34%	25%
Travellers	30%	25%
Low income workers/households	n/a <sup>35</sup>	18%
Roma	17%	12%

<sup>35</sup> This target group was added in 2016.



In 2016, 44% of decision-making structures and networks (94) had linkages to Local Community Groups that were receiving direct support through SICAP (section 3.2.3).

Decision-making structures and networks include representatives from different types of organisations. Table 3.18 shows the types of organisations involved with these structures. In 2016, the statutory sector was involved in 45% of structures, followed by the community sector (18%). The main statutory organisations involved included: City/County Councils (local authority), HSE, Education & Training Boards, An Garda Síochána, TUSLA, DSP, local FRC and City/County Childcare Committees.

Table 3.18 Organisations involved in decision-making structures and networks by sector

Organisation type	% of entities	
	2015	2016
Statutory sector	49%	45%
Community sector	15%	18%
Independent charitable organisation	10%	10%
Youth organisations	8%	9%
Schools	5%	5%
Third and further level Institutions	3%	3%
Employer/business sector	2%	2%
Local Drugs Task Force	2%	1%
Other <sup>36</sup>	6%	7%

### 3.5.2 Joint strategies, programmes and partnerships

The second area of work reported under structures and networks is related to joint strategies/programmes and partnerships that form part of the SICAP Programme Implementers' activities. Table 3.19 presents the outputs reported for these activities under SICAP in 2015 and 2016.

Table 3.19 Joint strategies, programmes and partnerships developed in 2015 and 2016

	Programme indicator	Number of entities	
		2015	2016
G2.4	New specialised LLL programmes/initiatives set up to meet the needs of the target groups which were not being met by existing provision	9	43
G2.4	New strategies/partnerships/joint programmes in place between SICAP implementer and education providers which are designed to meet the educational needs of SICAP target groups	144	78
G3.1	New partnerships/initiatives formed between SICAP implementer and employers	26	15
G3.4	New strategies/partnership/joint programmes in place between SICAP Implementer and employment focused agencies which are designed to improve access to employment supports	51	30

<sup>36</sup> Other includes NGOs, volunteering centre, EU funded programme, farming organisation and trade union.

Under Goal 2 of SICAP, there were **43 new specialised LLL programmes/initiatives set up to meet the needs of the target groups which were not being met by existing provision**. An example of such initiative was a LLL course provided in the Dublin Northside Lot (2-3). The course was delivered by NUI Maynooth lecturers over 20 weeks to young people and adult learners who considered further education as a potential progression path. The course was a result of collaboration between Dublin City Council, the local library in Coolock, the Adult Education Department in NUI Maynooth and Northside Partnership.

An additional **78 new strategies/partnerships/joint programmes were put in place between SICAP implementers and education providers which are designed to meet the educational needs of SICAP target groups**. An example of such a project was a collaboration between Galway City Partnership and Galway City East School Completion Programme which aimed to identify approaches for engaging parents to support second level students to apply for 3<sup>rd</sup> level education.

Under Goal 3, **15 new partnerships/initiatives were formed between SICAP implementers and employers and 30 new strategies/partnership/joint programmes were put in place between SICAP implementers and employment focused agencies which are designed to improve access to employment supports**. An example of an initiative between a SICAP implementer and employers was a partnership between SICAP and Carrick-on-Suir employers. It aimed to improve the capacity of the business community to engage with and support job creation for people who are long term unemployed. The initiative was supported by the Carrick-on-Suir Business Association (COSBA). The employment supports and incentives to recruit from the Live Register were promoted to the employers with the support of COSBA and programmes, such as Jumpstart. The initiative also aimed to encourage employers to provide work placement opportunities for young unemployed people on the Live Register. Additionally, links were created with the Local Enterprise Office to explore training options.

Programme Implementers also recorded details of the organisations that were involved in the development or implementation of these activities. Table 3.20 shows the types of organisations Pls have worked with in 2015 and 2016. Like in 2015, the largest number of joint activities involved the statutory sector (46%) with four organisations accounting for 60% of the statutory sector: City and County Councils, ETBs, HSE and An Garda Síochána. In comparison to 2015, the share of statutory organisations involved in the joint initiatives decreased in favour of community sector organisations and independent charitable organisations.

Table 3.20 Organisations involved in joint strategies, programmes and partnerships by sector in 2015 and 2016

Organisation type	% of entities	
	2015	2016
Statutory sector	58%	46%
Community sector	10%	13%
Independent charitable organisation	7%	10%
Schools	7%	6%
Youth organisations	5%	6%
Third and further level Institutions	5%	5%
Employer/business sector	3%	2%
Other <sup>37</sup>	5%	12%

<sup>37</sup> The other category includes NGOs, farming organisations, local Drugs Task Forces, EU funded programmes, volunteering centres, credit unions and other.

## Chapter 4 Horizontal themes and Youth Employment Initiative (YEI)

### 4.1 Implementing the horizontal themes

SICAP is underpinned by three horizontal themes which relate to the promotion of equality, community development methodologies and collaborative approaches. These are explained in more detail below.

**1. Promoting an equality framework with a particular focus on gender equality and anti-discrimination practices.** This requires Pls to integrate an equality framework into service delivery, consisting of tools and policies designed to encourage equality and diversity, and to mainstream equality policies and practices.

**2. Applying community development approaches to achieve the participation of disadvantaged and marginalised communities in the wider local development context.** Community development has numerous definitions and approaches but the key characteristics are to encourage collective action in response to community problems, empower individuals to have greater participation in the governance structures and to foster social inclusion and equality.

**3. Developing collaborative approaches with local (through the LCDC) and national stakeholders to improve how mainstream policies and programmes are delivered so that they have a more positive impact on the socially excluded.** Collaborative approaches to mainstreaming policy and programme delivery are encouraged in order to reduce the effects of inflexible organisational or service delivery models, and to minimise 'one-size-fits-all' approaches that overlook local diversity.

Programme Implementers are required to ensure that these themes are appropriately incorporated within their strategic and annual planning processes and are reflected in their engagement with individuals and local community groups. As part of their annual progress reports, Pls report on the implementation of the themes.

The following sections summarise the approaches and activities undertaken by Pls in relation to adoption of SICAP horizontal themes.

#### 4.1.1 Promoting an equality framework

The analysis of the 2016 annual progress reports submitted by Pls identified five categories of measures aiming to promote an equality framework, with focus on gender equality and anti-discrimination measures. Four of these, already discussed in the 2015 end of year report (Pobal, 2016), were specific to different groups at risk of experiencing inequality or discrimination:

- **Measures tackling gender inequality**, mainly focusing on supports for women.
- **Measures addressing discrimination** aiming to tackle discrimination of specific target groups, i.e. new communities, Roma, Irish Travellers and LGBT (Lesbian, Gay, Bisexual and Transgender).
- **Measures targeting groups considered to be vulnerable or at risk**, such as lone parents, youth, elderly, persons with disability, unemployed, persons living in disadvantaged areas, those at risk of poverty and persons with mental health issues.
- **Measures addressing isolated communities**, such as rural communities or islanders.

The fifth category were **organisational measures**, which focused on embedding equality and anti-discrimination principles and practices within organisations implementing SICAP and their partners.

As part of this horizontal theme, Programme Implementers carried out a range of projects, initiatives and activities, which can be summarised into the following five categories:

- **Projects and initiatives addressing the needs of different groups at risk of inequality or discrimination.** Actions and interventions promoting engagement, participation and empowerment of vulnerable groups were the main form of promoting equality and anti-discrimination measures. Gender equality and empowerment of women were at the centre of a large number of these actions. The initiatives took different forms, including workshops, training courses and programmes, community events, the creation of local networks and groups representing an issue or specific group, and other supports.
- **Bias proofing (equality proofing) of policies, procedures and information tools.** Pls introduced various bias and gender equality proofing measures to their activities, processes, documentation and information tools, e.g. developing learning and promotional materials which are more accessible to people with literacy and language issues. Many Pls monitored the gender balance of their activities and assessed the gender impact of their actions.
- **Awareness training.** Pls provided awareness training for their own staff and partnering organisations with the aim of increasing their knowledge of issues related to dealing with specific target groups. Such training usually focused on the needs and/or cultural aspects of Travellers, Roma, new communities and people with disabilities.
- **Access to services and removal of barriers to participation.** Pls addressed equality by introducing measures aimed at increasing access to supports by removing barriers. This involved locating outreach offices and providing clinics in areas of disadvantage, ensuring that buildings were accessible to people with mobility issues and parents with young children, as well as providing transport cost reimbursements and childcare facilities. Gender balanced participation was promoted by ensuring that the timing, scheduling and location of activities was suitable for people with family and care duties. Other supports included provision of scribes and readers at exams, translators for people with limited English and information in Irish for people living in the Gaeltacht.
- **Organisational measures.** Some Pls applied equality and anti-discrimination principles to the workings of their own organisations, e.g. by incorporating these principles in their human resource policies and procedures or striving to ensure a greater gender balance on their boards and subcommittee structures.

#### 4.1.2 Applying community development approaches

The community development approaches Pls used to achieve greater levels of participation from disadvantaged and marginalised groups can be grouped into four categories:

- **Supporting clients within their communities.** In 2016, Pls focused on providing better access for beneficiaries to outreach workers and facilities. The majority of Pls stressed the importance of providing supports through locally embedded organisations or through establishing outreach centres within communities. Several Pls reported that they engage with people directly through outreach workers conducting home visits or offering one-to-one interventions designed to build trust while assisting in an individual's personal progression.
- **Developing local skills and capacity.** The most common method of developing local skills was providing or assisting with the development of training designed to address local needs. Many Pls stressed that the training itself was the result of a needs analysis conducted by local groups or activists. Most of the skills training focused on methods of

engagement with individuals from minority or disadvantaged communities, cultural awareness and sensitivity training, and time and stress management. Many PIs also provided capacity building training, which included training on how to conduct needs analysis assessments, complete grant submissions, establish a local or national network, and develop a strategic plan.

- **Identifying local needs and targets.** Many PIs stated that matching target groups with the supports most suited to them was important in effective delivery of the programme. The majority of PIs either cooperated with local groups and activists directly or participated in community forums as a means of gaining local knowledge to help identify the needs on the ground. Many of these information events led to the creation or consolidation of new community groups, who went on to play a role in the identification and provision of services at a later stage. Many PIs either participated in or administered their own needs analysis assessments. Consequently, many information sharing events and training were focused around the process of completing a needs analysis assessment.
- **Empowering local groups to achieve greater levels of participation.** Many PIs stressed the importance of assisting LCGs in developing their own networks in building their community's capacity for collective action. PIs reported two main methods of doing this: providing training to LCGs on setting up support networks and establishing forums for community members and LCGs to meet and share information. PIs reported attending information events, such as these, as well as organising their own events around specific topics. Many PIs pointed out that they encouraged LCGs and individuals to bring forward local issues at various regional and national forums including RAPID, LEADER and PPN meetings to feed into local authority policy and planning. Participating in local networks was seen as a way to improve the community's social capital and provide a social support network for individuals.

Many PIs also reported the important effect community building exercises have on overall community morale and connectedness. Community building exercises included cultural events, such as wellness and music festivals.

#### 4.1.3 Developing collaborative approaches with local and national stakeholders

All Programme Implementers emphasised the importance of collaborative approaches for addressing the wide range of needs encountered in the delivery of SICAP and maximising value for beneficiaries. The application of such approaches ensures that all stakeholders involved have high levels of awareness around activities and services, the use of resources is maximised and potential for duplication is reduced.

The extent, types, focus and levels of collaboration varied between PIs reflecting the local needs and circumstances. PIs played different roles in such collaborations – these roles could be characterised as founders, leaders, partners, contributors, members, supporters or representatives.

The majority of the collaborations PIs reported were **centred on**:

- Sharing of information and raising awareness about the supports and services available.
- Identifying and addressing needs of specific target groups and engaging participants from these target groups in SICAP.
- Providing support to other organisations or being supported by other organisations, e.g. sharing examples of good practice, technical expertise or knowledge and experience on various issues related to programme implementation.
- Provision of educational programmes, courses and activities.
- Securing funding for projects and initiatives, usually of an educational nature.

- Development of strategies, frameworks, protocols and quality standards.
- Specific SICAP elements, such as BTWEA – many PIs reported working closely with DSP in relation to this scheme.

The **most common forms of collaboration** included:

- Establishment, participation in, management and support of formal and informal networks.
- Referring beneficiaries to SICAP and other programmes and agencies, such as CE, Tús, and RSS etc.
- Organisation of joint events, such as conferences, workshops, festivals, information sessions, employment fairs and awards ceremonies.
- Design and development of educational and employment programmes and supports.
- Development of and participation in joint initiatives, programmes, projects and actions.
- Regular meetings with partnering organisations.
- Programme Implementers' staff representing SICAP on boards and committees of local organisations and various working groups.
- Leading on and participation in planning and consultation activities, including development of strategies.
- Preparation of joint grant applications and co-funding of activities, mainly in the education and training area.
- Membership of local and national organisations focused on social inclusion.

Programme Implementers worked with a very wide range of organisations. Examples of the most often mentioned are listed below.

- **State agencies and service providers:** DSP, LEO, Citizens Information Offices, FRCs, ETBs, local authorities, PPNs, LCDs, Tusla, HSE, Local and Regional Drugs and Alcohol Task Forces, Courts Service, School Completion Board, Teagasc, Institutes of Technology (Dublin Institute of Technology, Sligo IT), Skillnet, Gardai, Jobs Centre, YouthReach, County Childcare Committees.
- **Representative groups:** Adult Education Network, Homeless Forum, Child and Family Support Network, Age Action Ireland, ILDN, Older Persons Forum, Mental Health Association, Women's Network, Pavee Point, The Wheel, Irish Wheelchair Association, Travellers Project, Epilepsy Ireland, MS Society, Alzheimer's Society Ireland, Irish Farmers Association, Migrant Community Forum, Community Work Ireland, Youth Work Ireland, Foroige, Family Carers Ireland, Community Foundation of Ireland.
- **Local Community Groups.**
- **Employers.**

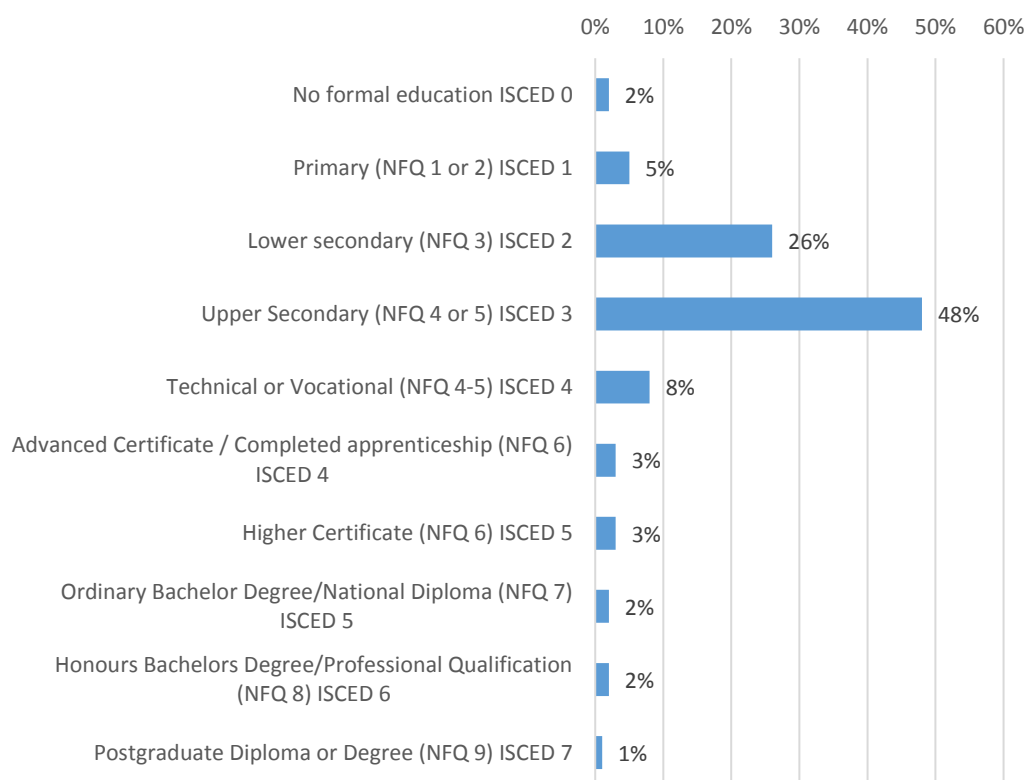
## 4.2 Youth Employment Initiative (YEI)

As part of their annual progress reports, PIs were asked to provide a summary of their activities targeting young people (aged 15-24) who are not in employment, education or training (NEETs). This section summarises and highlights key lessons learnt and challenges reported by PIs in regard to their engagement with NEETs in 2016. It also provides an overview of their socio-economic characteristics.

### 4.2.1 Young people not in employment, education or training: profile

In 2016, 5,373 young people not in employment, education or training (NEETs) were supported under SICAP. The majority of young people supported were male (59%). Like in 2015, for the significant majority (89%) the highest level of educational attainment was Leaving Certificate or below, with almost one third (32%) having attained only a Junior Cert or below. A detailed breakdown of the highest educational attainment levels for young people supported under SICAP and characterised as NEETs is presented in Figure 4.1.

Figure 4.1 Young people not in employment, education or training (NEETs) supported under SICAP in 2016 by their highest educational attainment level

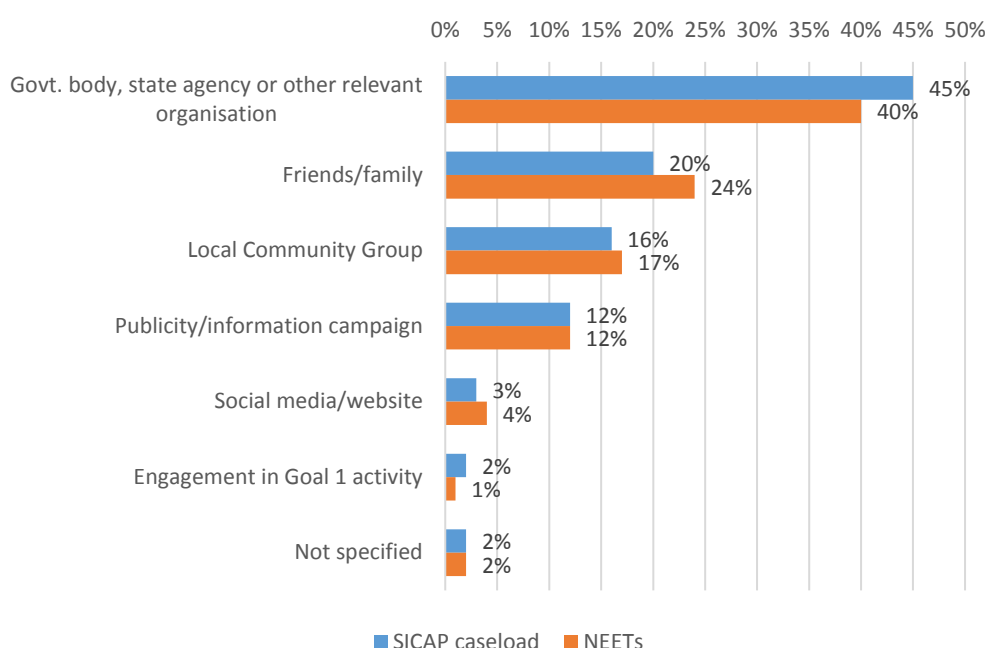


Like in 2015, a small proportion of young people described as NEETs had a disability (7%) and 6% were lone parents. 44% indicated that they lived in a jobless household. 28% reported that they were in financial difficulty and 5% were homeless or were affected by homelessness. The majority were White Irish (75%). 6% were Irish Travellers - three times higher than the percentage of Travellers on the overall caseload.

Figure 4.2 presents the access routes of NEETs into SICAP in 2016. Two in five young people were referred to the programme by government bodies or state agencies, 5% less than the overall SICAP caseload. Almost a quarter of NEETs (24%) learnt about the programme from friends and family, 4% more than the overall SICAP caseload.



Figure 4.2 Access routes of young people described as NEETs supported under SICAP in 2016



#### 4.2.2 Engagement and supports provided to NEETs

Generally, Programme Implementers reported greater challenges in identifying and engaging NEETs than they did with other groups (these challenges are discussed in more detail in section 4.2.4).

##### *Engagement*

Collaboration with organisations working with young people and partnerships with local services, such as DSP, played an important role in identifying and reaching out to these young people. Pls promoted SICAP and its services to this cohort through events, information sessions and initiatives. These were usually based around the interests of young people, such as sports, health and well-being, technology, music etc. According to Pls, the most common routes for accessing SICAP used by young people described as NEETs were self-referrals, word of mouth, referral via DSP and through LCGs. A small number of Pls mentioned using social media, such as Facebook, to run campaigns to promote SICAP to young people.

Pls emphasised the importance of building strong relationships with young people, which often required developing long-term initiatives spanning a number of years and reaching out to young people at risk before they become NEETs.

##### *Supports provided to NEETs*

Programme Implementers provided a wide range of activities and supports aimed at bringing NEETs into or closer to the labour market. The supports were either provided as part of the mainstream SICAP offering or, in the case of the majority of Pls, were specifically tailored to the needs of young people. Like in 2015, training and education initiatives were a key aspect of engagement with young people. The supports provided included one-to-one sessions, group work, workshops, formal and informal educational activities, training programmes, tester courses, information sessions, events, mentoring and guidance, and work experience placements.

Many PIs emphasised the importance of a holistic approach in providing supports to NEETs, which combined addressing core skills gaps and personal development issues. Some PIs recommended using youth work approaches and others implemented strength based approaches. Many PIs reported that supporting personal development of NEET beneficiaries was a key element of the work carried out with this cohort. It involved improving life skills and decision-making skills and addressing 'soft' barriers to progression, such as low self-esteem, lack of self-awareness, lack of clarity about values and difficulty with goal setting. They found that mentoring and guidance were an important method of delivering supports on these issues.

Training courses provided for NEETs by the majority of PIs aimed to address basic skills gaps and equip beneficiaries with the necessary training required to enter employment in sectors such as construction, retail and hospitality. Training provided included courses such as Safe Pass, HACCP Food Safety, Customer Service, Manual Handling, Retail Skills, Barista Skills, Static Security/Basic Guarding Skills, and Forklift Driving. Many PIs supported young people in passing their Driver Theory test – this support was often used as 'an enticement' to engage in SICAP, but was also particularly important in supporting young people living in areas with limited provision of public transport where ability to drive was necessary to avail of supports and promote progression into the labour market.

#### 4.2.3 Achievements and lessons learnt

The progress reports suggest that the most common outcome achieved for the NEET beneficiaries was improved employability and personal skills. Some PIs reported young people progressing to part-time and full-time employment and to education, for example by participating in QQI accredited courses or moving to Access Programmes of third level institutions. A small number of young people also set up their own businesses.

In their progress reports, PIs shared their views on what strategies were particularly effective for engaging with this target group. The majority of them found that collaboration with other stakeholders working with this group was extremely important for engaging NEETs and delivering supports. The organisations, with whom PIs worked most often were DSP, ETBs, youth organisations, FRCs, schools and Youthreach.

Some PIs emphasised the importance of creating a conducive environment that was accessible and comfortable for engaging with this group. Setting up firm routines was also important, as many young people lacked structure. A number of PIs mentioned that mixing young people with older beneficiaries on generic courses helped young people to learn from the experiences of the older participants and have access to positive role models.

A number of PIs provided additional services to encourage and enable NEETs to avail of SICAP supports. These included providing transport for young people availing of the programmes, assistance with Driver Theory test preparation, supplying books and resources for those studying on QQI accredited courses.

Finally, a number of PIs emphasised the importance of relevant qualifications and experience of their staff working with NEETs in achieving good levels of engagement and outcomes. Some reported having a dedicated staff member working with this target group.

#### 4.2.4 Challenges

As they had in 2015, many PIs reported that in comparison to other target groups, working with NEET beneficiaries required considerably more time and resources to ensure effective engagement. This target group was described by PIs as often lacking motivation and hope, having little desire to be identified or to engage, having negative previous experiences of

education, suffering from mental and physical health difficulties, experiencing financial difficulty, having substance misuse issues, and displaying poor levels of discipline and challenging behaviour. To affect positive change for people dealing with such a wide array of issues required extra resources and joined-up and innovative thinking to facilitate the development of NEET specific interventions.

Many PIs found identifying NEETs and reaching out to them challenging, in particular, those aged between 15 and 18 years old as they were no longer part of the school system, but not yet eligible for social welfare payments.

A number of PIs pointed out that achieving positive outcomes for this group was also difficult due to the lack of quality progression routes to education and employment, particularly in rural areas. This was compounded by a lack of public and/or low cost transport, which often prevented beneficiaries from accessing education or taking on employment available outside their immediate local area. These transport difficulties were worsened by the rise in the cost of car insurance in 2016.

PIs also pointed out that the attitudes and behaviour of NEETs were a challenge in engagement and achieving outcomes. In particular, retaining commitment to longer programmes was a challenge. Also, follow up was difficult due to frequent changes of phone numbers and addresses of the NEET beneficiaries registered on SICAP.

## Chapter 5 Supports provided

### 5.1 Training and advisory supports

Pobal supports the SICAP programme through a series of activities, including:

- Providing a designated development co-ordinator for each LCDC for ongoing support.
- Annual support visits with LCDCs and attendance at LCDC and SICAP subcommittees where requested.
- Regional support sessions for LCDC support staff and members at mid-year and end of year periods within the annual lifecycle of the programme.
- National support and training events for both Programme Implementers and LCDCs on specific themes.
- Technical training and support to both Programme Implementers and LCDCs on the IRIS system.
- Development of guidance and templates for LCDCs on particular aspects of their role in managing SICAP at a local level.

#### 5.1.1 Supports specific to LCDCs

Each LCDC receives ongoing supports through a designated development co-ordinator. This primarily involves providing support to LCDC staff and giving inputs at LCDC and SICAP subcommittee meetings when requested to do so. Pobal also undertook a parallel technical review of both the mid-year and end of year monitoring reports that feed into the overall review undertaken by the LCDCs.

Following the review of 2015 end of year monitoring reports, DHPCLG and Pobal organised a series of meetings with LCDCs who's Programme Implementers had an underspend greater than 5% in 2015. The overall purpose of these meetings was to identify the primary reasons for underspend and to support the LCDCs in engaging with the Programme Implementers to prevent the same level of underspend in 2016. As a result the overall level of underspend has been reduced nationally from 2.86% in 2015 to 0.36% in 2016. At the Lot level, the percentage of underspend was also reduced in 2016 with the highest recorded percentage of underspend of 3.2% compared to 11.7% in 2015.

In the period between June and early September 2016, Pobal, and the Department where appropriate, undertook 31 individual support visits with LCDCs. The objectives of these visits were as follows:

1. To review Pobal's feedback on the 2015 end of year report and the 2016 annual plan and to look at the progress of any follow up actions by LCDCs and PIs.
2. To discuss any follow up actions that were agreed with those PIs where underspends in 2015 were greater than 5% of the budget for the area.
3. To give feedback to LCDCs on the quality of the 2015 narrative report submitted by PIs and on the quality of the 2016 annual plan, and to agree any follow up actions to be undertaken with PIs.
4. To look at the overall progress of achieving mid-year targets and engagement with PIs regarding this.
5. To discuss the oversight role of the LCDCs for SICAP in order to identify positive aspects and challenges.
6. To provide on-site IRIS support if required.

These visits were attended by a variety of LCDC representatives, including LCDC chairs and LCDC members, LCDC chief officers, and other local authority staff as necessary.

### 5.1.2 Training supports

Pobal's support role also includes the delivery of training and support events targeting both Programme Implementers and LCDCs at a national level and support sessions with LCDCs at a regional level.

#### *Regional support sessions with LCDCs*

In addition to the LCDC support visits, Pobal also organised regional support sessions for LCDC support staff and members. These support sessions were rolled out in June 2016 and November 2016 in the following locations:

- Cavan
- Mullingar
- Limerick
- Dublin

The primary purpose of these events was to support LCDCs in undertaking their role in reviewing and approving mid-year and end of year finance and non-finance reports. This also included inputs from the Monitoring and Analysis Unit in Pobal on guidance on qualitative monitoring and the role of LCDCs in monitoring the qualitative aspects of SICAP.

These support workshops are also a useful mechanism for peer learning and sharing experiences across LCDCs. Sessions included inputs from LCDCs and PIs describing effective engagement processes, including issues such as frequency and focus of meetings with PIs and additional reporting requirements that have been agreed locally to enable LCDC members reach a better understanding of SICAP. In addition to these inputs, external agencies, such as Volunteer Ireland, provided inputs on their work in each region, looking at the linkages and complementarity of work with SICAP locally.

#### *National training and support events*

In 2016, two national support events were organised for both Programme Implementers and LCDCs. The first event was organised on 4 May 2016 on the theme of effective engagement with the core SICAP target groups.

The support event sought to:

1. Present good practice on engagement strategies with disadvantaged target groups and to disseminate a set of common principles that should underpin any engagement strategy.
2. Support SICAP Programme Implementers to develop engagement strategies with the core SICAP target groups that are based on a common set of principles.
3. Support LCDCs in their role of SICAP oversight and to ensure that appropriate targeting is undertaken by the Programme Implementer.

The second national support event was organised on 1 September 2016. The overall focus of this support event was as follows:

1. To raise awareness on the needs and issues faced by women experiencing domestic abuse and men who are at risk of suicide.
2. To support Programme Implementers to be proactive to respond to the needs of individual men and women who present themselves seeking support from SICAP.

3. To identify and develop appropriate local collaborative responses that should be put in place at a local level.
4. To give inputs from national and local support structures with particular expertise and experiences in rolling out collaborative responses.

### 5.1.3 Programme guidance material and other resources

Throughout 2016 the following resource materials were also provided:

- IRIS video tutorials to enable IRIS users with both LCDCs and Pls to familiarise themselves with the different functions of IRIS.
- Guidance and templates for LCDCs in reviewing mid-year and end of year finance and non-finance reports and on the appraisal and approval of 2017 annual plans.
- Guidance was developed for both LCDCs and Pls on the principles of qualitative monitoring with a particular focus on the elements of a good case study.
- Good practice guidance was also issued to LCDCs and Pls on the key elements of an inspection visit.
- Pobal also started working in September 2016 with Pavee Point on the development of good guidance on ethnic data collection for dissemination in early 2017.

## 5.2 ICT supports provided

### 5.2.1 ICT training

A series of training events was delivered to Pls and LCDCs on some of the advanced features of the IRIS database in early 2016. Areas covered included filtering and creating new data views and creating charts and graphs, report criteria etc. Training was provided to 76 individuals in 2016 during seven sessions.

### 5.2.2 Technical supports

Ongoing technical support for the programme is delivered through the IRIS helpdesk. In 2016, the total number of queries processed (843) decreased slightly when compared to the last nine months of 2015 (897). The average monthly number of queries decreased by 30% from 100 in 2015<sup>38</sup> to 70 in 2016. A user group was also established with representatives from the ILDN and Pobal to identify areas for improvement within the IRIS system.

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<sup>38</sup> The programme was operational only for nine months in 2015.

## Chapter 6 Challenges, lessons learned and plans for 2017

Programme Implementers and LCDCs shared their experiences of programme delivery in 2016 through the end of year progress reports. Pobal received end of year reports from all PIs (one for each Lot) and 28 LCDCs outlining their experiences in managing SICAP locally. The reports provided an overview of the experiences, challenges and barriers faced by PIs and LCDCs and the learning which has emerged to date. The LCDCs also outlined supports required to further develop their understanding and role in overseeing the implementation of SICAP.

### 6.1 Programme challenges in 2016

#### 6.1.1 Programme Implementers

##### 6.1.1.1 Programme design and requirements

In 2016, SICAP was in the second year of its delivery. While some of the challenges related to programme design and requirements identified in 2015 were addressed (e.g. the requirement that 50% of individuals engaged under SICAP live in disadvantaged areas and the exclusion of low income workers as a target group), others remained, including the following:

- **Registration process and data requirements.** A number of PIs felt that the overall amount of documents they were required to complete increased, placing additional burdens on their staff and moving the staff away from providing beneficiary supports and engaging in outreach activities. Some PIs pointed out that the registration process and, in particular sensitive information required from individual beneficiaries, continued to pose difficulties for engagement with some target groups, such as Travellers and Roma.
- **Funding supports (grants).** A number of PIs stated that the lack of small grant support continued to be a barrier, in particular for LCGs and enterprises operating for over one year, hindering their development. This was a particular challenge for LCGs experiencing difficulties in securing funding from other sources.
- **Quantitative targets.** Some PIs pointed out that meeting programme targets while also ensuring that individuals with higher and more complex needs were adequately supported was a challenge.

##### 6.1.1.2 Operational and delivery issues

The operational and delivery issues identified by PIs as challenges in 2016 are listed below.

- **JobPath.** A large number of PIs reported the effect of the JobPath programme on the number and type of referrals received from DSP as a challenge. The beneficiaries referred to SICAP in 2016 were further removed from the labour market and often had more complex needs compared to those availing of SICAP supports in 2015. PIs pointed out that a smaller number of job ready beneficiaries had a negative impact on their ability to reach their employment and self-employment progression targets. PIs were concerned that beneficiaries who have already been signed for SICAP supports were being asked to move to JobPath. They pointed out the growing risk of duplication of services as a number of programmes and agencies focus on the same target group. PIs felt that this ultimately led to the reduction in referrals from DSP to SICAP. However, the referrals routes recorded on IRIS show a 5% increase in referrals from DSP on 2015.



- **Changes to the programme requirements.** Many PIs commented on the frequent changes to programme requirements and forms throughout the year. While most of the changes were seen as positive developments in the programme, in some cases retrospective work needed to be done and PI staff found keeping up with the changes challenging.
- **Access barriers.** Like in 2015, many PIs, especially in rural areas, reported that the lack of public transport and/or cost of transport remained a significant barrier for beneficiaries accessing supports under SICAP. A number of PIs pointed out that the cost of transport became an even bigger issue as the cost of motor insurance increased significantly in 2016<sup>39</sup>. The lack of affordable and suitable childcare also remained a barrier for some beneficiaries, mainly lone parents. A number of PIs also identified language and culture as an access barrier for SICAP beneficiaries from new communities and Travellers and Roma groups.
- **Engagement with target groups.** Like in 2015, many PIs found it challenging to engage with young people, both NEETs and non-NEETs, and achieve progression into employment and particularly self-employment. PIs reported that it was particularly difficult to engage with NEETs aged 15 to 18, as they are not eligible for DSP supports and are therefore somewhat 'invisible'.
- **Engagement with LCGs.** A number of PIs reported a limited capacity and willingness of LCGs to engage in decision-making structures and PPNs. Many LCGs are understaffed and find it difficult to ensure succession, which impacts on their ability to carry out their activities and engage with other organisations. Some LCGs question the value of engaging in formal structures and resist the regulations they are required to comply with in order to participate. PIs said that the level and intensity of support required to assist LCGs to engage in decision-making structures or PPNs is high.
- **Jobs availability and progression into employment.** A number of PIs operating in rural areas reported that, due to the lack of jobs available locally, achieving progression into employment remains a considerable challenge. The quality of available jobs was also raised as an issue as many of the jobs on offer are seasonal, part-time, on minimum wage or on zero hour contracts. Cessation of JobBridge meant that SICAP beneficiaries could no longer be placed on work placements created by the scheme. Many PIs reported that the profile of individuals seeking SICAP employment supports has changed as a result of improved economic conditions. In 2016, participants were much further removed from the labour market and often had a range of other issues, such as alcohol and substance misuse, mental health issues, low education levels, poverty and debt, lack of social networks etc. This makes progression into employment in the short-term very challenging.
- **Progression into self-employment.** PIs reported a lower uptake of self-employment supports and identified several factors influencing progression into self-employment. An increasing number of beneficiaries considering the self-employment route required higher levels of support to prepare good quality business plans. In small towns where the number of BTWEA/STEAs supported businesses is already high, establishing new enterprises is more challenging as often the market for services offered by these businesses is already saturated.
- **PIs staff turnover.** Some PIs reported that experienced staff with long tenure are leaving the organisation and this has impacted on operations and PIs' ability to meet the targets as well as provide high quality services to beneficiaries. Some also pointed out difficulties in attracting new staff due to inability to offer enough hours and/or an attractive salary.

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<sup>39</sup> According to an article in Irish Times (<http://www.irishtimes.com/business/financial-services/car-insurance-costs-could-rise-by-15-before-mid-2017-report-1.2845583>) the motor insurance increased by 28% in 2016.



- **IRIS.** Compared to 2015, the number of PIs reporting difficulties with IRIS decreased significantly. Nonetheless, some PIs continued to experience difficulties with the system, especially in relation to extracting relevant reports and conducting analysis. Some PIs pointed out that IRIS does not capture the intensity and nature of supports received by individuals and LCGs, as often quantitative indicators do not fully reflect the community development work.

#### 6.1.1.3 Budget and resources

Some PIs expressed an opinion that the allocated funding was not adequate to allow them to develop new projects and fully fund educational activities. In regard to the funding of courses, some PIs said they were dependent on other initiatives and agencies to fund training programmes.

#### 6.1.1.4 Operating context and collaboration with other agencies

Several PIs commented on the nature of deprivation and disadvantage in rural areas as being different than that in urban areas. They also pointed out that the demographic profiles of many areas have changed since the last census on which the HP Pobal Deprivation Index is based. PIs operating in island Lots reported differences in the population profiles in their Lots compared to those located on the mainland.

Regarding collaboration with other agencies, PIs suggested that stronger links should be established with the HSE to support engagement with NEETs, and with ETBs to facilitate making direct referrals and transfer of data between SICAP and ETBs.

#### 6.1.2 LCDCs

The challenges and barriers faced by the LCDCs in overseeing the implementation of SICAP across the country have been identified as largely relating to the level of targets set, the quantitative versus qualitative nature of the programme, and the need for more local flexibility across the three goals to allow the programme to adapt to “changing local needs”. There were challenges in engaging Local Community Groups in decision making structures and the LCDCs noted the lack of indicators to reflect work undertaken at early formation stages with groups.

It was noted that the IRIS system is still presenting a challenge to those who do not use the system frequently and the “inflexibility of the system in its recording outcomes” does not reflect the substantial qualitative work undertaken outside of the targets which was noted as being “equally important to the delivery of SICAP goals”. Several LCDCs stated that they had difficulty in getting PIs to update the IRIS system, which made it difficult to assess progress in relation to targets and budgets.

The impact of the JobPath programme on referrals from DSP was deemed challenging in engaging with target groups and is creating competition for access to target groups. The exclusion of the elderly as a specific target group has been noted by the LCDCs as difficult when responding to the needs of local communities. Likewise, limited or no access to transport and/or childcare were highlighted as barriers to reaching target groups in rural areas. A few LCDCs noted challenges in dealing with more than one Lot in relation to the additional workload and limited internal resources.

## 6.2 Programme developments in 2016

As the programme progressed through its second year, there were fewer programme changes than the previous year. These changes were developmental and designed to ensure that the programme responded to emerging issues and the feedback from PIs and LCDCs was addressed.

The key programme developments in 2016 were:

- **SICAP added a new target group in early 2016 - low income workers/households.** It was recognised that there are individuals who are employed but nevertheless experiencing hardship due to low income levels or who have a precarious employment situation, particularly some people who are self-employed, e.g. farmers and smallholders. Their addition has enabled PIs and LCDCs to develop actions around this group of people in response to locally identified need, such as providing information and advice on new job opportunities or assisting in training, with a view to securing a better quality job or being promoted.
- The requirement that 50% of individuals engaged under SICAP live in disadvantaged areas (Headline Indicator 1b) was altered for 2016, in recognition of difficulties experienced in meeting this target. **New Lot-specific targets** were based on the proportion of disadvantaged areas in each Lot and will mean that targets are more reflective of local circumstances.
- Changes to wording around the target group, replacing 'Children and families in disadvantaged areas' to '**Disadvantaged children and families**'. This took a broader definition of disadvantage from focusing solely on area-based disadvantage to encompassing socially or economically disadvantaged. Children and young people in school and at risk of early school leaving can also be assisted under this target group.
- As a result of concerns that there were high numbers of students receiving group-based supports but being registered on the individual caseload, clarification was issued to LCDCs to ensure that **all young people supported in group exercises in the school environment were to be counted as assisted on a non-caseload basis from 1 September 2016.** From this date, all SICAP work conducted in schools (including work with young people identified as being at risk of early school leaving), was to be recorded as non-caseload/group work. Working on a non-caseload basis means that no personal or sensitive details are required to be collected from students, making it easier and less intrusive to engage with them. This also better reflects the type of engagement that takes place in schools. In certain circumstances there may be engagement with a young person which is separate from school and this can be recorded as one-to-one work. A revised Headline Indicator was developed to identify the extent of the non-caseload work with young people identified as at risk of early school leaving.
- **Updated guidance was given on how to prepare a Personal Action Plan** and what information is required to be collected as part of this. This sets out the required steps in putting together an action plan and the minimum information it must include to ensure consistency for clients and compliance with audit and compliance checks. Suggested good practice templates developed by PIs were circulated to all PIs to consult as useful tools.
- There was **continued updating of programme branding.** The SICAP YouTube video was updated to reflect the 2016 targets and target groups, and an infographic was designed presenting the key successes of SICAP in 2015, taken from the 2015 end of year report statistics.
- At the mid-year point it became a requirement that the **client registration forms must be signed and dated** by beneficiaries to certify the information contained in the forms.

- Pobal, after consultation with the Department, separated the **SICAP annual planning and end of year reviewing processes** so that the workloads for LCDCs were more manageable going forward – thus the planning timeframes were brought forward.
- **Compliance with Schedule D was revised** in terms of calculating the level of remedies to be applied where targets for KPI 1 and KPI 2 were not achieved and there was non-compliance with Schedule D of the funding agreement. Remedies now apply on a fixed rate basis, aligned to a scale depending on the level of non-achievement/non-compliance with the KPIs and/or Schedule D.

### 6.3 Lessons learned in 2016

In their end of year progress reports Programme Implementers and LCDCs commented on lessons learnt and best practices arising from the implementation of SICAP. These are discussed in detail in the sections below.

#### 6.3.1 Programme Implementers

Programme Implementers commented on lessons learnt in several areas, including collaboration with stakeholders, engagement and outreach strategies, changes in beneficiary profiles, delivery of goals and staff training.

##### *Collaboration with other agencies, service providers and stakeholders*

Like in 2015, the majority of PIs emphasised the importance of **collaborative work** in the delivery of the programme and many identified it as a critical factor for the success of their initiatives. The range of organisations and stakeholders they worked with was wide and included local groups, agencies delivering services (e.g. local authorities, Jobs Club, LEO, Tús, CE, ETBs, TUSLA, FRC, An Garda Síochána), organisations representing target groups (e.g. youth services, local Traveller organisations, Irish Wheelchair Association, Multiple Sclerosis Society and Jigsaw), employers, education providers and others, such as prisons.

This collaboration took many forms focussing on many different issues: referral of participants, sharing knowledge, expertise and skills, developing joint strategies and projects, co-funding projects and initiatives and identifying and addressing gaps in the provision of services. Examples of this collaboration included:

- Breffni Integrated worked with Cavan Traveller Interagency Group and Cavan Traveller Movement.
- Laois Community and Enterprise Development Company worked with Laois Integration Network to help meet the needs of Laois migrants, including Syrian refugees.
- Offaly Local Development Company engaged in one-to-one consultations with organisations working in the area of disability and mental health to identify gaps in existing provision and ascertain how the work of their career coaches could be further developed to better support beneficiaries with these needs.
- Inishowen Development Partnership worked with Donegal ETB to develop a tailored literacy programme for beneficiaries with literacy issues applying for BTWEA supports.

##### *Engagement and outreach strategies*

Like in 2015, many PIs highlighted the importance of **supporting beneficiaries within their local communities and at times suitable to them**. Many implementers operated outreach clinics in disadvantaged areas and set up local outreach premises that were open and accessible to the community. Some PIs reported that they tried to arrange one-to-one meetings around the

beneficiaries' appointments with other services, such as Intreo or other DSP services. Removing **barriers to participation**, such as lack of transport or childcare, also continued to be an important element of engagement strategies. For example, County Wicklow Community Partnership provided transport to certain network events, such as the Women's Network launch and the County Wicklow Older Persons Annual Seminar, aiming to combat rural exclusion of groups, such as Traveller women, lone parents and non-driving older persons. Laois Community and Enterprise Development Company reimbursed transport costs to participants within some actions to enable participants to avail of supports.

A number of PIs stated that **carrying out door-to-door outreach work** was one of the most effective ways to engage 'hard to reach' adults. It helped to build relationships and gather information about the needs of people in disadvantaged communities. However, this type of work requires trained staff who have knowledge of the local issues, area and community.

Another effective engagement method was the **organisation of events and courses**, which were used to promote SICAP and supports available through focused activities. For example, courses on topics like cookery, horticulture, basic computers, art, health and wellbeing, provided valuable information to attendees while providing PIs with an opportunity to identify and target potential beneficiaries. Programmes for children and parents were another way to recruit individual beneficiaries, while offering parenting supports. Specific examples of such activities include:

- Inishowen Development Partnership used food and nutrition programmes to engage young people and adults while providing health and social benefits.
- The official opening day for Ballina Outreach Office provided Mayo North East Leader Partnership with an opportunity to introduce SICAP and gain information about the support needs of participants from the local community, Traveller community and NEETs.
- South Tipperary Development Partnership engaged adults by organising activities for their children, such as sport activities, summer programmes and after school projects.

Several PIs talked about the importance of an **approach to beneficiaries** that maintains a professional, formal work attitude while demonstrating empathy and understanding of beneficiaries' circumstances and needs. Such an approach relies on mutual trust, honesty and integrity and requires time to develop and sustain relationships. Providing a safe place and relaxed non-judgemental environment was crucial.

Some PIs commented also on their experiences in **engaging with specific target groups**, such as NEETs, Travellers, new communities, and lone parents. Longford Community Resources found that working with small groups of three to four young people from the Pakistani community was a good starting point to engage others from this community. South Tipperary Development Partnership found that the best way to engage Traveller women was to meet them with other family members. Avondhu Blackwater Partnership reported that the best way to engage young people under 25 was by offering shorter, tangible and well recognised industry relevant training, such as Safe Pass. Meath Partnership worked with different organisations, such as One Family, DSP, and TUSLA to reach out to lone parents in their area.

#### *Changes in the beneficiary profiles*

A few PIs commented on the changes in the profile of beneficiaries accessing supports under SICAP. In 2016, a higher number of beneficiaries supported under SICAP experienced multiple layers of disadvantage. They were also more likely to suffer from low levels of confidence and self-esteem, have high levels of stress and have other personal circumstances impacting on their ability to progress along the education continuum or to employment. PIs recognised that such individuals required more one-to-one supports and greater levels of engagement to benefit from the programme.

### *Delivery of Goal 1*

PIs reported that pre-development work involving consultation with community groups was an important step in identifying community needs and the challenges facing groups, especially in regard to available resources and barriers they are facing. They found that LCGs' participation in the SICAP planning and review process supported good consultation practices. Some pointed out that assisting community groups with their plans was vital to encourage, support and facilitate the groups to not only focus on short-term goals but also to plan strategically for a longer-term future.

### *Delivery of Goal 2*

A few PIs reported the value of Fáilte Isteach English conversation classes in improving beneficiaries' English skills as well as providing opportunities for social interaction and building confidence in their language abilities. County Wicklow Community Partnership reported that a proportion of their courses are not language dependent but use visual aids and physical interactive activities to ensure that these courses are accessible to a diverse beneficiary group.

Some PIs reported that they had to review their course offering to ensure they address an increased need for soft skills, personal development and basic literacy, required before beneficiaries can successfully engage in external education. This development is in recognition of a higher number of individuals with multiple and high level support needs accessing the programme.

Integrated educational approaches to addressing specific issues have also been reported by some PIs. For example, North & East Kerry Leader Partnership run the Incredible Years programme, which combined a basic parental programme with activities for children and a teacher classroom management programme.

### *Delivery of Goal 3*

One of the key factors for successful provision of Goal 3 supports identified by many PIs was engagement with employers. PIs reported that developing links with employers allowed them to match training to skill gaps and the needs of the local labour market, aided identification of jobs and helped to prepare beneficiaries to apply for them.

PIs recognised that the delivery of employment and self-employment supports cannot follow a 'one size fits all' approach, as different groups of beneficiaries have different needs and face different barriers. For example, Donegal Local Development Company developed a specific employment support programme for members of the Travelling community by working with the DLDC/Donegal Travellers Project (DTP) Traveller Employment Officer, who assisted in setting up training topics, sourcing participants and organising the training. Work placements and work experience programmes were reported by IRD Duhallow as being very successful for NEET beneficiaries as they enabled them to experience a job and learn valuable life skills, such as time management, self-discipline and people skills.

Some PIs noted that many beneficiaries seeking self-employment supports were not able to progress to self-employment as they lacked some of the necessary skills. In recognition of that, Waterford Area Partnership introduced a new internal enterprise training programme, which placed more emphasis on the pre-development phase. Leitrim Integrated Development found that many new business starters required greater competence in social media and addressed this by introducing a module on social media as part of the Start Your Own Business course.

### *Staff training*

Some PIs pointed out the importance of ongoing IRIS training for their staff and development of expertise in relation to SICAP and ESF audits. Others identified additional areas for upskilling. For example, Laois Community and Enterprise Development Company identified two areas for upskilling: migrants and their status, particularly around the area of entitlements, education and domiciliary issues; and preparation of CVs for prisoners and guidance around disclosure of time spent in prison. Members of staff of South Kerry Development Partnership took part in Traveller Culture Awareness and coaching skills training, and intend to develop further skills in dealing with challenging beneficiaries and participants from different cultures.

### **6.3.2 LCDCs**

#### *Programme Implementation*

Overall, LCDCs stated that while SICAP is still a relatively new concept for LCDC members, they have gained a much better understanding and oversight of the programme in 2016. LCDC members have been involved in the annual planning process, mid-year and end of year reviews. In general, this work has contributed to the development of good working relationships and collaboration between LCDC members. Each LCDC meeting includes a contribution on SICAP and PIs make presentations to the committees, providing either an overview of general quantitative and qualitative progress made to date, or concentrating on progress related to a specific goal or target group. LCDCs indicated that this process has helped to ensure that the programme is meeting the needs of the county and reaching those most disadvantaged.

The reports clearly acknowledge the commitment of the LCDC members, which is demonstrated by their high attendance at LCDC meetings, and the significant level of collaborative working taking place in the delivery of SICAP. The majority of LCDCs have reported an increase in the time spent on overseeing the implementation of SICAP in 2016.

The vast majority of LCDCs (30) now have a SICAP subgroup/subcommittee in place, comprised of LCDC members who liaise with the PIs on either a monthly or quarterly basis and provide progress reports and recommendations to the LCDC. The work of the subgroups/subcommittees also includes review of annual budgets and agreed spend within goals and administration, as well as ensuring that the overall expenditure is in line with SICAP requirements. Some LCDCs felt that the subgroups/subcommittees have been enhanced by the inclusion of the LCDC chairperson and the chief officer as well as DSP, PPN and ETB representatives, and that membership needed to be reviewed regularly to ensure there is expertise across all programme goals. The importance of this monitoring and oversight role of the subgroups/subcommittees has been very clearly acknowledged by the LCDC members and a number of reports note that communications and “meaningful” working relationships with PIs have “been enhanced by these regular strategic discussions with the subgroup/subcommittee”. Only one LCDC felt that the LCDC needed to adopt a stronger role in SICAP at a local level “as all the expertise within the programme is in Pobal or with the PI”.

While the work of subgroups and subcommittees has helped the broader membership of the LCDC to gain knowledge and understanding of the programme, some LCDC members are still finding it difficult to fully grasp the terminology and the complexity of SICAP and felt it could be simplified to allow LCDC members to engage more effectively. Some LCDCs suggested more focus should be placed on case studies and qualitative results rather than indicators and other quantitative measures. They felt that LCDC members should be involved in setting targets based

on local needs. The sharing of experiences and information between LCDC members was considered important and helpful in influencing the delivery of SICAP at a local level.

Many LCDCs reported that the increased engagement with PIs in 2016 has led to the building of good working relationships between the PIs and LCDC members. This has increased members' understanding of the overall programme and the needs of target groups. This was evidenced by the high number of PIs who met and/or exceeded the 2016 agreed targets, as well as the 2017 planning process which allowed for actions to be linked to LECP objectives. This was particularly evident during the preparation of the 2017 annual plan. In one case, specific SICAP target groups were identified by the subgroup for inclusion in the annual plan, in line with the LECP, however, the LCDC noted that the PI was not always willing to co-operate with "this local examination" of the delivery of SICAP.

Where the LCDC took decisions to increase/decrease targets, these, in general, were noted as the result of the on-going engagement with the PI and based on "the realities of the programme delivery in 2016". Target changes also reflected the priorities and needs of the local area and programme requirements. While some LCDCs outlined their experiences in dealing with the 'fallout' of underspends from 2015, these were generally noted as 'opportunities for learning' which have resulted in new monitoring and reporting processes being put in place within some LCDCs. Some LCDCs raised concerns that they had to implement remedies in what is generally seen as a "largely successful programme across the county".

#### *Engagement with local and national stakeholders*

Overall, the reports show that good working relationships and practices were established between local authority staff, LCDC members, subcommittees and the PIs, although a number of LCDCs have stated that resources are needed for more staff to work on SICAP. The building of relationships with local stakeholders in the implementation of SICAP has been highlighted particularly in relation to the PPNs, DSP, social inclusion groups and ETBs. LCDCs provided a number of good practice examples, which include DSP making a presentation to the LCDC committee on their services and structural changes and the inclusion of a representative of INOU on the LCDC. The majority of LCDCs have acknowledged the input from the wide range of stakeholders in the implementation of SICAP locally. However, a few LCDCs noted that apart from the LCDC members there has been limited engagement with other stakeholders in the implementation of SICAP. One LCDC also stated that "the relationship between the LCDC and statutory agencies needs to be explored further, particularly in terms of their ability to respond to locally generated issues when compared with national priorities".

The reports outlined the supportive role of Pobal within the implementation of SICAP and the strong relationships which have been developed between Pobal staff and the LCDC staff and members. The high level of on-going engagement with Pobal in providing advice, support, training and seminars was acknowledged by the LCDCs. In particular, the parallel work on feedback on annual planning, mid-year and end of year reviews were deemed to be beneficial and helpful in providing direction to the LCDCs. The training and support events held by Pobal and the Department were considered to be both useful and informative, providing networking and learning opportunities. While some LCDCs are still learning about the IRIS reporting system, they noted that their knowledge of IRIS significantly improved in 2016. The technical support provided by Pobal on the operation of IRIS was deemed positive with support always being on hand and providing clear communications about resolving any issues raised by the LCDCs.

Overall, the reports show extensive engagement between the LCDCs and Pobal. LCDCs indicated that to date issues were resolved satisfactorily and in a prompt fashion, and clear communications were provided in relation to programme timeframes and requirements. While LCDCs acknowledged it was the responsibility of the PI to ensure the quality of the data inputted



onto IRIS, it was felt that the guidance provided by Pobal on data quality and duplicate records issued towards the end of 2016 - resulting in duplicate records being deleted - should have been provided earlier.

The level of contact and engagement with the Department of Housing, Planning, Community and Local Government (DHPCLG) has been described generally as positive, supportive and flexible with information and supports provided being very helpful and prompt. LCDCs also acknowledged that many of the issues and suggestions raised by LCDCs and PIs have been acted upon, resulting in refinements to the programme. These included changes in timelines for annual planning and end of year review processes. However, several LCDCs suggested that more structured meetings between Pobal and the Department could support implementation of SICAP. These included a bi-annual meeting between Pobal and SICAP subgroup/subcommittee members and a yearly meeting with the Department.

### *Support needs*

Each LCDC was asked to identify their core support needs in their end of year reports, the following were the primary areas identified:

- Ongoing structured practical training in the use of IRIS for new and existing staff from LCDCs and PIs to enhance the use of the system and data available. Training needs to clarify the correct use of the multitude of SICAP indicators on the IRIS system.
- A simple one page calendar of key return dates (reporting and financial) for Pobal and departmental returns.
- General programme requirements training on different sections of the programme requirement documents throughout the year.
- Training for LCDCs on audit/verification visits.
- Circulation of best practice case studies identified nationally where outputs were optimised.
- Delivery of intensive community development supports for geographic communities and communities of interest where a need has been identified.
- Continued regular support from Pobal for LCDCs, networking opportunities with other LCDCs and PIs.
- SICAP should be promoted more widely, both at local and national level.
- ETB/DSP/LCDC/PI interagency forums set up to improve communication.
- Training/networking opportunities for SICAP subgroup/subcommittees to explore good practice in relation to mid-year, end of year and annual planning processes.
- The setting up of a regional IRIS user forum.
- Opportunities at national events to showcase best practice examples from LCDCs.
- Preference was given to hands-on regional information and support events rather than long guidebooks.
- More focussed support sessions are required with individual LCDCs.
- Develop guidelines for PIs on information required for annual plans, and how to present this information, as agreed by LCDCs and Pobal.

## 6.4 Changes planned for 2017 and ongoing programme developments

As 2017 is the last year of the current programme, it is not planned to make many changes at this stage. Anything that is identified as needing improvement will be considered in the context of the next iteration of SICAP.

- **Requesting the PPS Number for BTWEA/STEAs accessing through SICAP.** This has been identified as an area where greater coordination and data sharing with DSP would



be beneficial. Currently SICAP collects many details on people who are applying for the Back to Work Enterprise Allowance/Short-Term Enterprise Allowance and this is shared with DSP on an ad hoc basis. The Department is liaising with DSP to explore how this information can be shared and what information DSP may be able to share to assist with national level analysis.

- **Developing a tool to measure distance travelled by SICAP clients.** Consideration is being given to introducing a better way of measuring the personal journey of individuals once they register with SICAP. This would reflect qualitative, softer, less tangible outcomes. For instance, when an individual registers with SICAP, personal indicators would be assessed, e.g. their level of confidence, motivation, or level of connectedness with their community. This could then be measured along their journey in SICAP and would allow PIs and the clients themselves to see their progression, their strengths and what areas in their lives need further development. It is hoped that it may be possible to run a pilot of this tool in late 2017, with full roll-out for the new programme.
- **Consultation process on the programme framework for the next iteration of SICAP.** A series of consultation events, led out by Minister Catherine Byrne, were held in early 2017 to ascertain the learning from the current programme and to identify where improvements can be made for a stronger and more effective SICAP from 2018. An external company was contracted to lead this consultation process to ensure a more objective and independent process and that the full range of peoples' views are collated and analysed. The results of this consultation will be considered in the design of the new SICAP programme from 2018.
- **SICAP qualitative research study.** Pobal has commissioned a qualitative research study on young people Not in Employment, Education or Training (NEETs). The study will analyse the engagement strategies, interventions, and outcomes delivered for NEETs under SICAP. It is envisaged that the study will be completed in the autumn of 2017.
- **SICAP evaluation.** The Department of Rural and Community Development and Pobal have begun an evaluation of various components within the SICAP programme to be carried out by the ESRI during 2017. One of the objectives of this evaluation is to feed into and provide an evidence base for the next iteration of the programme.

## Chapter 7 Conclusion

In 2016, SICAP was in its second year of delivery. The programme showed significant signs of having bedded down with many LCDCs and PIs having established effective working relationships at a local level. The vast majority of targets were met and for some, such as the progression into employment, a significant increase on 2015 results was achieved. The programme continued to support a similar proportion of people living in disadvantaged areas, who had lower levels of educational attainment and who were long-term unemployed. SICAP assisted a higher number of people who were unemployed for more than two years. Also, the number of referrals from DSP significantly increased on the previous year.

Challenges remained, however, with a lower number of supports provided in the area of self-employment and the progression to self-employment remained below target. The progression of women into self-employment remained below the national ratio for new female business owners. The number of new social enterprises established with assistance from SICAP decreased. Both LCDCs and PIs reported the significant impact the continued roll out of JobPath had on the implementation of SICAP. Also, the difference in challenges facing PIs implementing the programme in rural and urban areas was emphasised by PIs. In particular, the lack of public and/or affordable transport and continued lack of progression opportunities in rural areas appeared to become even more challenging.

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## Appendix 1

Lot	PI	Address
Carlow County (1-1)	Carlow County Development Partnership Limited	Main Street, Bagenalstown, Co. Carlow
Cavan County (32-1)	Breffni Integrated Limited	Unit 6A, Corlurgan Business Park, Corlurgan, Ballinagh Road, Cavan
Clare County (16-1)	Clare Local Development Company Limited	Westgate Business Park, Kilrush Road, Ennis, Co. Clare
Cork Bandon & Kinsale (18-6)	West Cork Development Partnership Limited	West Cork Technology Park, Clonakilty, Co. Cork
Cork Charleville & Mitchelstown (18-2)	Ballyhoura Development Limited	Ballyhoura Centre, Main Street, Kilfinane, Co. Limerick
Cork City (17-1)	Comhar Chathair Chorcaí Teoranta	Heron House, Blackpool Retail Park, Blackpool, Cork
Cork Kanturk, Newmarket & Millstreet (18-1)	IRD Duhallow Ltd	James O'Keeffe Memorial Institute, Newmarket, Co. Cork
Cork Mallow & Fermoy (18-3)	Avondhu/Blackwater Partnership Limited	The Old Mill, Castletownroche, Co. Cork
Cork South & East Cork (18-4)	South and East Cork Area Development Partnership Limited	Midleton Community Enterprise Centre, Owenacurra Business Park, Knockgriffin, Midleton, Co. Cork
Cork West Cork District (18-5)	West Cork Development Partnership Limited	West Cork Technology Park, Clonakilty, Co. Cork
Cork West Cork Islands (18-7)	Comhar na nOileán Teoranta	Inis Óírr, Árainn, Co. na Gaillimhe
Donegal (33-3)	Donegal Local Development Company Limited	1 Millenium Court, Pearse Road, Letterkenny, Co. Donegal
Donegal Gaeltacht (33-2)	Donegal Local Development Company Limited	1 Millenium Court, Pearse Road, Letterkenny, Co. Donegal
Donegal Inishowen (33-1)	Inishowen Development Partnership	St. Mary's Road, Buncrana, Inishowen, Co. Donegal
Dublin Ballyfermot & Chapelizod (2-1)	The Ballyfermot/Chapelizod Partnership Company Limited	4 Drumfinn Park, Ballyfermot, Dublin 10
Dublin Ballymun, Whitehall & Tolka (2-2)	Dublin North West Area Partnership	Rosehill House, Finglas Road, Dublin 11
Dublin Canal, Rathmines & Pembroke (2-4)	The Bluebell, Inchicore, Islandbridge, Kilmainham and Rialto Partnership Company Limited	2nd Floor, Oblate View, Tyrconnell Road, Inchicore, Dublin 8
Dublin Inner City (2-5)	Dublin Inner City Community Co-operative Society Ltd	22 Buckingham Street, Dublin 1
Dublin Northside (2-3)	Northside Partnership Limited	Coolock Development Centre, Bunratty Drive, Coolock, Dublin 17
Dun Laoghaire/Rathdown (5-1)	Southside Partnership DLR Limited	The Old Post Office, 7 Rock Hill, Main Street, Blackrock, Co. Dublin
Fingal (4-1)	The Blanchardstown Area Partnership Limited	Unit 106, Dillon House, Porters Road, Coolmine Industrial Estate, Dublin 15
Galway City (26-1)	Galway City Partnership Limited	3 The Plaza, Headford Road, Galway
Kerry North East & West Kerry (19-1)	North and East Kerry Leader Partnership Teoranta	Áras an Phobail, Croilár na Mistéalach, Tralee, Co. Kerry
Kerry Rathmore & Gneeveguilla (19-2)	IRD Duhallow Ltd	James O'Keeffe Memorial Institute, Newmarket, Co. Cork
Kerry South Kerry & Killarney (19-3)	South Kerry Development Partnership Limited	West Main Street, Caherciveen, Co. Kerry

Kildare County (6-1)	Cill Dara Ar Aghaidh Teoranta	Jigginstown Commercial Centre, Old Limerick Road, Naas, Co. Kildare
Kilkenny County (7-1)	County Kilkenny Leader Partnership Company Limited	8 Patrick's Court, Patrick Street, Kilkenny
Laois County (8-1)	Laois Community and Enterprise Development Company Limited	Block 2, Áras an Chontae, James Fintan Lalor Avenue, Portlaoise, Co. Laois
Leitrim County (28-1)	Leitrim Integrated Development Company Limited	Church Street, Drumshanbo, Co. Leitrim
Limerick East Rural (21-3)	Ballyhoura Development Limited	Ballyhoura Centre, Main Street, Kilfinane, Co. Limerick
Limerick Urban (21-2)	PAUL Partnership (People Action Against Unemployment Limited)	The Tait Business Centre, Dominic Street, Limerick
Limerick West Rural (21-1)	West Limerick Resources Limited	St. Mary's Road, Newcastle West, Co. Limerick
Longford County (9-1)	Longford Community Resources Limited	Longford Community Enterprise Centre, Longford Business & Technology Park, Ballinalee Road, Longford
Louth County (10-1)	Louth LEADER Partnership	Unit 3, Partnership Court, Park Street, Dundalk, Co. Louth
Mayo Ballina & Mayo West (29-2)	Mayo North East Leader Partnership Company Teoranta	Lower Main Street, Foxford, Co. Mayo
Mayo Castlebar & Claremorris (29-3)	South West Mayo Development Company Limited	Carey Walsh Building, George's Street, Newport, Co. Mayo
Mayo Islands (29-1)	South West Mayo Development Company Limited	Carey Walsh Building, George's Street, Newport, Co. Mayo
Meath County (11-1)	Meath Community Rural and Social Development Partnership Limited	Unit 7, Kells Business Park, Cavan Road, Kells, Co. Meath
Monaghan County (34-1)	Monaghan Integrated Development Limited	Monaghan Road, Castleblayney, Co. Monaghan
Offaly County (12-1)	Offaly Integrated Local Development Company Limited	Millenium House, Main Street, Tullamore, Co. Offaly
Roscommon County (30-1)	Roscommon Integrated Development Company Limited	Roscommon West Business Park, Golf Links Road, Roscommon
Sligo County (31-1)	County Sligo LEADER Partnership Company Ltd	Sligo Development Centre, Cleveragh Road, Sligo
South Dublin County (3-1)	SDC South Dublin County Partnership Ltd	County Hall, Block 3, Belgard Square North, Tallaght, Dublin 24
Tipperary North (22-1)	North Tipperary Leader Partnership	2nd Floor, Friar's Court, Nenagh, Co. Tipperary
Tipperary South (23-2)	South Tipperary Development Company Limited	Unit 2C, Carrigeen Industrial Estate, Clogheen Road, Cahir, Co. Tipperary
Waterford City & County (24-1)	Waterford Area Partnership Limited	Westgate Retail Park, Tramore Road, Waterford
Westmeath County (13-1)	Westmeath Community Development Limited	Mullingar Enterprise Technology and Innovation Centre, Zone C, Mullingar Business Park, Mullingar, Co. Westmeath
Wexford County (14-1)	Wexford Local Development	Spawell Road, Wexford
Wicklow Arklow, Wicklow & Baltinglass (15-2)	County Wicklow Community Partnership Ltd	3rd Floor, Avoca River House, The Bridgewater Centre, North Quay, Arklow, Co. Wicklow
Wicklow Bray & Greystones (15-1)	Bray Area Partnership Limited	4 Prince of Wales Terrace, Quinsborough Road, Bray, Co. Wicklow

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