

Social Inclusion and Community Activation Programme (SICAP)

2015 End of Year Report



**Social Inclusion &
Community Activation
Programme**



An Roinn Tithíochta, Pleanála,
Pobail agus Rialtais Áitiúil
Department of Housing, Planning,
Community and Local Government



pobal

government supporting communities



Ireland's European Structural and
Investment Funds Programmes
2014-2020

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Glossary of Terms

AGM	Annual General Meeting
AIT	Athlone Institute of Technology
APJ	Action Plan for Jobs
BDL	Ballyhoura Development Ltd.
BMW	Border, Midlands & Western Region
BTE	Back to Education
BTEI	Back to Education Initiative
BTWEA	Back to Work Enterprise Allowance
CCC	County Childcare Committee
CE	Community Employment
CIC	Citizen Information Centre
CRM	Customer Relationship Management
CSP	Community Services Programme
CSR	Country-Specific Recommendation
CV	Curriculum Vitae
DATF	Drug & Alcohol Task Force
DHPCLG	Department of Housing, Planning, Community and Local Government
DECLG	Department of the Environment, Community and Local Government
DEIS	Delivering Equality of Opportunity in Schools
DES	Department of Education and Skills
DIFE	Drogheda Institute of Further Education
DJE	Department of Justice and Equality
DPER	Department of Public Expenditure and Reform
DSP	Department of Social Protection
EIQA	Excellence Ireland Quality Association
ESF	European Social Fund
ESIF	European Structural and Investment Funds
ETB	Education and Training Board
EU	European Union
FÁS	Foras Áiseanna Saothair (Training & Employment Agency)
FET	Further Education and Training
FETAC	Further Education and Training Awards Council
FTE	Full Time Equivalent
HACCP	Hazard Analysis and Critical Control Point
HI	Headline Indicator
HR	Human Resource
HSE	Health Service Executive
INOUE	Irish National Organisation of the Unemployed
IRIS	Integrated Reporting and Information System
ISCED	International Standard Classification of Education
KPI	Key Performance Indicator
LAMA	Local Authorities Members Association
LCETB	Limerick City Education and Training Board
LCDC	Local Community Development Committee
LCDP	Local and Community Development Programme
LCG	Local Community Group
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
LMETB	Louth and Meath Education and Training Board
MABS	Money Advice and Budgeting Service
MID	Monaghan Integrated Development
NLN	National Learning Network
NEET	Not in Education, Employment or Training
NESC	National Economic and Social Council
NFQ	National Framework of Qualifications
OLDC	Offaly Integrated Local Development Company
PEIL	Programme for Employability, Inclusion and Learning

PEX	Probability of Exit
PI	Programme Implementer
PPN	Public Participation Network
QQI	Quality and Qualifications Ireland
RSS	Rural Social Scheme
SCOT	Strengths, Concerns, Opportunities and Threats Analysis
S&E	Southern & Eastern Region
SICAP	Social Inclusion and Community Activation Programme
SOLAS	An tSeirbhís Oideachais Leanúnaigh agus Scileanna
SSP	Southside Partnership DLR Limited
STEA	Short-Term Enterprise Allowance
SVDP	St Vincent de Paul
SWOT	Strengths, Weaknesses, Opportunities and Threats Analysis
TWF	The Way Forward
UNESCO	United Nations Educational, Scientific and Cultural Organisation
VAT	Value Added Tax
VTOS	Vocational Training Opportunities Scheme
WCC	Westmeath County Council
WCD	Westmeath Community Development
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 a programme funded and overseen by the Department of the Environment, Community and Local Government (the Department was renamed as the Department of Housing, Planning, Community and Local Government with effect from 23 July 2016) and had a total budget of €26.8 million for 2015. SICAP was delivered in all areas of the country with the exception of one, which was the subject of a deliberative process in 2015. It is led locally by Local and Community Development Committees (LCDCs) and delivered by 45 Programme Implementers (PIs) across 50 Lots.

In the nine months up to the end of 2015, SICAP supported 2,506 Local Community Groups and 36,854 individuals on a one-to-one basis. These overall figures were somewhat below the programme targets (96% & 90% respectively).

Targets for six headline indicators were achieved, several of which were significantly exceeded. Four headline indicators fell short of their targets by more than 20%, including the number of people supported under Goal 2.

Local Community Groups (Goal 1)

- Almost two thirds (64%) of the Local Community Groups (LCGs) supported by the programme worked to address the needs of specific geographical communities as well as issue based target groups. The type of target groups whose needs were represented by the LCGs varied between Lots but across the whole programme the needs of all SICAP target groups were represented, with the majority of LCGs representing people living in disadvantaged communities.
- PIs assisted 2,322 LCGs either in formation, development or progression and these groups in turn supported over 125,000 people. The majority of groups (72%) were assisted during the early stages of development and 200 progressed along the community development matrix.
- 867 LCGs were supported to participate in local, regional or national decision-making structures and 213 were assisted to leverage additional funding, securing a total of €3.2 million.
- 143 LCGs were assisted in the development of new or existing social enterprises, leading to the establishment of 11 new social enterprises.

Profile of individuals

- 31% of individuals supported under SICAP lived in areas designated as being disadvantaged, very disadvantaged or extremely disadvantaged, which represents approximately a 29% increase in targeting¹ compared to the Local and Community Development Programme (LCDP) in 2014.
- As with LCDP, men accounted for the majority of individuals (55%) accessing the programme, however the gender gap was narrower in SICAP. 53% of individuals were aged between 25 and 45 and a significant majority of beneficiaries (81%) were unemployed. The combined number of Not in Education, Employment or Training (NEETs), lone parents and new communities accounted for 30% of the caseload.
- Just over half of the case load (51%) were long-term unemployed (both on the Live Register and not on the Live Register) and the highest educational achievement for 72% of

¹ A year on year increase from 24% to 31%.

individuals was Leaving Certificate or below. Irish nationals made up 77% of the SICAP caseload, with Polish being the second most prevalent nationality (3%).

- Most participants (40%) became aware of the programme through a government body, a state agency or other relevant organisation, with Intreo being the single agency with the highest number of referrals. 20% of individuals were referred to SICAP by an LCG – in comparison, the rate of LCG referrals under LCDP in 2014 was 8%.

Goal 2: educational supports and outputs (individuals)

- In total, 16,705 individuals, including 4,038 young people (aged 15-24), received an educational support under Goal 2. A total of 13,434 individuals participated in Life Long Learning (LLL) courses, with half the course placements being delivered directly and funded fully by SICAP Programme Implementers.
- 21% of course placements were on National Framework of Qualifications (NFQ) accredited courses, with the largest number of placements being on Level 5 courses (38%). In comparison to LCDP, more SICAP course placements were in lower level courses. The majority of course placements (65%²) were completed successfully, with placements on unaccredited courses having a significantly higher successful completion rate than on accredited courses. 23% of course placements were in the area of personal development and course placements in the field of education (18%) were the second most popular. The majority of Goal 2 course placements (66%) were of relatively low intensity, requiring individuals to attend between one and four hours a week.
- A total of 8,646 individuals were supported to access LLL, 2,420 individuals received supports to remain in a LLL course and 255 were assisted with accessing community childcare.
- In total, 3,102 individuals progressed along the education continuum, 24% of whom were young people. People with higher educational attainment were somewhat more likely to progress along the education continuum.

Goal 3: employment supports and outputs (individuals)

- A total of 23,546 individuals, including 2,975 young people (aged 15-24), received employment supports under Goal 3. The majority of supports focussed on self-employment (19,357 support interventions were provided to 9,640 individuals) and career advice and guidance (14,887 interventions provided to 8,914 individuals).
- 6,319 individuals participated in labour market training under Goal 3, which was primarily delivered by SICAP PIs and private providers (79%). The majority of course placements (77%) were completed successfully. In comparison to Goal 2 courses, more labour market training course placements were accredited, but the overall level of accreditation was lower. The course intensity for labour market training was higher than for Goal 2 course placements with the majority (62%) requiring attendance of more than five hours a week.
- A total of 1,337 individuals progressed into employment, with more people moving into full-time (55%) than part-time jobs (45%). The three occupation categories with the highest rates of progression were sales related occupations (14%), building and construction workers (12%) and clerical and office workers (10%). The average hourly rate of pay for those who progressed to employment was €10.91.
- A total of 4,687 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 (22%). In total these businesses created 715 full-time and 85 part-time jobs. The majority of individuals who progressed into self-employment availed of Department of Social

² It should be noted that the course outcome for 26% of course placements was not specified. The rate of unsuccessful completion and non-completion combined was just 3%.

Protection (DSP) supports in the form of Back to Work Enterprise Allowance (BTWEA) or Short-Term Enterprise Allowance (STEA).

- Only three individuals were supported into apprenticeships, however, 227 individuals were placed on work experience or work placement programmes, such as Tús or the Community Employment (CE) scheme.

Non-caseload children and adults

- SICAP provided supports to people who were not registered on the individual caseload. 49,988 children (under 18 years of age) received educational or developmental support under Goal 2 and the majority of supports (49%) were in relation to youth work and engagement in Further Education and Training (FET), career guidance and counselling (8%). Additionally, 25,093 people participated in social, cultural and civic activities provided by LCGs and 14,854 non-caseload adults and 4,354 children attended SICAP information events.

Structures and networks

- Programme Implementers engaged with 391 decision-making structures, the majority of which supported people living in disadvantaged communities. A total of 230 joint strategies or partnerships were established, most of which (144) were put in place by SICAP PIs and education providers in order to meet the educational needs of SICAP target groups.
- 97 of the PI initiatives were established to promote, develop or sustain social enterprises. The most common supports provided through these initiatives were in developing social enterprise networks and providing advice on operational issues.

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 or addressing isolated communities. Activities included bias proofing of PIs' policies, procedures and information tools, awareness training and enabling access to services or removal of barriers to participation.
- Programme Implementers applied four types of approaches to engage with disadvantaged communities: supporting clients within their local communities, developing local skills and capacity, assisting communities to identify their own needs and targets, and empowering communities to achieve greater levels of participation and collective action.
- To develop collaborative approaches with local, regional and national stakeholders, several PIs established formal networks or forums between community groups, activists and stakeholders, used local outreach offices for classes and offered information sessions promoting SICAP. They also held community meetings and information sessions for local people.
- As part of YEI, SICAP supported 3,958 young people not in employment, education or training (NEETs). NEETs were given one-to-one supports or participated in workshops, courses and outreach and information sessions, with the aim of increasing their employability skills or education level. Many PIs successfully engaged with NEETs, by collaborating with multiple agencies already working directly with young people. PIs emphasised the complexity of issues faced by this group, and the resource intensive nature of one-to-one work required to achieve successful outcomes.

Supports provided

- Pobal provided a range of supports to LCDCs and PIs involved in the implementation of SICAP. Nine programme training sessions and 11 ICT training events were delivered. A

phone support service provided answers to 897 queries, which were related to either the programme itself or the Integrated Reporting and Information System (IRIS).

Challenges

- 2015 marked a significant adjustment period for all key stakeholders involved in implementing SICAP due to a new operational structure which embedded the recently established Local and Community Development Committees as the managing agents in each Local Authority area. A period of time was required to embed these structures and significantly to build the network of relationships. While this impacted the delivery of targets under some headline indicators, many targets were achieved and others were significantly exceeded.
- In their end of year reports, PIs highlighted a number of issues which they saw as impacting on the delivery of the programme. These issues related to programme design and requirements, operational and delivery issues, operating context and collaboration with other agencies.
- The majority of PIs were not able to meet the programme requirement for 50% of supported individuals to be living in disadvantaged areas and as a result of discussions this target has been changed to reflect local deprivation levels for 2016.
- Many found that occasional changes to programme requirements, although necessary in the early stages, were frustrating and sometimes confusing, especially those related to the use of the IRIS system.
- Several reported being hindered in their ability to meet targets for Goal 2 supports due to the programme starting in April, as activities under Goal 2 are particularly linked to and affected by the academic year.
- Many PIs, especially in rural areas, struggled with removing the significant barriers faced by potential clients in accessing the supports on offer and in identifying suitable progression routes for their clients.

Lessons

- Due to the significant challenge of, inter alia, a new programme framework, a new governance and operating structure, DECLG recognised the need for the Programme to be flexible and responsive, where possible, in response to stakeholder feedback, and to apply a number of reasonable programme adjustments to support programme impact for the client base.
- In regard to learnings, many PIs emphasised the importance of collaborative work with local groups, service agencies, organisations representing interests of specific target groups, and other stakeholders in the delivery of the programme. This approach of interagency collaboration was particularly important for engagement with NEETs.
- A strong message emerged on the importance of supporting clients within their own communities and in working to remove barriers to participation.
- Many PIs developed qualitative methods to record the impact of their supports and services and applied them in terms of evaluating their activities.
- Some PIs commented on a change in emphasis from LCDP, which had a strong focus on grant aid, to SICAP which had more of a focus on staff delivering the programme. In response, many PIs had changed their ways of working and/or upskilled staff.

Programme developments

- SICAP was developed as a successor to LCDP and 2015 was in effect a continuation of the changeover process. Inevitably in its first few months, the need to make some changes to requirements emerged and changes were introduced as a response to identified need.

- Changes included the expansion of Headline Indicator 4 to allow for supports in accessing LLL; agreement of a new operational protocol with DSP, introduction of a SICAP registration training guide and the addition of two SICAP 'focus' groups: marginalised and socio-economically disadvantaged women and people who are homeless or experiencing housing exclusion.

Conclusion

- Notwithstanding the challenge of a new programme with a more targeted focus and a new governance and operating environment, SICAP is showing promising improvements in the delivery of social inclusion interventions when compared to its predecessor LCDP. In its first year, SICAP supported a higher percentage of people living in disadvantaged areas, people who had lower levels of educational attainment and a higher percentage of long-term unemployed clients. There is strong collaboration and engagement of PIs with local stakeholders as a larger number of referrals came from government bodies, state agencies and Local Community Groups. Also, there is evidence of Programme Implementers adapting to accommodate the shift of emphasis from grant aid towards expertise driven supports.

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 April and 31 December 2015. SICAP, which is funded and overseen nationally by the Department of the Environment, Community and Local Government (DECLG) (the Department was renamed as the Department of Housing, Planning, Community and Local Government with effect from 23 July 2016), aims to reduce poverty and promote social inclusion and equality through local, regional and national engagement and collaboration.

This report, the second prepared by Pobal on SICAP³, outlines key information about the programme and presents evidence describing its overall performance as well as detailed analysis of programme participants, the supports delivered to them, and the outputs achieved. Programme Implementers' (PIs) experiences of successes, challenges and lessons learnt arising from the delivery of SICAP are also considered. 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 2015.
- **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 Children and Adults, 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 Local Community Development Committees (LCDCs).
- In **Chapter 6**, the main challenges faced by PIs, programme developments and learnings from the programme implementation in 2015 are outlined together with the overview of changes planned for 2016.
- **Chapter 7** provides a summary of the report and 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 Progress Reports prepared by PIs. 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 case study examples included in the report were submitted by PIs as part of their progress reports.

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

³ A mid-year review was published in November 2015 and is available [online here](#).

was 15.3% in 2014, two percentage points below the European Union (EU) average of 17.2% although this is significantly reduced by social transfers⁴. The rate of severe material deprivation 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 to be highly sensitive to the negative impacts of the economic crisis. 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 who are not in employment, education or training (NEET) are now the group at highest risk of social exclusion in the EU according to Eurofound (Eurofound, 2015). Moreover, lasting unemployment or disengagement generates long term negative impacts on labour market participation and on the general well-being of young people (Eurofound, 2015). Ireland’s NEET rate in 2014 was 2.7% higher than that of the EU as a whole, at 15.2% of the population of all young people aged 15-24.

Member States contribute to the reduction in social exclusion and employment targets set out in the Europe 2020 growth strategy by reflecting European objectives in their social investment plans and policies and by the implementation of European Structural and Investment Funds (ESIF, 2014-2020). The ESIF (2014-2020) includes the European Social Fund and a special allocation to the Youth Employment Initiative (YEI), dedicated to young people not in employment, education or training.⁵ The YEI reinforces the measures in the European Youth Guarantee.

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.

1.3.1 Employment and training

The unemployment rate in Ireland has changed dramatically over the past eight years. From a rate of 5% in February 2008, unemployment peaked at 15.1% in February 2012, reducing to 8.6% in January 2016. As a result, employment activation and inclusive labour market strategies in recent years have focused on taking action to address the significant challenges posed by the scale of the unemployment crisis. Sectoral data indicates that the recovery has affected different sectors and skills groups differently, with job growth fuelled by the high skilled sectors of the economy including ICT and professional, scientific and technical. While Ireland’s labour market has shown signs of improvement, the challenge remains significant, particularly in creating a labour market that is inclusive of key at-risk groups, such as the long-term unemployed, people with disabilities and young people.

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

⁵ This figure includes national and ESF co-funding, as well as a special allocation being made available under YEI in 2015.

Two important trends in unemployment in 2015 were the continued high levels of youth unemployment and long-term unemployment. Long-term joblessness has fallen but people out of work for more than 12 months still make up more than half of all those unemployed. These jobseekers are at greater risk of losing skills which can have a lasting effect on their ability to re-enter the labour market. While the rate of joblessness amongst young people has declined, they are still more likely to be out of work than their older counterparts. There has also been an increase in the underemployment of 15 to 24 year olds (those who wish to work more and are available to do so) which might point to increasing labour market segmentation⁶ for young people. It's important to recognise that there are considerable variations even between young people, with low skilled youth and younger age groups being most at risk.

The **Action Plan for Jobs (APJ)**, a central element of Government policy response, was launched in early 2012 with the aim of creating the conditions to support private sector-led, export-oriented economic growth and job creation. SICAP has been shaped by the annual Action Plan for Jobs reports, the fifth of which was published in January 2016 and is underpinned by a wide range of actions spanning many sectors. SICAP is included in this report under Action 16 and Action 17 as 'supporting rural enterprise development' measures.

A core component of the APJ is the complementary **Pathways to Work strategy** which combines reforms to the social support system, employment programmes, and services for jobseekers and employers. This has resulted in the roll-out of Intreo centres and a range of other initiatives aimed at supporting an inclusive labour market, such as the JobPath initiative and other DSP measures including JobBridge, Momentum, Springboard and the Youth Guarantee.

The revised Pathways to Work strategy 2016-2020 highlights the importance of considering how best, in a time of recovery, to adapt activation approaches which were designed in a time of recession. The strategy is underpinned by a two-pronged approach of consolidation of recent reforms and ongoing development. SICAP is listed in *Pathways to Work 2016-2020* under Action 2.6 - *Offer Intreo clients access to the Social Inclusion Community Activation Programme*, which is funded by the Department of the Environment Community and Local Government and the Programme for Employability, Inclusion and Learning.

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. Pilot schemes which took place across Europe in 2013, included one in Ballymun, County Dublin. One of the priorities in the Youth Guarantee focusses on people described as NEETs – those not in employment, education or training. SICAP includes NEETs and young unemployed people living in disadvantaged areas as two targets groups of the programme.

Key structural reforms in lifelong learning and training included the creation of SOLAS (An tSeirbhís Oideachais Leanúnaigh agus Scileanna) and the merging of FÁS Training and Vocational Education Committees into 16 Education and Training Boards in 2013. Ireland also published its **National Skills Strategy 2025** (2016) 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.

⁶ A labour market is seen as segmented if it "consists of various sub-groups with little or no crossover capability". Segmentation can result in different groups, for example men and women, receiving different wages.

1.3.2 Local government and local and community development

Ongoing local government reforms led by the Department of the Environment, Community and Local Government (DECLG) are also part of the wider policy landscape relevant to SICAP. At the local authority level, the new 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. From mid-2016, they will also play a central role in the implementation of LEADER Local Development Strategies. Local Authorities are also key to local economic development and supporting entrepreneurship through the creation of Local Enterprise Offices and responsibility for the renewed Strategic Policy Committees.

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 LCDC is to prepare the community elements of a 6-year LECP and to work with partners in implementing the plan. LECPs are developed as part of an integrated local, regional and national planning process and will be the key mechanism for driving forward actions arising from measures under the Action Plans for Jobs and other relevant national policies and strategies. For 2016 SICAP planning, the Programme Implementers were required to take into consideration their LECP⁷ and ensure that SICAP actions would contribute towards reaching the broader LECP objectives.

Ireland's strong history of local and community development has continued and evolved into a robust local and community development sector. The DECLG 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*** (2015). This is an overarching, high-level document which sets the foundations for how State policies, programmes and interventions for local and community development will be developed.

A new framework for public engagement and participation - the **Public Participation Network (PPN)** - is currently being developed within each local authority area, overseen by the DECLG. PPNs are the main link through which local authorities connect with the community, social inclusion and environmental sectors. The aim of the structure is to facilitate and enable the public and relevant organisations to articulate a diverse range of views and interests within the local government system. Many local community groups supported under SICAP have been assisted to participate in their local PPN (see section 3.2.3).

1.3.3 Broader social inclusion measures

Another factor shaping the operational context for SICAP is the national poverty rate. Since the financial crisis, the rate of consistent poverty has increased and is particularly high amongst a number of SICAP target groups including people with disabilities, lone parents, the unemployed and non-Irish nationals. An increase in consistent poverty rates among children was evident in the *Social Inclusion Monitor 2013* (DSP, 2015), which reports officially on progress towards the national social target for poverty reduction and includes a sub-target on child poverty and Ireland's contribution to the Europe 2020 poverty reduction target.

The EU Country Report 2015 for Ireland included a Country Specific Recommendation (CSR) on taking steps to increase the work-intensity of households and addressing the poverty risk for children. It recommended tapering the withdrawal of benefits and supplementary payments upon return to employment and better access to affordable full-time childcare. In the 2016 Ireland Country Report an update was given on this Recommendation (CSR 3) which referred to the Social

⁷ Some LECPs were in a draft format at the time when SICAP annual plans were prepared.

Inclusion and Community Activation Programme, noting it aims to cater for individuals who are furthest from the labour market.

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

- An ongoing focus on the issue of the '**working poor**'; people in work but earning below certain income levels. Discussions continue on the introduction of a 'living wage' and in response to this, SICAP added a new target group in early 2016: low income workers/households.
- **Homelessness/housing exclusion** increased in 2015 as rents have risen and supply has not matched demand. Initially concentrated in urban areas, homelessness and housing exclusion has become increasingly prevalent nationwide.
- **The National Traveller and Roma Inclusion Strategy** (2016-2020) Action Plan - Phase 1, was published by the Department of Justice and Equality (DJE), and recognises the distinct needs of Travellers and Roma.
- Ireland has a high number of people living in **jobless households** compared to the EU average. People who live in a household where no-one is working are more likely to have no qualifications, to be single or parenting alone, or to either have a disability or live with someone with a disability – reflecting SICAP target groups.
- The **Comprehensive Employment Strategy for People with Disabilities** (2015-2024) was published by the Irish Government in 2015 and commits to supporting people with disabilities to progress into employment.

1.3.4 Ongoing government reform and increased focus on value for money

There has been a continued focus on achieving value for money objectives, evidencing impact and improving data collection across Government-funded programmes. In 2015 the Department of Public Expenditure and Reform (DPER) launched a public consultation on **commissioning human, social and community services**. It is intended to change historical patterns of resource allocations to non-statutory providers and a full report and recommendations are expected in 2016.

DPER's Open Data Portal promotes more transparent and harmonised datasets across Government and Departments. It is also a requirement of European Social Fund (ESF) funding that common definitions for indicators be clearly documented and consistently applied.

1.4 SICAP overview

1.4.1 What is SICAP?

SICAP is funded and overseen by the Department of the Environment, Community and Local Government (DECLG). 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 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). Following a public procurement process, the new programme is being implemented by 45 Programme Implementers (PIs) in 50 geographic areas (known as Lots).

Map 1: SICAP Lots - National⁸



⁸ The country is covered by 51 Lots. SICAP is currently not delivered in one Lot.

43. Fingal
 44. Dublin Northside
 45. Ballymun, Whitehall & Tolka
 46. Dublin Inner City
 47. Ballyfermot & Chapelizod
 48. Canal, Rathmines & Pembroke
 49. South Dublin County
 50. Dun Laoghaire / Rathdown
 51. Wicklow Bray & Greystones

- Engagement with the most hard to reach in the most disadvantaged areas;
- Focus on youth interventions to address youth unemployment;
- Preparing and supporting disadvantaged people to take up mainstream services;
- Contribute to citizen engagement in line with national policy.

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Table 1.1 The Goals of SICAP

Goals of SICAP
Goal 1: Strengthening local communities. 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.
Goal 2: Promoting Lifelong Learning. 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.
Goal 3: Helping people become more job ready. 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.

1.4.2 Funding

In 2015, the programme had a total budget of €26,836,983. The total cost reported was €26,080,251, which constituted 97.2% 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 2015 is included in section 2.2.

1.4.2.1 ESF funding

SICAP is funded by the DECLG with co-funding from the European Social Fund (ESF), including a special allocation under the Youth Employment Initiative (YEI). The Department of Education and Skills (DES) has primary responsibility for the ESF in Ireland and hosts a dedicated ESF Managing Authority and Certifying Authority. Day to day responsibility for managing ESF co-funding to SICAP rests with the DECLG.

The ESF, under the Programme for Employability, Inclusion and Learning (PEIL) 2014-2020, will contribute co-financing to support individual SICAP participants over the lifetime of the programme. The ESF includes the Youth Employment Initiative made available as a special allocation to those Member States with a youth unemployment rate in 2012 above 25% and dedicated to young people not in employment, education or training (NEETs).

In 2015, the Youth Employment Initiative was incorporated into SICAP, aiming to provide education and employability supports to 4,000 NEETs. SICAP participants, aged 15-24, that meet the criteria of a NEET, are eligible for the YEI special allocation in 2015.

1.4.3 SICAP 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. The choice of target groups that were to benefit from SICAP was informed by the socio-economic context outlined above. All programme beneficiaries must belong to a SICAP target group.

Programme Implementers are required to adopt an area-based approach⁹ to tackling disadvantage and use the Pobal HP Deprivation Index to identify the greatest concentrations of disadvantage in

⁹ Such an approach focuses on needs of communities in a geographical area.

their respective Lot. 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 target for the percentage of their caseload which must reside in disadvantaged areas. In 2015, a target of 50% was set for all Lots. This helps to ensure actions are concentrated in 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:

- Children and families in disadvantaged areas
- Lone parents
- New Communities (including refugees and asylum seekers)
- People living in disadvantaged communities
- People with disabilities
- Roma
- Unemployed (including those not on the Live Register)
- Travellers
- Young unemployed people from disadvantaged areas
- NEETs – young people aged 15-24 years who are not in employment, education or training

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:

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 the Environment, Community and Local Government (DECLG)

The Department of the Environment, Community and Local Government is the lead and funding department for SICAP. It also has responsibility in respect to 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.

The relevant Local Authorities are a party to the contract with the Programme Implementer and have responsibility for administering the SICAP bank accounts and issuing payments, subject to the approval of the relevant LCDC.

Programme Implementers (PIs)

The Programme Implementers design and implement their Annual Plan and report directly to the LCDC on actions, targets and financial reporting. The contract between the 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 the Environment, Community and Local Government 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 preliminary 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, 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 costs. Whilst the 2015 Annual Plan only covered nine months, all subsequent plans (for 2016 and 2017) will cover a 12-month period.

1.4.7 Monitoring and reporting

Pobal and LCDCs oversee and manage the planning, reporting and evidencing of progression of SICAP delivery using IRIS¹⁰. 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.

¹⁰ IRIS is a customised Customer Relationship Management (CRM) database developed by Pobal in 2010 and adapted for SICAP in 2015.

Chapter 2 Programme indicators and financial report

This chapter presents the programme targets and achievements in 2015 with regard to 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 between 1 April and 31 December 2015.

Table 2.1 Headline Indicators for 2015

Ref	Headline Indicator (HI)	Annual target ¹¹	Actuals	Actual %
1.	Total number of disadvantaged individuals (15 years upwards) engaged under SICAP on a one-to-one basis (KPI 1)	41,109	36,854	90%
1.b	% of disadvantaged individuals (15 years upwards) engaged under SICAP on a one-to-one basis living in a disadvantaged area	50%	11,296	31%
2.	Number of local community groups assisted under SICAP (KPI 2)	2,600	2,506	96%
3.	Number of local community groups whose members have been assisted by SICAP to participate in local, regional or national decision-making structures	892	867	97%
4.	Number of individuals (15 years upwards) in receipt of a Goal 2 educational support	23,024	16,705	73%
4.a	% of those targeted should have educational attainment of Leaving Certificate or lower	70%	13,464	81%
5.	Number of individuals who have progressed along the education continuum after registering with SICAP	1,384	3,102	224%
6.	Number of young people (aged 15-24) in receipt of a SICAP, ESF and YEI Goal 2 educational support	2,758	4,038	146%
6.a	% of those targeted should have educational attainment of Leaving Certificate or lower	80%	3,758	93%
7.	Number of young people (aged 15-24) who have progressed along the education continuum after registering with SICAP	348	737	212%
8.	Number of children in receipt of a Goal 2 educational or developmental support	39,875	49,988	125%
9.	Number of individuals (15 years upwards) in receipt of Goal 3 employment supports	23,060	23,546	102%
9.a	% of those targeted should have educational attainment of Leaving Certificate or lower	60%	15,612	66%
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	1,759	1,337	76%
11.	Number of individuals (15 years upwards) progressing to self-employment up to 6 months after receiving a Goal 3 employment support	5,595	4,687	84%

¹¹ This represents the cumulative targets for the 50 SICAP Lots in operation in 2015.

12.	Number of young people (aged 15-24) in receipt of a SICAP, ESF and YEI Goal 3 employment support	3160	2,975	94%
12.a	% of those targeted should have educational attainment of Leaving Certificate or lower	70%	2,561	86%
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	515	352	68%
14.	Number of young people (aged 15-24) progressing to self-employment up to 6 months after receiving a Goal 3 employment support	292	156	53%
15.	Number of initiatives aimed at promoting, developing and/or sustaining social enterprises	87	97	111%

KPI 1 is the *total number of disadvantaged individuals (15 years upwards) engaged under SICAP on a one-to-one basis* and the target for 2015 was 41,109 individuals¹². In the nine months of 2015, SICAP supported 36,854 individuals, which constituted 90% of the target. KPI 2 is the *number of local community groups assisted under SICAP*. The target for this KPI was 2,600 groups and 2,506 groups were supported (96% of the target).

Targets for six headline indicators were achieved and many of which were significantly exceeded. For example, the targets for indicators measuring progression along the education continuum (HI 5 and HI 7) were exceeded by over 100%. However, it is worth noting that these figures may include personal progression rather than only 'pure' educational progression in terms of moving from one level of education to a higher level of education. Pobal is currently reviewing the definition of 'progression' to ensure a consistent approach to measuring this indicator.

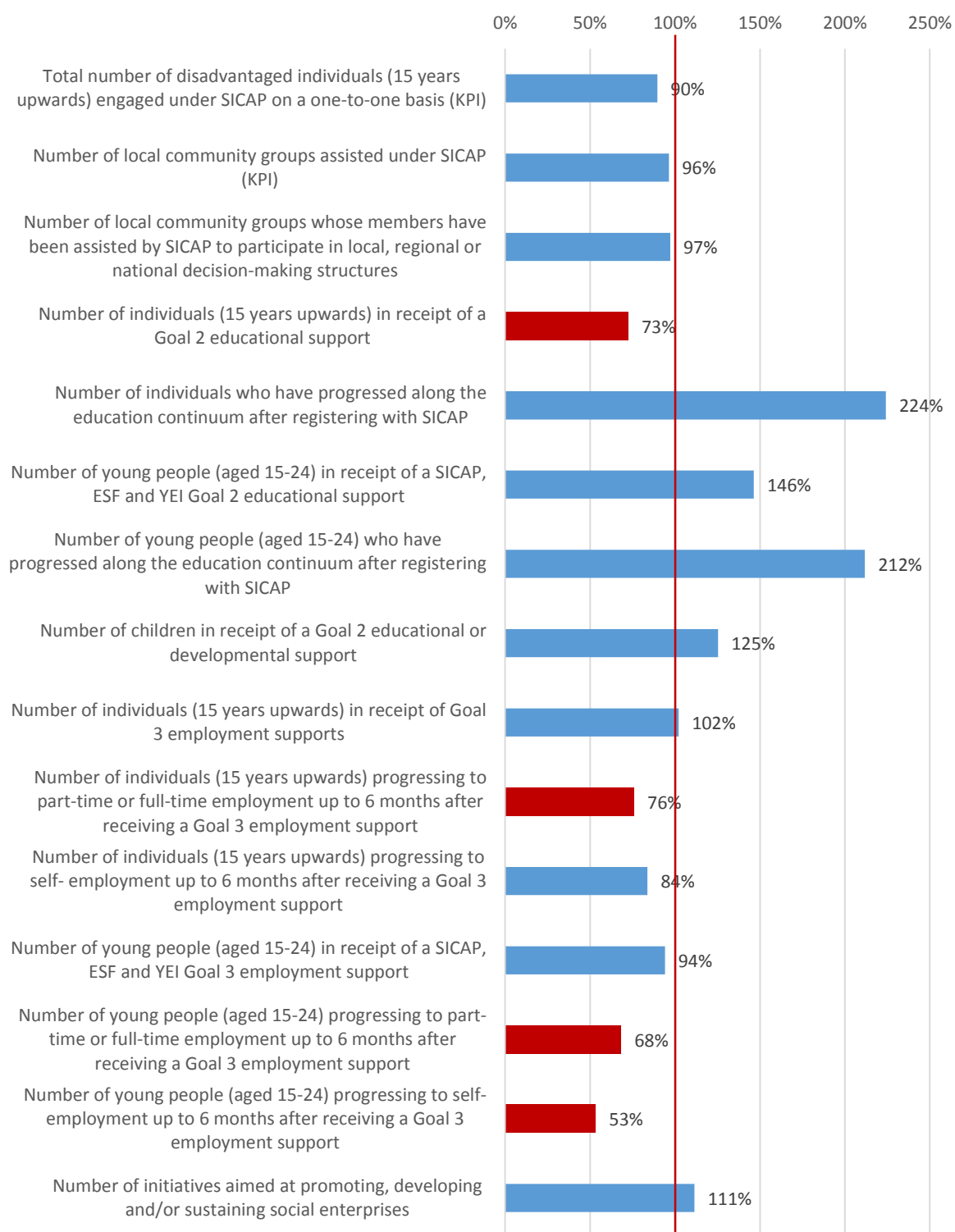
The programme reached its targets for the *number of individuals (15 years upwards) in receipt of Goal 3 employment supports* (HI 9), however, the *number of individuals (15 years upwards) in receipt of a Goal 2 educational support* (HI 4) was significantly below the target at 73%. Programme Implementers in their end of year progress reports indicated that the fact that the programme started in April had an impact on their ability to deliver activities under Goal 2, as many of them are closely linked to the academic calendar.

The targets were also exceeded for indicators measuring the number of young people (HI 6) and children (HI 8) receiving supports under Goal 2, and the number of initiatives aimed at promoting, developing and/or sustaining social enterprises (HI 15).

For four indicators the actual figures were below 80% of the target (please see them marked in red in Figure 2.1). Three of them were related to the progression to employment or self-employment. Programme Implementers indicated that progressing individuals into employment and self-employment was a significant challenge. Some Pls, especially in rural areas, pointed to the lack of local employment opportunities, while others felt that they were unlikely to see many results of their actions within the timeframe of nine months and also highlighted the fact that SICAP is targeting the most difficult to reach clients requiring longer and more intense engagement to achieve the progression.

¹² The original national target was 42,734, however the revised target of 41,109 reflects the target for the 50 Lots with an active SICAP presence. Table 2.1 includes the revised targets for 50 Lots for all HIs.

Figure 2.1 Headline indicators for 2015



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 Pls)¹³.

2.2.1 SICAP costs charged summary report – year end 2015

Table 2.2 below details the total budget and the total costs reported, under the various cost categories, for the 50 Lots for nine months to 31 December 2015.

Table 2.2 Costs charged summary report year end 2015

		Total 2015 budget €		Total cost reported €	% of Total action cost reported
Goal 1	Non-salary	€916,884.21		€872,267.20	30.09%
	Direct salary	€5,300,935.27		€5,092,538.31	
	Total Goal 1	€6,217,819.48		€5,964,805.51	
Goal 2	Non-salary	€1,997,579.75		€2,045,101.99	33.40%
	Direct salary	€4,820,094.62		€4,575,572.51	
	Total Goal 2	€6,817,674.37		€6,620,674.50	
Goal 3	Non-salary	€1,866,161.37		€1,981,123.80	35.29%
	Direct salary	€5,206,293.74		€5,015,046.17	
	Total Goal 3	€7,072,455.11		€6,996,169.97	
<i>(Each Goal cost % reported must be between 28% and 38% of total actions cost reported)</i>					
Monitoring		€304,660.38		€240,964.84	1.22 %

	Total 2015 budget €		Total cost reported €	% of Total budget
Total Actions cost	€20,412,609.34		€19,822,614.82	73.86 %

	Total 2015 budget €		Total cost reported €	% of Total budget
Total administration cost	€6,424,373.57		€6,257,635.73	23.31%

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

	Total 2015 budget €		Total cost reported €	% of Total budget
Overall cost	€26,836,982.91		€26,080,250.55	97.18%

¹³ Payments made by the Department to the LCDCs are not represented in this report as these figures are not reported on IRIS.

Commentary on Table 2.2

The total costs reported at the year-end of 31 December 2015 were €26,080,251 which equates to 97.18% of the total budget.

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 April – 31 December 2015. This 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.
- The total administration cost cannot exceed 25% of the total budget cost.
- Both of the above rules must be complied with prior to the LCDC approving the budget.
- Implementing Partners must also ensure that these financial parameters are met when reporting spend for the period.

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 €6,257,636. This amount represents 23.31% 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% of the total action costs reported.

The year-end report shows the percentage for action costs is 73.87% of the total budget which amounts to €19,823,455.

Goal 1

The amount reported for Goal 1 is €5,964,806. This represents 30.09% 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 €6,620,675. This represents 33.40% 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 €6,996,170. This represents 35.29% 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 2015

The end of year report shows the total under spend reported is €756,732. This represents 2.82% of the total budget as outlined in Table 2.3 below. The under spends 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 2015

Goals	Category	Underspends	Underspends (- overspends) as % of total budget
Goal 1	Non-salary	€44,617.01	0.17%
	Direct salary	€208,396.96	0.78%
	Total Goal 1	€253,013.97	0.95%
Goal 2	Non-salary ***	-€47,522.24	-0.18%
	Direct salary	€244,522.11	0.91%
	Total Goal 2	€196,999.87	0.73%
Goal 3	Non-salary ***	-€114,962.43	-0.43%
	Direct salary	€191,247.57	0.71%
	Total Goal 3	€76,285.14	0.28%
Monitoring		€63,695.54	0.24%
Total actions costs		€589,994.52	2.20%
Administration costs		€166,737.84	0.62%
Total under spend		€756,732.36	2.82%

*** Overspends were reported under these categories.

Overall Conclusion

The above results demonstrate that despite the under spends recorded against each of the Goals, the programme overall is compliant with the parameters of Schedule D and has met its financial targets for 2015.

Payments

The total Lot payment for the nine month period to 31 December 2015, excluding VAT, was **€26,836,917.39**. This represents full payment of the total budget of programme for 2015.

VAT

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

	VAT costs reported by the PIs	VAT payments to the PIs
Mid -year period - April – August 2015	€122,370.51	€87,634.48
End of year period – Sept- Dec 2015	€222,795.54	€0
Total	€345,166.05	€87,634.48

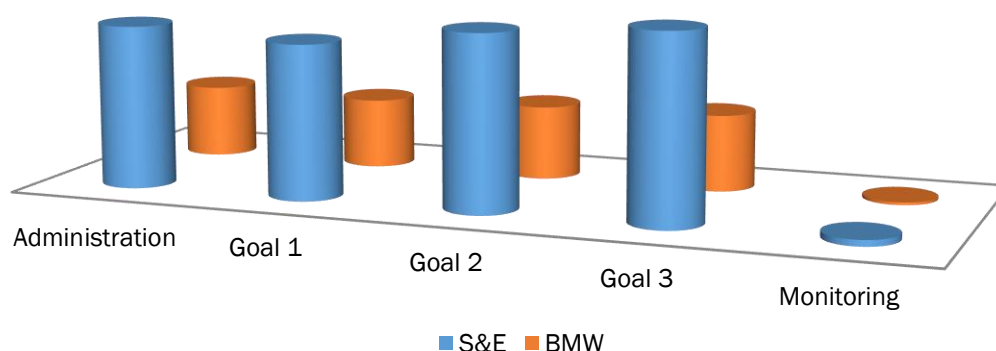
Table 2.4 shows that not all payments due to PIs for VAT costs reported for the Mid-Year period have been paid by the LCDs. As at the 31 December 2015 a total of €34,736.03 remains owed to the PIs.

The VAT costs reported for the end of year period (September – December 2015) are not due to be paid by the LCDs until 2016.

2.2.2 Lot budgets

The total spend reported for the period can be broken down into the Border, Midlands & Western Region (BMW) €7,839,249 and Southern & Eastern Region (S&E) €18,241,002 across the budget cost categories as outlined in Figure 2.2 below.

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



Taking 3 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	17	11
Total Lot budget €	€4,724,595.00	€4,135,951.98
Total spend reported €	€4,610,547.14	€4,012,940.04
% of Lot budget reported as spend	97.59%	97.03%

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

	S & E Region	BMW Region
No of Lots	13	6
Total Lot budget €	€10,052,802.94	€3,966,150.99
Total spend reported €	€9,832,249.52	€3,826,308.59
% of Lot budget reported as spend	97.81%	96.47%

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

	S & E Region	BMW Region
No of Lots	3	0
Total Lot budget €	€3,957,482.00	Nil
Total spend reported €	€3,798,205.26	Nil
% of Lot budget reported as spend	95.98%	Nil

The percentage of Lot Budget reported as spend is consistent between both regions for the Lot budgets in Band 1 and 2.

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 €	€18,734,879.94	€8,102,102.97
Total spend reported €	€18,241,001.92	€7,839,248.63
% of Lot budget reported as spend	97.36%	96.76%

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 nine months' salary for the period 1 April – 31 December 2015

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	102.10	€4,341,486.57	€4,186,655.55	22.19%
Goal 1	138.40	€5,300,935.27	€5,092,538.31	26.99%
Goal 2	126.98	€4,820,094.62	€4,575,572.51	24.25%
Goal 3	137.07	€5,206,293.74	€5,015,046.17	26.57%
Total	504.55	€19,668,810.20	€18,869,812.54	

The average budget cost per annum for a SICAP Funded FTE is €51,977 (for the nine month period = €38,983).

At the year-end, 95.94% of the total salary costs budget was reported as spend, which amounts to €18,869,813.

Overall conclusion

The percentage of salary costs ranges from lowest % under administration costs of 22.19% to the highest under Goal 1 costs of 26.99%, 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 23.32% of the total overall SICAP budget which does not exceed the maximum allowed percentage of 25%.

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	€182,134.30	€131,801.42	2.11%
Indirect salary (management/administration)	€4,341,486.57	€4,186,655.55	66.90%
Office/administration/establishment	€1,785,891.59	€1,835,526.84	29.33%
Travel and subsistence for indirect salary	€114,861.11	€103,652.18	1.66%
Total administration	€6,424,373.57	€6,257,635.73	

At the year-end, 97.40% of the total administration costs budget has been reported as spend, which amounts to €6,257,636. Of the total administration costs reported as spend at the year-end, indirect salary costs are the largest component of these costs at 66.90%.

2.2.5 Spend reported on action categories

Table 2.11 Overall action category spend reported by Goal year end 2015

	Non salary spend reported €	Salary spend reported €	Total spend reported €
Goal 1 – Action categories	€872,267.20	€5,092,538.31	€5,964,805.51
Goal 2 – Action categories	€2,045,101.99	€4,575,572.51	€6,620,674.50
Goal 3 – Action categories	€1,981,123.80	€5,015,046.17	€6,996,169.97
Total	€4,898,492.99	€14,683,156.99	€19,581,649.98

Note: Programme Implementers are allowed to split action costs across the three Goals but must assign an action to an action category and an action category to a specific Goal.

Table 2.12 Highest spending action category by Goal and the amount reported

Goal	Highest spending Action category	Total spend amount reported €	% of Total Goal Action category spend reported
Goal 1	Community engagement of disadvantaged target groups	€2,133,877.00	35.77%
Goal 2	Lifelong learning opportunities	€4,214,663.39	63.66%
Goal 3	Employment supports	€3,312,031.82	47.33%

Table 2.13 Lowest spending action category by Goal and the amount reported

Goal	Lowest spending Action category	Total spend amount reported €	% of Total Goal Action category spend reported
Goal 1	Enhance community participation in local/regional decision-making structures	1,066,843.17	17.88%
Goal 2	Community engagement of disadvantaged target groups	37,080.87	0.56%
Goal 3	Lifelong learning opportunities	49,052.66	0.70%

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 overview and analysis of each of these is provided in the following pages.

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). To benefit from SICAP supports the community groups are required to be:

- focussed on and inclusive of at least one of the target groups of the programme;
- committed to the achievement of social inclusion and equality;
- composed of the target group and, as appropriate, those working in solidarity with the target group;
- engaged in collective analysis and action;
- committed to the empowerment of the target group.

Local Community Groups are the primary beneficiary of supports provided under Goal 1, although a number of LCGs were also supported under Goal 3 where activities involve the development of social enterprises. Goal 1 of SICAP aims to empower disadvantaged communities and individuals to play a greater role with other stakeholders in addressing social inclusion and equality issues. It is underpinned by a community development approach and emphasises the importance of citizen engagement. This Goal reflects the guiding principles of community development¹⁴ and aims to support and promote the engagement of disadvantaged communities and individuals across the life-cycle. As such, it is concerned with the principles of 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

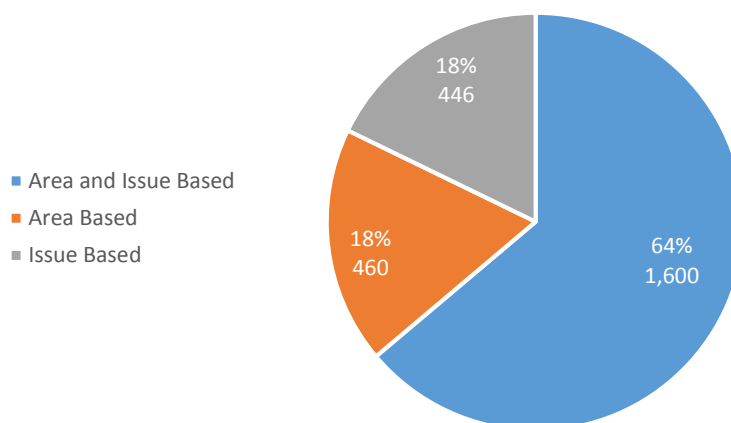
	Goal 1 Objectives
Objective G1.1	To support and promote the community engagement of disadvantaged target groups across the life-cycle.
Objective G1.2	To support the development of local community groups which promote equality and social inclusion in a local, regional or national context.
Objective G1.3	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.

¹⁴ Community development is “a developmental activity composed of both a task and a process. The task is the achievement of social change linked to equality and social justice, and the process is the application of the principles of participation, empowerment and collective decision making in a structured and coordinated way.” Pobal (2011), *LCDP Guidelines*.

3.2.1 Characteristics of Local Community Groups

Local Community Groups are categorised as issue-based, area-based or both. Issue-based groups focus on a particular target group or need (e.g. lone parents group, mental health, disability or other). Area-based groups have a focus on the needs of a specific area (e.g. community council or residents association). In 2015, 2,506 LCGs were assisted under SICAP (KPI 1). The majority of these groups were both area and issue-based (64%). The area-based and issue-based LCGs each constituted 18% of the overall number of LCGs (Figure 3.1).

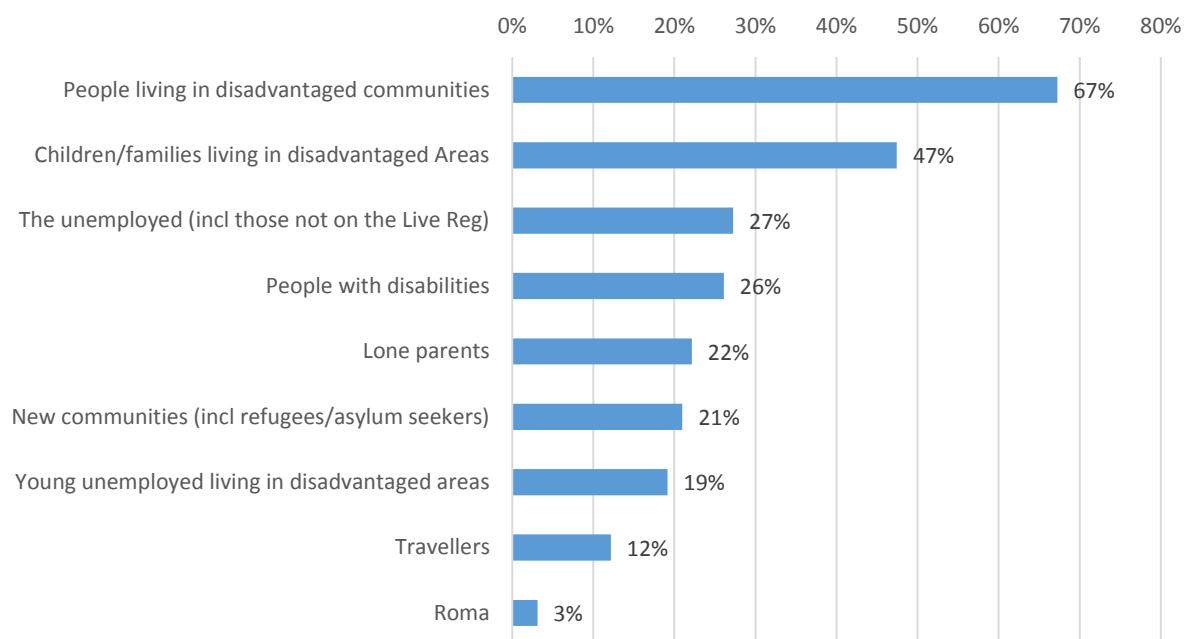
Figure 3.1 Local Community Groups in 2015 by type



Target groups represented by LCGs

Across all the Lots, the supported LCGs worked with or represented all of the SICAP target groups. Figure 3.2 below shows the number of LCGs (as a % of all LCGs) that worked with each target group - note that each LCG may work with more than one type of target group. The majority of LCGs (67%) worked with people living in disadvantaged communities. Almost half (47%) worked with children and families living in disadvantaged areas, over a quarter (27%) worked with the unemployed (incl. those not on the Live Register) and a similar number (26%) with people with disabilities. The target groups with the lowest levels of engagement by LCGs were Travellers (12%) and Roma (3%).

Figure 3.2 LCGs working with specific target groups



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

- Tolka Area Partnership Ltd. undertook a collaborative action with the Finglas Traveller Development Group, which aimed to engage with Traveller men from the Finglas area aged between 17 and 35 and to develop a programme of activities that would support participants to reach their potential and assist them in finding suitable progression routes.
- Carlow County Development Partnership Ltd. assisted community groups working with newly established communities, developing capacity and organising events to bring the new communities together. One group, the Lithuanian Community Development Group, was assisted to meet on a weekly basis and to plan a series of activities to be held between September and December. The activities included a Halloween event in the community garden, establishment of a women and toddler group, carol service and collection of food parcels to be donated to the Saint Clare's Food Kitchen at Christmas.
- Wexford Local Development used a community development approach, collaborating with the Roma Community Project Enniscorthy, to support the Roma community living in Wexford. During 2015, the group moved from being at pre-development stage to capacity building stage whilst working to address the most pertinent issues contributing to the exclusion of the Roma community.
- South Kerry Development Partnership Ltd. supported the formation and development of a working group for the Kerry Social Farming Project, which aims to build closer links between the farming community and young adults with disabilities. The project provided opportunities for the young adults to learn new skills, build relationships and increase community integration.

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 in a local, regional or national context. 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

Table 3.2 Key outputs achieved to support the development of LCGs

	Programme Indicators	Number of LCGs
G1.2	Assisted in their formation, development and progression	2,322
G1.2	Progressed using the structured progression path of development model	200
G1.2	Assisted to leverage funding	180

A total of **2,322 LCGs were assisted in their formation, development and progression** and these groups represented/assisted over 125,000 people. The majority of groups (73%) were at the early stages of their development: stage two (capacity building and empowerment) and stage one (pre-development and group formation). The smallest number of LCGs (9%) were at the fourth stage (strategic involvement in policy and decision making processes at a local, regional and/or national level).

LCGs received, in total, 8,510 support interventions related to group formation and development. The majority of them involved assisting LCGs in the capacity building and organisational development (60%). Almost one quarter of interventions (23%) were in the area of assisting groups in collective action and 18% in the pre-development and group formation.

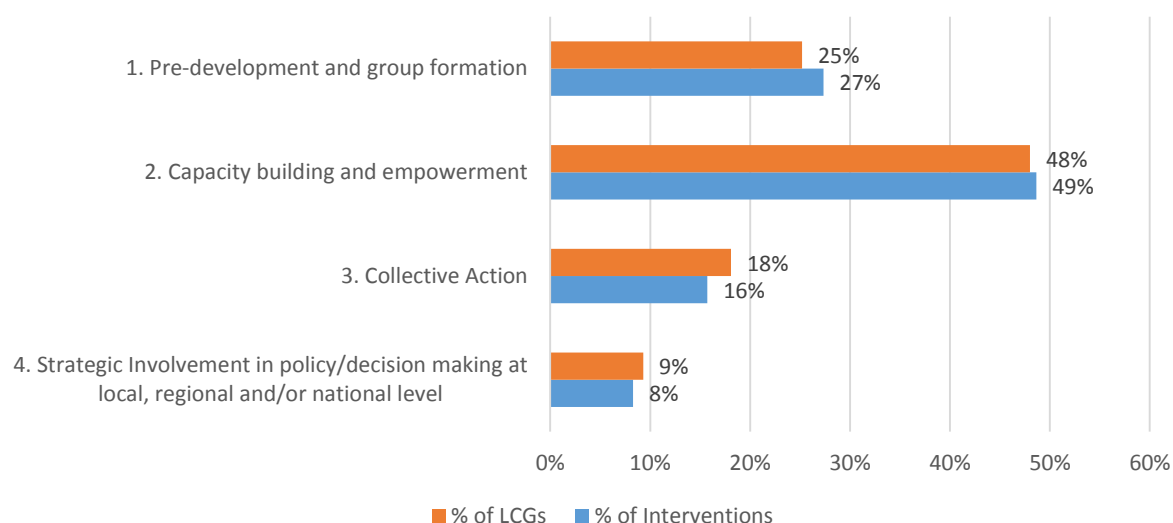
Figure 3.3 shows the percentage of LCGs in regard to their stage of development at registration i.e. formation, development, action and involvement, and the percentage of supports received by these groups in relation to these stages. The figures for supports are based on numbers of supports given as opposed to numbers of organisations receiving those supports.

The majority of groups (73%) were at the early stages of their development: stage two (capacity building and empowerment) and stage one (pre-development and group formation). The smallest number of LCGs (9%) were at the fourth stage (strategic involvement in policy and decision making processes at a local, regional and/or national level).

LCGs received, in total, 8,510 support interventions¹⁵ related to group formation and development. The majority of them involved assisting LCGs in the capacity building and organisational development (60%). Almost one quarter of interventions (23%) were in the area of assisting groups in collective action and 18% in the pre-development and group formation.

¹⁵ Support interventions are recorded when the PI engages with the LCG and provides support under one of the support categories. According to programme requirements a minimum of two support interventions must be provided to an LCG.

Figure 3.3 LCG stage of development at registration and support interventions received for groups at these stages

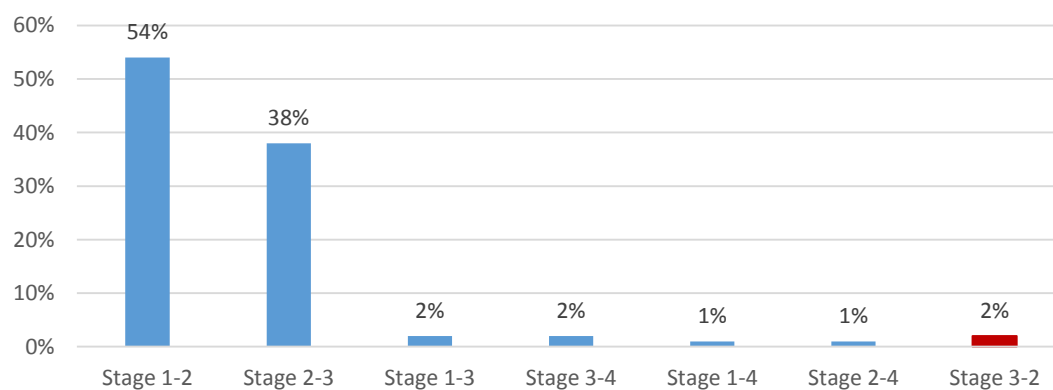


Progression of LCGs

In the nine months of 2015, a total of **200 LCGs** (8% of all supported LCGs) **recorded progression along the community development matrix**. Of those, the majority of movement (54% of those that moved) was from Stage 1 to Stage 2, with the next highest (38%) moving from Stage 2 to Stage 3. Four groups recorded movement back from Stage 3 to Stage 2. This may have been where additional or emerging training or capacity needs were identified before collective action could take place. The full breakdown is given in Figure 3.4.

The LCGs that progressed along the community development matrix on average received eight support interventions compared to an average of four interventions for all LCGs supported under SICAP.

Figure 3.4 Progression of the 200 LCGs who recorded progression through development stages 1-4



Leveraged funding

During the year, **180 of the LCGs were assisted to leverage additional funding**. These groups secured a total of €3,231,270, which included €1,433,661 leveraged by a single group for the establishment of a social enterprise. Apart from that exceptional case, the amounts of leveraged funding varied from €50 for funding an event to €145,743 for a childcare facility. The majority of groups (61%) managed to leverage €2,000 or less.

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

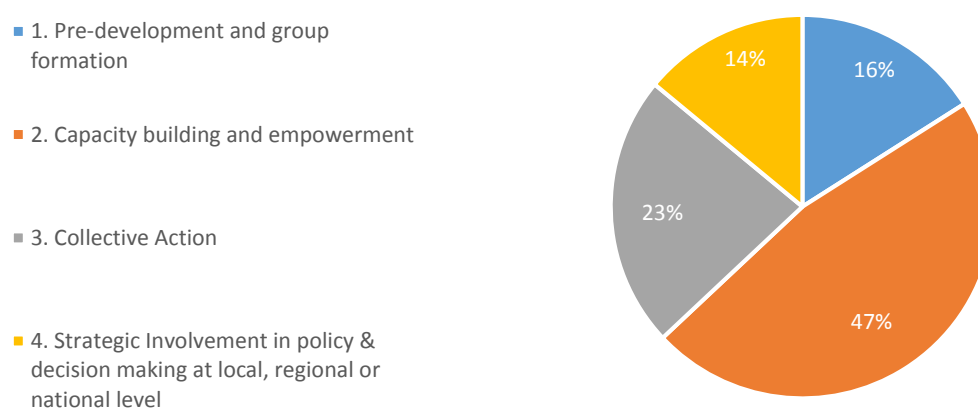
Objective 1.3 under Goal 1 aims to support disadvantaged communities and individuals to enhance their participation in local, regional and national decision-making structures. These are local, regional or national decision making structures which require input from different sectors with a common goal 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 below shows the outputs in terms of the types of supports provided by PIs to LCGs related to their participation in decision-making structures and the facilitation of strategic collaborative frameworks and networks.

Table 3.3 Key outputs achieved in regard to participation in decision-making structures

	Programme Indicator	Number of LCGs
G1.3	Assisted to participate in local, regional and national decision-making structures	867
G1.3	Supported into a Public Participation Network	233
G1.3	Participating in annual planning and review processes for SICAP	232
G1.4	Supported to put anti-discrimination and equality measures in place	108

In 2015, the members of **867 Local Community Groups** were assisted by SICAP to **participate in local, regional or national decision-making structures** (Headline Indicator 3). This amounted to 35% of all LCGs supported under SICAP. Of these, the majority were both area and issue based (66%) and almost half (47%) were at the second stage of their development (capacity building and empowerment). In comparison to the overall LCG caseload, a higher percentage of groups, whose members were assisted to participate in local, regional or national decision-making structures, were at the more advanced stages of development. The combined share of these groups at third and fourth stage of development was 37% compared to 29% of the overall LCG caseload (Figure 3.5).

Figure 3.5 LCGs assisted to participate in local, regional or national decision-making structures by stage of development



In total LCGs received **1,090 support interventions** relating to **participation in local, regional and national decision-making structures**. The level of LCG involvement in those structures was estimated against a three point scale: extremely involved, very involved or somewhat involved. The majority of groups receiving supports (60%) were either very involved (38%) or extremely involved (22%). 40% of LCGs indicated they were somewhat involved in the structures. An example of these

kinds of supports is the *D10 Be Well* initiative run by Ballyfermot Chapelizod Partnership Company Ltd. This initiative aims to address mental health issues across the Ballyfermot and Cherry Orchard communities by bringing key stakeholders together to promote mental health awareness, skills sharing and improved service provision. As part of the initiative a collaborative working group was established and funding was secured from SICAP and Genio to facilitate representation from people experiencing mental health problems and their families. The initiative also aimed to build the confidence and competencies of group members to participate in decision-making structures.

233 groups were supported to participate in a PPN. The majority of these groups (59%) indicated that they were 'somewhat involved', 24% were 'very involved' and only 17% were 'extremely involved'. Supports to the LCGs included provision of information about PPNs, help with registration, explanation of and guidance regarding the Local Community Development Committee elections¹⁶, assistance in choosing and agreeing a candidate for voting in the LCDC elections, provision or booking of transport for group members to participate in plenaries, assistance in preparing contributions to draft LECP plans, review of documents and preparation support prior to a PPN plenary.

In total, **232 LCGs** were supported to **participate in annual planning and review processes for SICAP**, with varying levels of involvement. Almost half (48%) were 'extremely involved', 38% were 'very involved' and 14% were only 'somewhat involved'. As part of this measure LCGs took part in the development of strategies addressing specific issues, such as homelessness, youth mental health, needs of youth and women, as well as engaging in a review of SICAP activities carried out in 2015 and the planning processes for 2016.

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 **108 LCGs** were **supported to put anti-discrimination and equality measures in place**. Examples of activities under this support included:

- Participation of LCGs in disability awareness days, Traveller cultural awareness training and workshops focusing on issues of inequality and discrimination.
- Participation of LCGs in a Community Spirit evening, which focused on social inclusion. During the event participants examined their core values with a view to developing a pathway to create an equality policy.
- Development of an Equality Plan and a Social Inclusion Charter¹⁷, to which some LCGs have now signed up.

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 local community groups to deliver on the objective under Goal 3 (objective G3.3) to support social enterprises operating in disadvantaged communities.

¹⁶ Groups registered with the PPN can participate in the nomination procedure and elections to the Local Community Development Committee.

¹⁷ The Social Inclusion Charter was developed by Wexford Local Development.

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

	Programme Indicator	Number of LCGs
G3.3	Social enterprises assisted	143
G3.3	Groups that received SICAP funding to assist social enterprises	17
G3.2	New social enterprises established	11

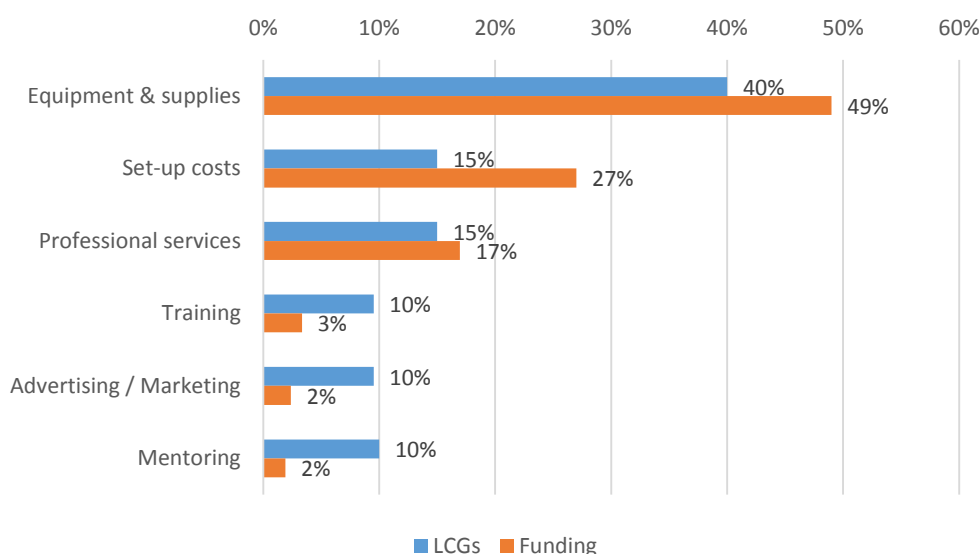
Social Enterprise Supports

143 LCGs were supported under Goal 3 with regard to **the development of new or existing social enterprises**.

In total 495 support interventions related to social enterprises were provided by Programme Implementers. The majority of these supports (59%) were related to the continuation of operations, 28% to set up and 13% to the expansion of the enterprise.

17 groups received a total of €30,528 in funding from PIs under the category of **assisting social enterprises**. Figure 3.6 compares the number of LCGs receiving funding to the amount spent on each category of spending. Over three quarters of the funding (76%) was spent on equipment and supplies and set-up costs, while just over half of the groups (55%) availed of these two types of funding. Over one third (30%) of LCGs received funding for mentoring, advertising and training, however, these three categories accounted for only 7% of all funding spent.

Figure 3.6 LCGs and funding they received from SICAP to assist social enterprises by category of spending



New social enterprises

In 2015, **11 new social enterprises were established** operating in the following areas:

- accommodation and food service activities (2),
- construction (2),
- wholesale and retail trade, repair of motor vehicles and motorcycles (2),
- arts, entertainment and recreation (1),
- human health and social work activities (1),
- other services (3).

Nine of the 11 new enterprises were located in rural Lots¹⁸ and the other two were located in Limerick Urban (21-2). Two enterprises created two full time jobs each and another three enterprises created 24 part-time jobs in total with one of them employing 20 part-time workers.

¹⁸ These Lots included: Donegal Inishowen (33-1), Kerry South Kerry & Killarney (19-3), Kilkenny County (7-1), Leitrim County (28-1), Mayo Castlebar & Claremorris (29-3), Sligo County (31-1), Tipperary North (22-1) and Tipperary South (23-2).

Case Study 1: Willow Park Community

Westmeath Community Development Ltd. (Westmeath County (13-1))

Goal 1

Background

This case study focuses on community engagement supports provided in a disadvantaged estate in Athlone. Willow Park and Meadowbrook Estate is located on the Dublin Road, across from the Athlone Institute of Technology, approximately 2.5 miles from Athlone town centre. Due to its location it remains isolated from other communities and housing estates. It was once a sought after place to live, however in 2010 it was referred to in the national media as “one of the worst estates in Ireland”.

Target groups and demographics

The housing estate comprises of 325 houses, 18 of which are Local Authority owned. The residents’ profile is diverse and include private home owners, long term residents, rent supplement tenants, students attending Athlone Institute of Technology (AIT), migrants and members of the Travelling Community. The share of families headed by a lone parent in this area is 53% and 28% of the population has a disability.

Linking with other programmes

Westmeath Community Development Ltd. (WCD) used the opportunity to connect other programmes they manage to the area and liaised with other agencies to obtain additional supports for residents. For example, in working with the Roma Community, WCD engaged with the Education and Training Board (ETB) to provide English classes and to facilitate work with Travellers that worked with the WCD Traveller Project. They secured supports from Midland Regional Youth Services and Gateway Youth Project to provide youth clubs and educational supports for disadvantaged youth in the area. Examples of other agencies connected to the area are: Health Service Executive (HSE), Citizen Information Centre (CIC), St. Vincent De Paul, National Learning Network (NLN), AIT, Westmeath County Council (WCC), and others.

Key achievements

- Nominated for the IPB All Ireland Pride of Place Awards¹⁹ in 2015 and awarded joint second in the estate category. Leading up to this, the residents attended planning meetings alongside agencies to prepare for the Judges’ visit in July. This work was also supported by WCC.
- The work WCD carried out through interventions with the Residents Group, contributed to progression from capacity building to collective action on the community development model. In addition, the Group became a member of the Public Participation Network and the WCD Community Development Youth Working Group in 2015.
- New members have joined the Willow Park Residents Group, and the Annual General Meeting (AGM) resulted in some new officers for the Committee.
- WCD supported several funding applications and in excess of €8,000 was leveraged. This included funding for the development of a green space into an amenity park.
- The residents undertook a SCOT²⁰ analysis (Strengths, Concerns, Opportunities and Threats) at the end of 2015 facilitated by WCD and began the process of putting together a plan for their area.
- Willow Park has been selected for the Local Authorities Members Association (LAMA) Awards.

Critical success factors

- The existence of a community house in the area, provided by WCC has been instrumental in helping the community grow and develop.
- Cross goal working and using the horizontal themes, i.e. equality framework, community development approaches and collaborations, have been integral to the significant progress achieved. Progress would not have been possible without such a holistic approach.
- WCD has worked to include all members of the community. Specific outreach work was carried out with the Roma community, whose members decided to form a group. During the celebration event for the pride of place competition many members of the community joined the parade

¹⁹ The All Ireland Pride of Place Awards are sponsored by IPB Insurance.

²⁰ SCOT is also known as SWOT analysis (Strengths Weaknesses Opportunities Threats).

around the estate. Members of the African community prepared food and members of the Roma community attended the celebration in the local football club.

- WCD administrative support, e.g. of leaflet design and distribution, helped to achieve a good attendance at the planning meetings, the event itself and monthly residents meetings.
- Working collaboratively with other agencies and their willingness to engage has been crucial. One example of this is the plethora of agencies that attended the pride of place planning meetings and the NLN *Stepping Out* Programme. WCD were instrumental in making these links with other agencies.

Challenges/barriers

- Engagement with the Roma community has been challenging due to the language barrier. The ETB have been providing English classes in the community house and it is hoped that further progress can be made with the group in 2016 as further classes are now taking place.
- The community house is now too small for activities in the community and it has been recognised this needs to be addressed.
- Negative media reporting on crime, at times, impacted negatively on residents and affected the positive developments going on in the area.
- More agencies need to believe in the expertise that exists within the community and a bottom up approach needs to be utilised more.

Learning

- Work in Willow Park has proven that by working collectively with local people and agencies great progress can be made.
- It has also confirmed the fact that communities themselves are the experts in finding solutions and with co-operation from volunteers and agencies good outcomes can be achieved.
- It is important to work with the pace of the community and this reinforces the fact that community development work is slow and ever changing.
- Supporting the community to believe that they can achieve great things and to be available to assist them when requested. This requires a flexible approach.



Left: Meadowbrook at Willow Park which was once full of derelict houses. This photo highlights the progress that has been made with a number of houses renovated and now lived in. This work is ongoing.

"I wish...to most sincerely thank you and your staff for your magnificent assistance and work in our community. There has been a number of Westmeath Community Development initiatives ongoing in Willow Park now for a number of years and their benefits are very obvious and can be seen every year as having an incremental effect in improving the quality of life for all our residents".

Padraig Higgins, Chairman

Willow Park Residents Association

Case Study 2: Neighbourhood and Community Planning in Pallasgrea, County Limerick
Ballyhoura Development Ltd. (Limerick East Rural (21-3))
Goal 1

Background

This case study demonstrates how a process of community engagement and relationship building led to further empowerment of the community through neighbourhood planning with residents in County Limerick. Two housing estates (Canon Lee and, in particular, The Grove housing estates) in Pallasgrea, County Limerick, were identified using the Pobal HP Deprivation Index as being disadvantaged. The areas have a high level of unemployment and a high number of lone parents. Ballyhoura Development, Limerick Local Authority and local residents identified this area as one that could benefit from community planning and establishment of a formal Estates Management Committee. Residents of The Grove estate had been experiencing high levels of anti-social behaviour for a period of time. Ballyhoura Development Ltd (BDL) embarked on a process of intensive animation and engagement with people living on the estate. Local residents felt that if they could organise themselves then they would have a stronger influence in dealing with issues arising on the estates and in engaging with the Local Authority, the local Gardaí, Local Community Groups and other services.

Target group(s) and engagement

The target groups engaged with included unemployed people (either on the Live register for more than 24 months or economically inactive), lone parents, older people and children.

Initial work focused on building relationships with residents in the area, going door to door introducing BDL, outlining the benefits of the Programme, gathering data around the needs of residents, and providing information relating to part-time outreach education and training on offer in the local community centre. It was an iterative process centred on relationship building, identification of needs, and the provision of appropriate responses. BDL worked in partnership to deliver needs-oriented education and training initiatives with Limerick City Education and Training Board (LCETB) in the neighbourhood.

Community education and activities were used as tools for engagement. Some examples include:

- Residents were invited to a pampering morning in April 2015 that had a twofold aim: (1) to keep registration informal; and (2) to dispel any fears residents might have had about engaging with the Programme and lifelong learning.
- Training courses in Basic Computers (10 participants), Health and Beauty (9 participants) and Talking to Teens (5 participants) commenced at the end of April and ran until the start of June 2015. All of the people engaged were unemployed and/or lone parents. Some participants were older, but not yet at the retirement age, and very pessimistic about their prospects of re-entering the workforce.
- Camps for the children of residents between the ages of 7 – 12 were facilitated during July 2015, and another at Halloween. Door-to-door engagement and personal relationships were key to disseminating information on all of these activities.
- Exploring Your Options, a bespoke life and career coaching Programme, was delivered in August 2015, over a four week period, targeting the long-term unemployed in Pallasgrea. A total of 20 people engaged. Those participating were engaged through on-the-ground animation activities facilitated by BDL and by means of targeted referrals via the DSP.

In August, following on from the courses delivered earlier in 2015, the company planned together with the LCETB for further course provision in Pallasgrea. There is a waiting list of those keen to participate in an accredited DIY course in early 2016.

Key achievements

Neighbourhood Planning commenced in October 2015 and continued into November. BDL facilitated residents from the area to do a SWOT analysis (Strengths, Weaknesses, Opportunities and Threats), which led to residents identifying key actions that they would like to implement, which were prioritised into short, medium and long-term categories.

Some of the agreed short-term actions arising out of the neighbourhood planning process include:

- Organising a monthly clean-up of the estates;
- Attending the AGM of the local community council and becoming active members;

- Fundraising for a playground;
- A process for engagement with Limerick Local Authority around housing issues;
- Commitment to form a Residents Committee;
- Attendance at the next meeting of the Limerick Local Authority Tenants Forum.

The group formed a Residents' Committee and undertook Committee Skills Training in November 2015. They subsequently met with the Limerick City and County Council and procured a firm commitment from the Local Authority to support The Grove and Canon Lee Residents Group to realise the actions outlined in their Neighbourhood plan in 2016. The group also achieved all of the outlined short term actions above and are currently in the process of fundraising.

Critical success factors

The SICAP staff and methodologies used were critical in progressing the provision of part-time non-accredited education and training by LCETB. It created the backdrop for the neighbourhood planning process by being the primary tool for initial engagement. It also enabled the company to build relationships with local people by going to their doors with a tangible offer. It created a positive dynamic in the area, which encouraged people to meet and engage with other local residents and the staff of LCETB and BDL. This engagement has built up self-esteem and helped to alleviate some of the fears residents had around engaging with education, culminating in their participation in Committee Skills training.

It was critical that education courses were delivered in the local community centre, which allowed meetings to be held on their "door-step" - a key principle of a community development approach. Supports across Goal 1, 2 and 3 were put in place, over a period of a few months, to ensure that residents were well equipped for their subsequent interaction with officials from the Local Authority. Residents will continue to require support around delivering actions for another 18 to 24 months.

Challenges/barriers

Generally, residents, local people and agencies involved have been very supportive of this work as BDL has a track record of successfully facilitating Neighbourhood Planning in other communities in the county. The biggest challenge to the work is building the initial momentum and relationships with residents and finding effective ways to do this. In this case, community education was an effective tool. Engagement was reliant on the consistent presence of BDL staff on the ground, i.e. located in outreach centres, close to target communities, and having expertise in a wide range of activation, animation and engagement methodologies. Initially the work was intensive and resource heavy.

Learning

The main lesson was to ensure that numerous needs-based initiatives and activities were planned in the area over a number of months, in order to grow the engagement with residents. This includes working with children and their families via summer and Halloween camps, and with adults by means of the part-time community education offerings. An unforeseen outcome was the high level of support from the residents locally, and the willingness displayed by the local community development association to work with and support residents. It was also very important to the residents to become part of this group, which is currently working on fundraising to develop a playground in the village.

3.3 Individual Participants

Under SICAP, Individual beneficiaries are people who have been registered and have received support interventions²¹ through the programme. In order to be 'counted' within a Programme Implementer's caseload for a particular period, the individual must have received at least two separate interventions - the initial registration meeting is not counted. The individuals must also be a member of one of the eligible target groups.

During the last nine months of 2015, **36,854 disadvantaged individuals** (aged 15 years and upwards) **were supported on a one-to-one basis**. This number constitutes the overall Individual caseload for SICAP in 2015 and includes any Individuals supported under Goal 2 or Goal 3²². There were **16,705 individuals in receipt of a Goal 2 educational support** (Goal 2 caseload) and **23,546 individuals in receipt of Goal 3 employment support** (Goal 3 caseload).

Of those registered on the SICAP caseload, 45% of individuals received support under Goal 2, while 64% received support under Goal 3. Almost two thirds of Individuals on the overall SICAP caseload (65%) lived in urban areas and 35% in rural areas²³.

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

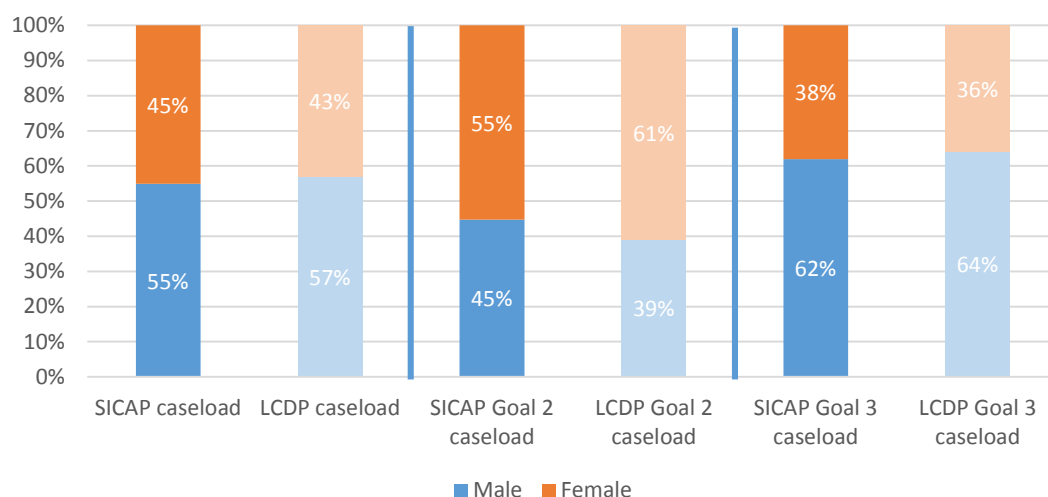
Out of 36,854 individuals supported under SICAP, 20,244 were men (55%) and 16,610 were women (45%). More women (55%) than men (45%) were in receipt of Goal 2 educational supports, while more men (62%) were receiving employment supports under Goal 3. When compared to the programme average of gender breakdown for the LCDP caseload (overall and for Goal 2 and 3) (Pobal, 2016), it appears that the gender balance has improved somewhat under SICAP, especially for the Goal 2 caseload, where 39% of men in LCDP received educational supports compared to 45% under SICAP (see Figure 3.7).

²¹ Interventions are recorded when the PI engages with an individual and provides support under one of the support categories.

²² One individual can receive supports under Goal 2 and Goal 3 at the same time. In such case it is counted once in the overall Programme caseload, but is included in both the Goal 2 and Goal 3 caseloads.

²³ The urban/rural designation of addresses of individuals is based on the CSO classification of Electoral Districts as being urban or rural.

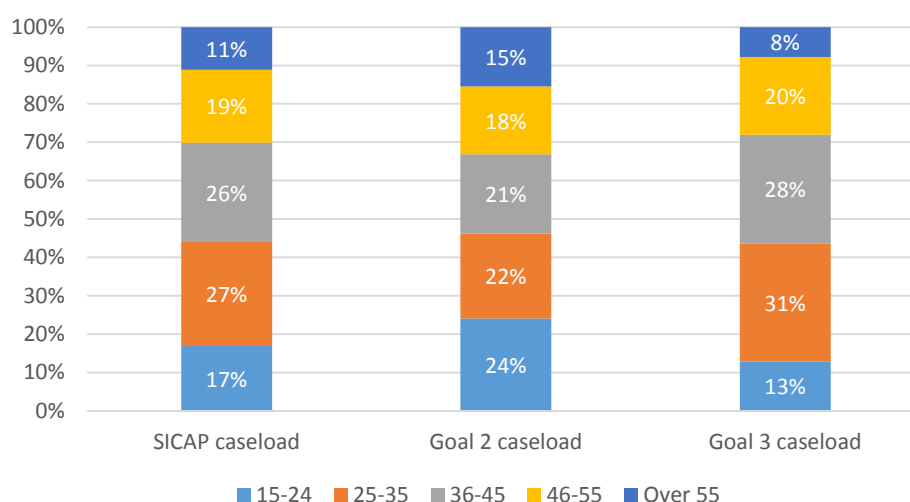
Figure 3.7 Gender breakdown of individuals on the overall SICAP and LCDP caseloads and Goal 2 & 3 caseloads



Age

The largest age cohort on the SICAP caseload (27%) were individuals aged between 25 and 35. The second largest group were people aged 36-45 (26%), and the smallest age group were the 'over 55' category (11%). There were significant differences in the age profiles under different Goals, reflecting the diverse needs of different age groups. Goal 3 supports were more focussed on the three middle age categories ('25-55') with the oldest (Over 55) and youngest (15-24) combined only benefiting from 21% of all Goal 3 supports, whereas the corresponding figure for Goal 2 was much higher at 39%. The share of young people ('15-24') was almost two times higher on the Goal 2 caseload than the Goal 3 caseload, which reflects the educational focus of Goal 2 activities (Figure 3.8).

Figure 3.8 Age profile of individuals on the overall SICAP caseload and Goal 2 & 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 census²⁴.

The Pobal HP Deprivation Index scale ranges from extremely affluent to extremely disadvantaged (see the scale in Table 3.5). Individuals on the caseload were assigned to a point on this scale based on their address²⁵. In 2015, at least 50% of the SICAP caseload, both for individuals and local community groups, had to reside in disadvantaged areas which were within the deprivation bands of disadvantaged, very disadvantaged or extremely disadvantaged²⁶.

A total of 30.66% of individuals supported under SICAP lived in the areas designated as disadvantaged, very disadvantaged or extremely disadvantaged on the Pobal HP Deprivation Index. While this figure is below the initial target of 50%, it is significantly higher than the share of LCDP individuals that lived in the same categories in 2014 (23.78%) and is twice the national average (based on the 2011 census). The 7 percentage point increase in spatial disadvantage from LCDP to SICAP, is an increase of 29% on the 2014 LCDP level, indicating a significant improvement in spatial disadvantage targeting.

A number of PIs commented on challenges regarding meeting the targets for engaging with clients living in areas classified as disadvantaged, very disadvantaged or extremely disadvantaged and this target was amended for 2016. Further detail is given in section 6.1.1.

Table 3.5 Individual beneficiary addresses categorised by Pobal HP Deprivation Range

Pobal HP Deprivation Range ²⁷	SICAP 2015 caseload (%) ²⁸	LCDP 2014 caseload (%)	National population (%) (2011 census)
Very / extremely affluent	0.78%	0.87%	2.54%
Affluent	6.44%	7.21%	13.75%
Marginally above average	24.38%	26.85%	35.07%
Marginally below average	35.86%	38.36%	33.53%
Disadvantaged	24.23%	19.05%	12.66%
Very / extremely disadvantaged	6.43%	4.73%	2.45%
Individuals not mapped to index	1.90%	2.93%	n/a
Share of individuals that live in disadvantaged to extremely disadvantaged range	30.66%	23.78%	15.11%

Issue based target groups

Figure 3.9 shows the breakdown of individuals on the overall SICAP caseload and Goal 2 and 3 caseloads by target group. Note percentages add up to more than 100 as a beneficiary may belong to more than one target group. The majority of SICAP participants (81%) were in the unemployed category²⁹. The second largest group were people living in disadvantaged communities, who

²⁴ The current index is based on the 2011 census.

²⁵ The IRIS database has an auto-address function that uses An Post's GeoDirectory to automatically validate the address of each individual who registers with a Programme Implementer under SICAP. The address is then mapped to the relevant small area/electoral district, which is linked to the Pobal HP Deprivation Index.

²⁶ Note this has been altered for 2016 and Lot specific targets for engaging in disadvantaged areas have been set, based on the existing levels of disadvantage (as per Pobal HP Deprivation Index) with an additional 5%.

²⁷ The Pobal HP Deprivation range for the electoral district is used in cases where the address cannot be mapped to a small area.

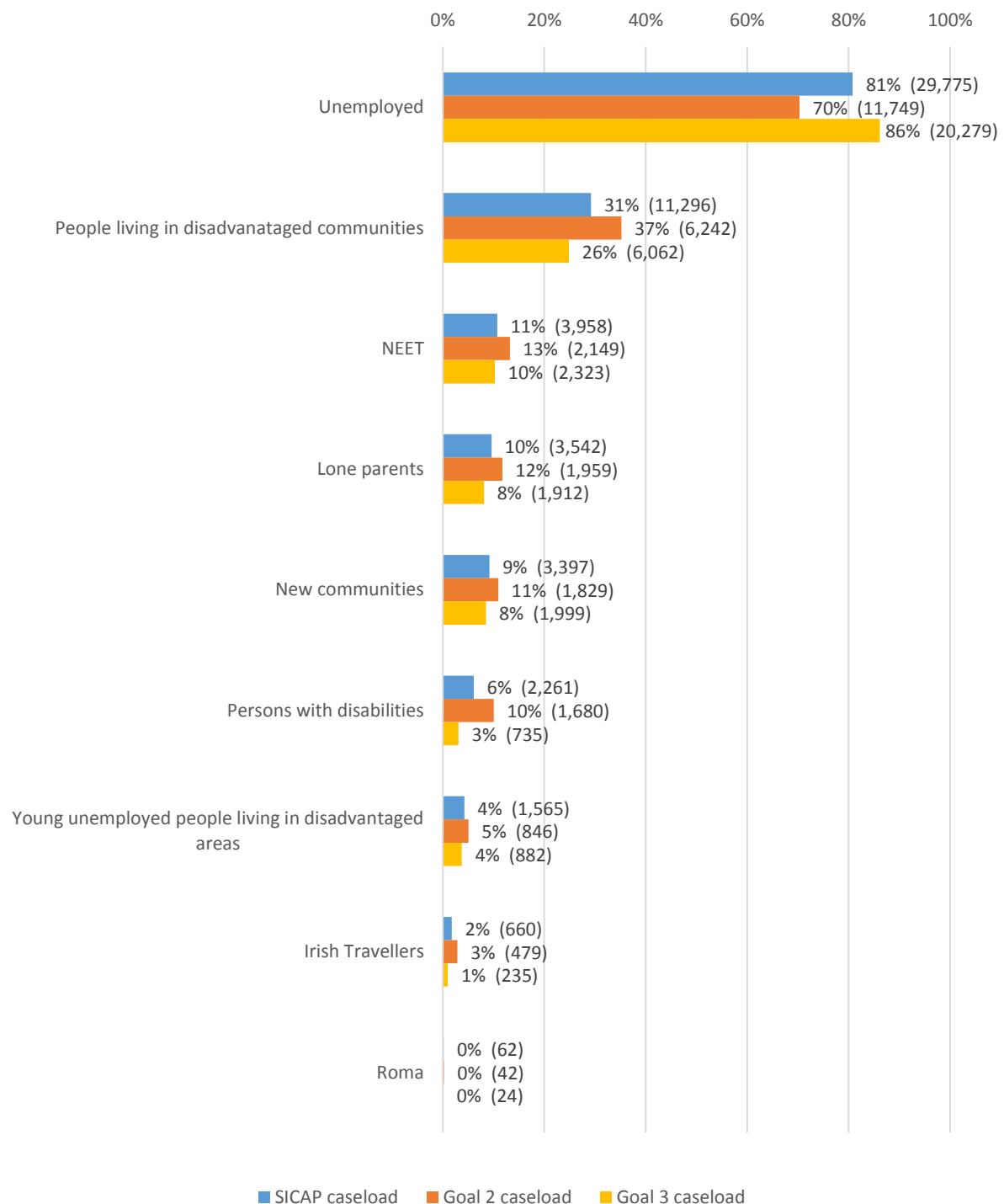
²⁸ These figures were revised in April 2016 to reflect corrections to addresses and enhancements to the mapping system.

²⁹ This includes individuals who are economically inactive and not in full-time education.

constituted 31% of the overall caseload, followed by NEETs (11%) lone parents (10%) and new communities (9%).

As would be expected, the majority of individuals supported under Goal 3 were unemployed (86%), though they also formed the majority of the Goal 2 caseload at 70%. Overall, the representation from all target groups, with the exception of the unemployed, was higher on the Goal 2 caseload than on the overall SICAP caseload or Goal 3 caseload. People with a disability were the category where the biggest difference was observed – the proportion in this category was over three times more under Goal 2 than Goal 3.

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



The 'new communities' target group includes migrants experiencing socio-economic disadvantage, refugees and asylum seekers. The majority of individuals belonging to this target group were migrants experiencing socio-economic disadvantage (67%) followed by refugees (7%) and asylum seekers (4%). No data was collected on over one fifth of individuals (22%) who registered with SICAP before this sub-group was added to the registration template in August 2015.

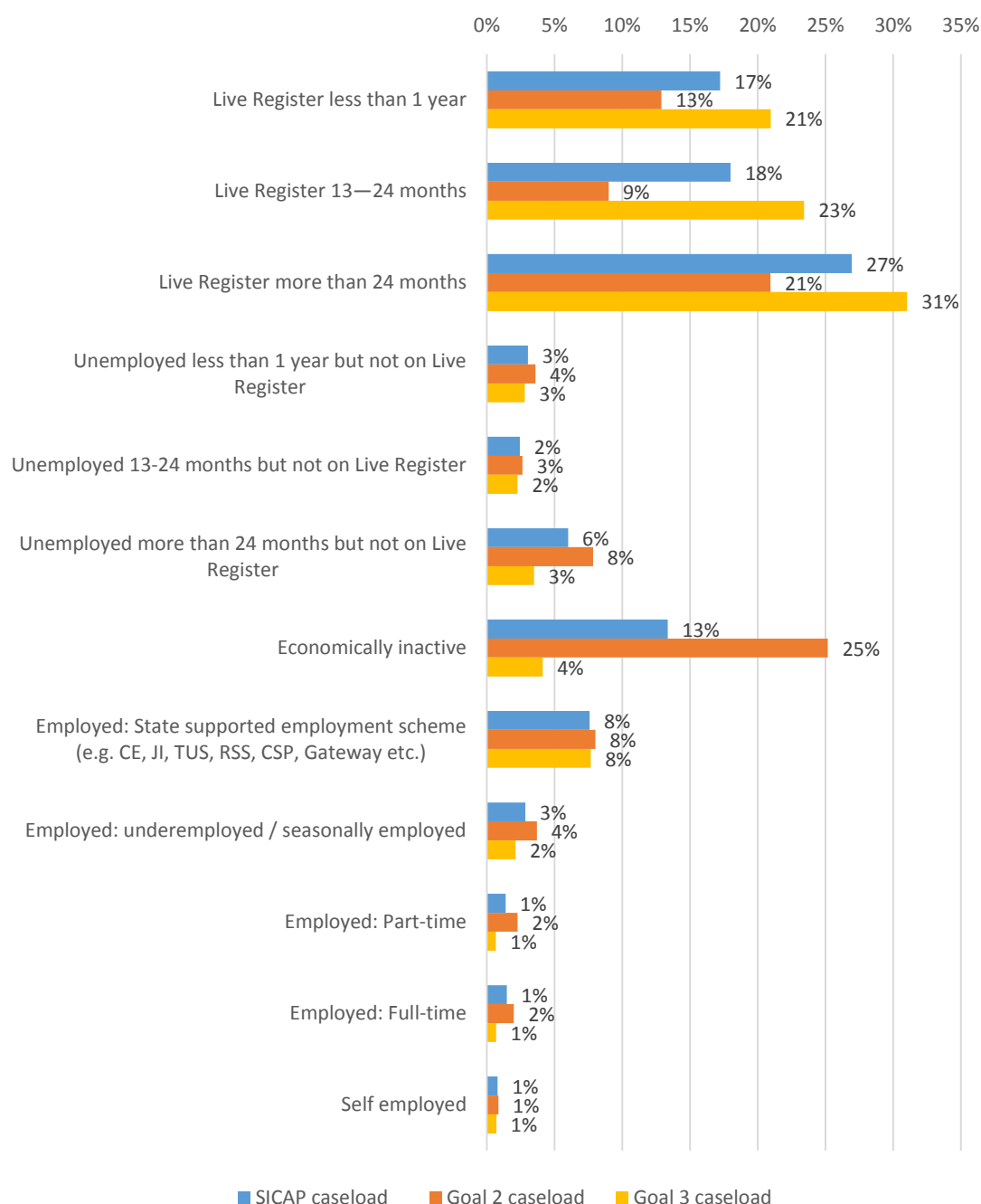
Principal economic status

The principal economic status of Individuals on the overall programme caseload and the Goal 2 and 3 caseloads is presented in Figure 3.10. The largest category of individuals on the overall caseload were those who were unemployed on the Live Register for more than 24 months (27%). Unemployed on the live register between 13 and 24 months constituted 18% of the overall caseload and unemployed for less than 1 year represented 17%. The combined unemployed categories, both on the Live Register and not, made up almost three quarters of the overall caseload (73%). A detailed breakdown of unemployed individuals is presented in Figure 3.11.

The largest group of individuals on the Goal 2 caseload were the economically inactive³⁰, who constituted 25% of the caseload. They were followed by: unemployed on the Live Register for more than 24 months (21%); unemployed on the Live Register for less than one year (13%) and unemployed on the Live Register between 13 and 24 months (9%). The three largest groups on the Goal 3 caseloads were the same as on the overall caseload i.e. those categories of unemployed where individuals were on the Live Register. In total, 83% of all caseload individuals supported under Goal 3 were unemployed (either on the Live Register or not), as compared to 58% under Goal 2.

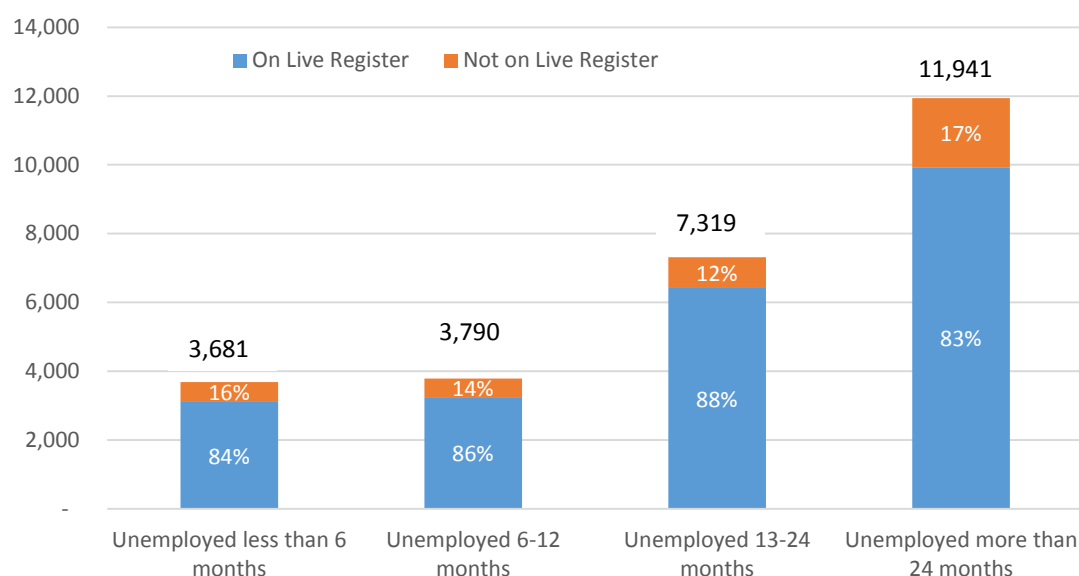
³⁰ The economically inactive group includes individuals engaged in family duties, full-time students, retired and other.

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



There were quite significant differences in the economic status of individuals supported under Goal 2 and Goal 3. Those in the category of unemployed on the Live Register between 13 and 24 months were the second largest group supported under Goal 3 (23%) while they only constituted 9% of those supported under Goal 2. The largest group under Goal 2, the economically inactive, comprised of only 4% of the Goal 3 caseload. Also, the employed, both part-time and full-time, had a higher share of the Goal 2 caseload (4%) than the Goal 3 caseload (2%).

Figure 3.11 Breakdown of unemployed individuals by the duration of unemployment



Household situation

On registration, individuals were asked a number of questions related to their socio-economic situation. The responses are presented in Figure 3.12. Just over one fifth of individuals (22%) stated that they lived in a single adult household while 36% of them indicated that they had dependent children living in their household.

Over one third of individuals (36%) indicated that they lived in jobless households. According to National Economic and Social Council (NESC), those who live in jobless households are more likely to have no educational qualifications, have never worked, be single or parenting alone, and either have a disability or live with someone with a disability (NESC, 2014). The SICAP figures show that 39% of individuals, who indicated that they were living in jobless households were on the Live Register for more than 24 months, which was 12% higher than for the overall caseload. Analysis of the highest level of educational attainment did not show significant differences between the participants living in jobless households and the overall SICAP caseload.

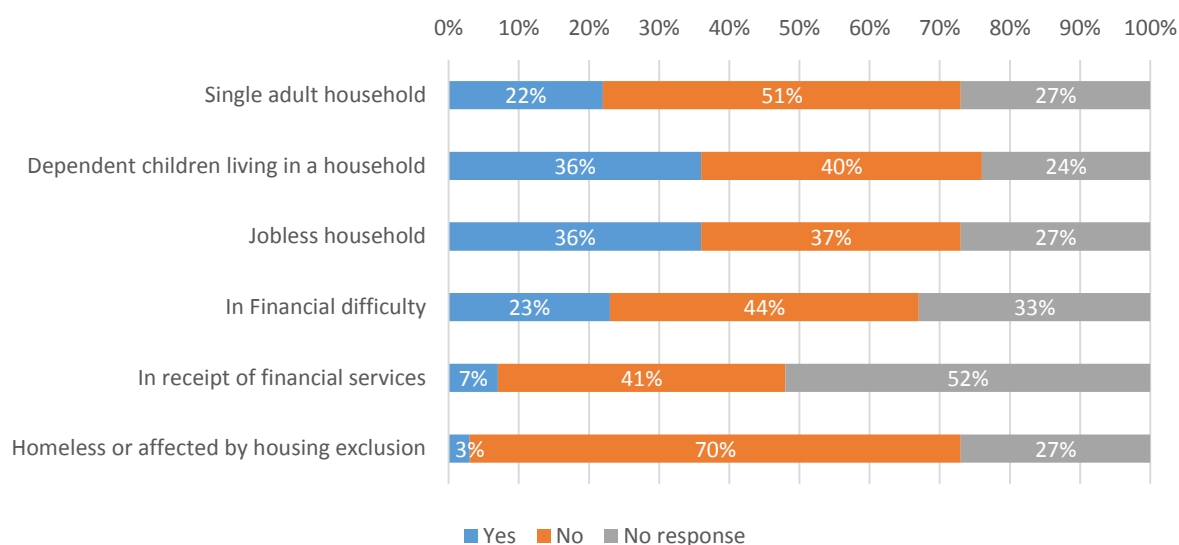
23% of individuals indicated that they were in financial difficulty³¹ and 7% reported being in receipt of financial services³². When asked whether they were homeless or affected by housing exclusion³³, 3% or 980 individuals responded 'yes'.

³¹ 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 the two answers: "with great difficulty" or "with difficulty".

³² 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.

³³ 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.

Figure 3.12 Household situation of individuals on the overall SICAP caseload



Highest level of educational attainment

The education status of each individual registered on the SICAP caseload is linked to the National Framework of Qualifications (NFQ)³⁴ (see Figure 3.13 below) and the ISCED (International Standard Classification of Education)³⁵ levels.

Figure 3.13 The National Framework of Qualifications fan diagram

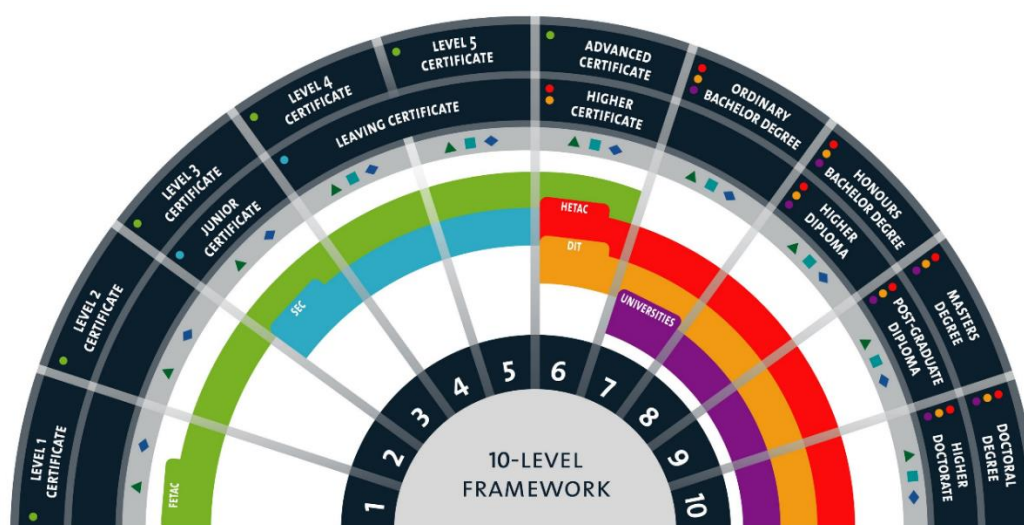


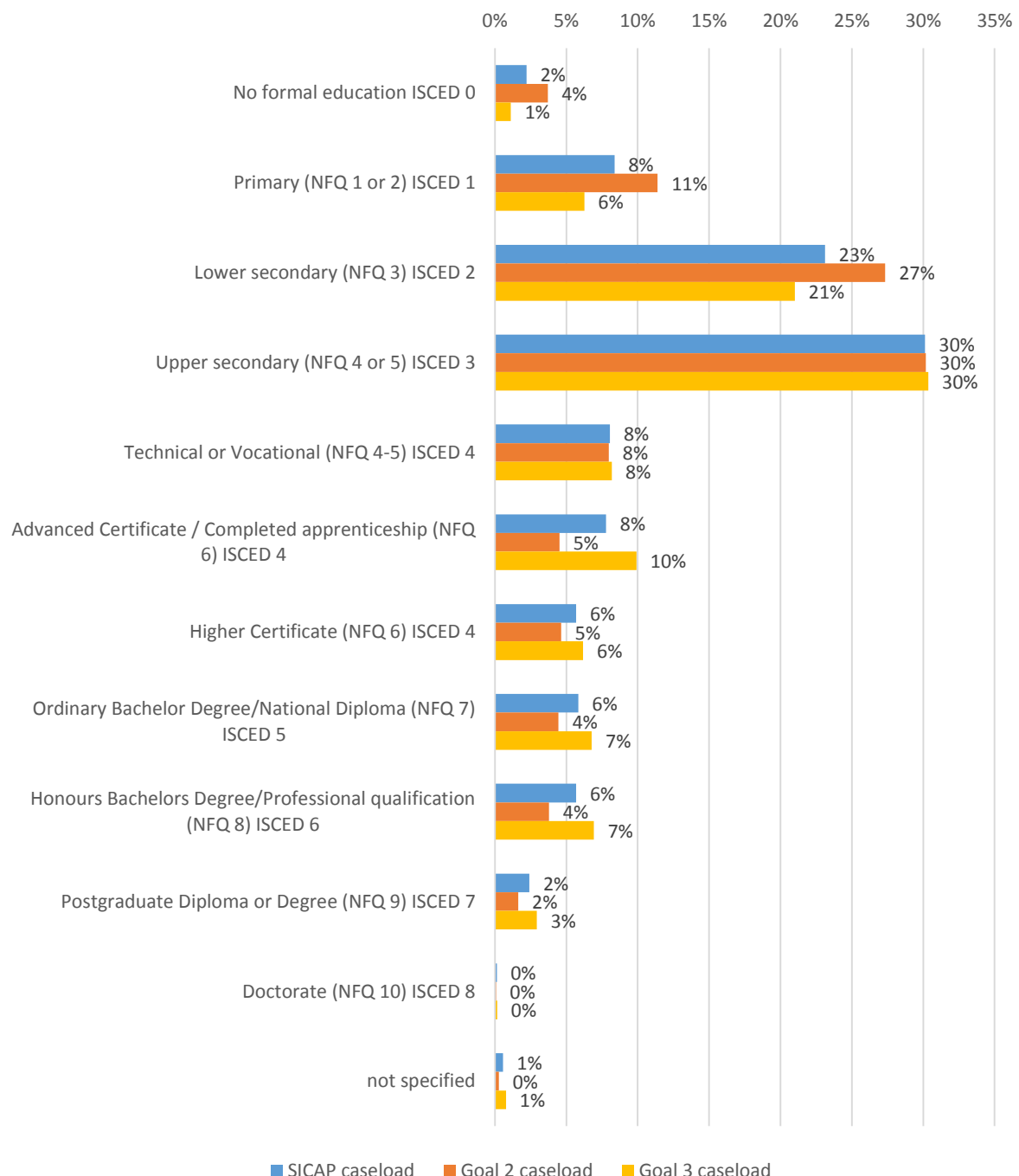
Figure 3.14 shows the breakdown of the highest level of educational attainment of individuals registered on the overall SICAP caseload and the Goal 2 and 3 caseloads. The majority (72%) of individuals supported under SICAP had a highest educational attainment of Leaving Certificate or below. This share is slightly higher than on the LCDP caseload, where on average 68% of individuals had a highest educational attainment of Leaving Certificate or below (Pobal, 2016), which indicates more effective targeting of individuals on SICAP.

³⁴ The NFQ is a system of 10 levels of qualifications and is used to describe Irish education and training qualifications, as developed by Quality and Qualifications Ireland (QQI).

³⁵ 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. More information can be found here: <http://www.uis.unesco.org/Education/Pages/international-standard-classification-of-education.aspx>.

The level of highest educational attainment differed for individuals accessing supports under Goal 2 and 3. Overall, individuals accessing Goal 3 supports had a higher level of educational attainment with 33% being above the Leaving Certificate compared to 19% of individuals supported under Goal 2. Two times more individuals under Goal 2 than Goal 3 had only primary education or no formal education at all.

Figure 3.14 Highest level of educational attainment of individuals on SICAP overall caseload and Goal 2 & 3 caseloads

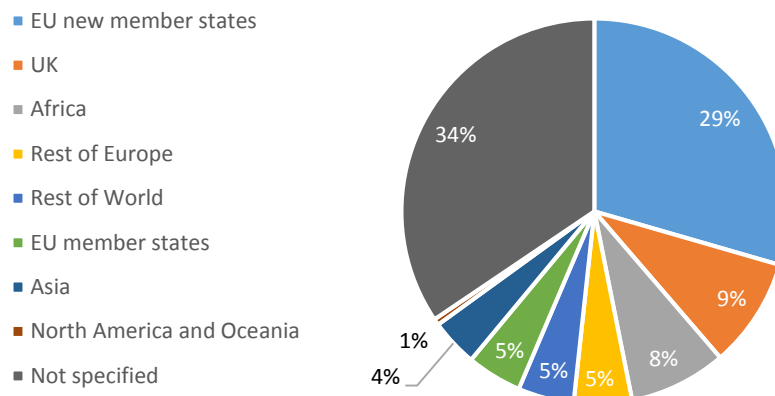


Nationality

The majority of individuals supported under SICAP (28,274 or 77%) were Irish. The second largest group were individuals from the European Union's new member states (2,529), who constituted 7% of the overall SICAP caseload with around half the individuals in this group coming from Poland

(1,279). Figure 3.15 shows the nationality breakdown of Non-Irish individuals. With a share of 3% in the overall caseload, Polish nationals were also the second largest nationality supported under SICAP, followed by UK citizens (790 or 2%) and participants from African countries (701 or 2%). There were no major differences observed in the nationality of individuals supported under Goals 2 and 3.

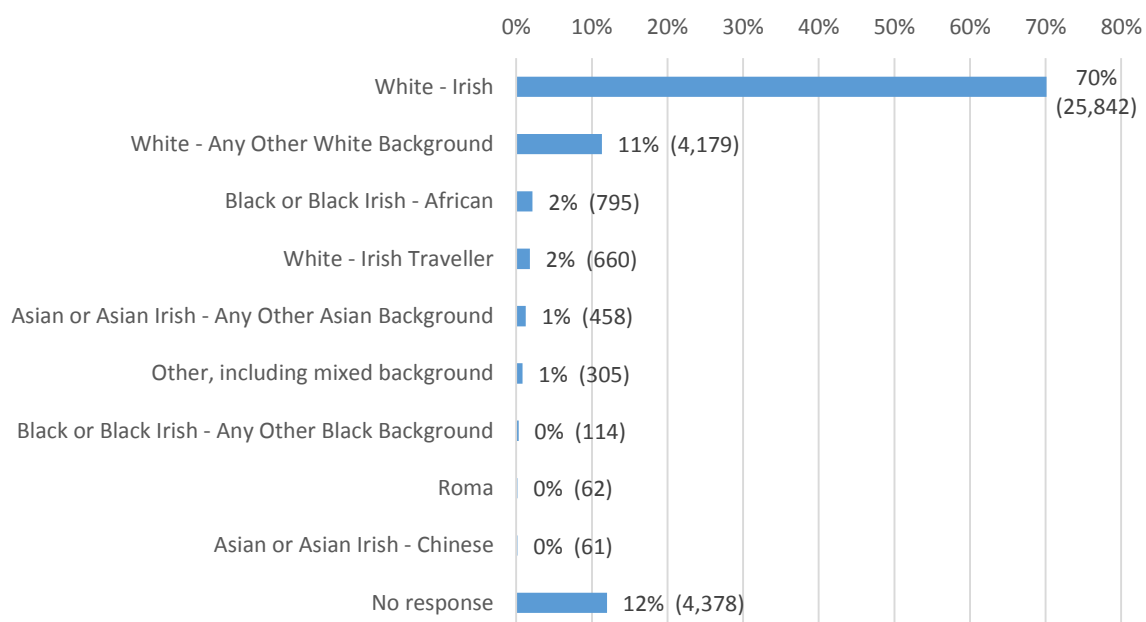
Figure 3.15 Nationality of the non-Irish individuals supported under SICAP



Ethnic / cultural background

Figure 3.16 presents the ethnic / cultural background of individuals supported under SICAP. The majority of individuals indicated that they were White Irish (70%) and they were followed by White (any other white background) (11%).

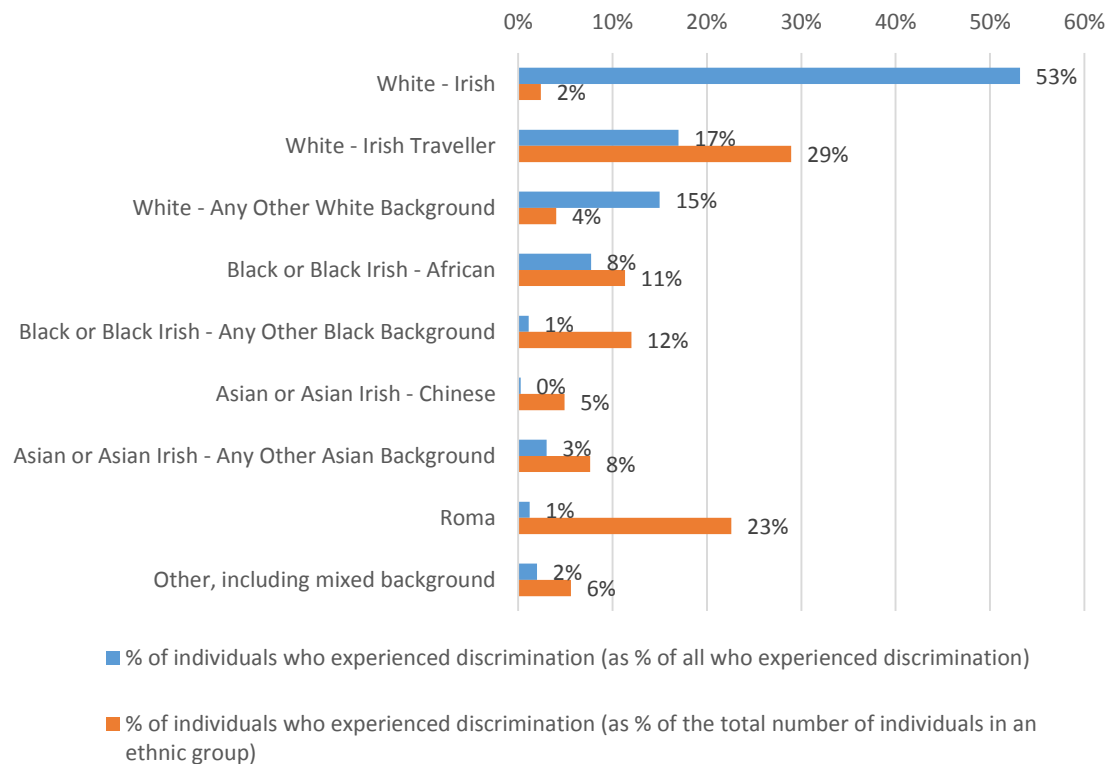
Figure 3.16 Ethnic / cultural background of Individuals supported under SICAP



Participants were asked whether they have experienced discrimination in accessing or participating in services. The majority responded 'no' (70%), while 1,166 (3%) of individuals responded 'yes', of whom White Irish constituted 53%, White Irish Travellers 17%, White (any other White background) 15%, and Black or Black Irish (African) 8%. Percentages for each ethnic group

show that 29% of all White Irish Travellers and 23% of Roma supported under SICAP said that they have experienced discrimination as well as 11% of Black or Black Irish (African) and 12% of Black or Black Irish (any other Black background). For a detailed breakdown see Figure 3.17.

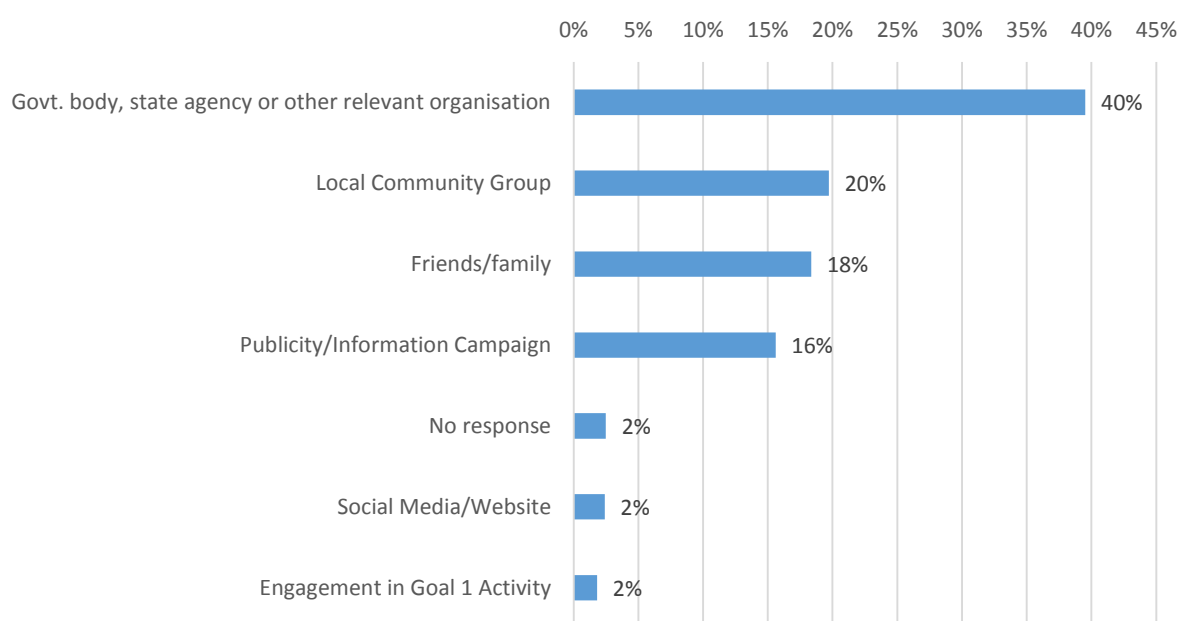
Figure 3.17 Ethnic / cultural background of individuals and discrimination experienced by them



3.3.2 Referrals

The largest group of SICAP participants (14,564) became aware of the programme through a government body, or state agency, such as Intreo, Local Employment Service (LES), HSE, Local Enterprise Office (LEO) or through some other relevant organisation, such as school, college, Irish National Organisation of the Unemployed (INOUE) or Money Advice and Budgeting Service (MABS). Out of 8,188 individuals who specified the organisation that referred them to SICAP, the majority were referred by Intreo (55%) followed by LES (18%) and schools (7%). In total, 12% of individuals on SICAP caseload were referred to the programme by Intreo. Three other main access routes were: Local Community Group (20%), friends and family (18%) and publicity or information campaign (16%). 93% of individuals accessed the programme through one of the top four access routes (Figure 3.18). The biggest change observed between SICAP and LCDP was that the share of individuals accessing the programme through LCGs was over two times higher on SICAP than under LCDP in 2014.

Figure 3.18 Access routes of individuals supported under SICAP (overall caseload)



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 **16,705** individuals who were **in receipt of a Goal 2 educational support** (registered on the Goal 2 caseload), of whom 81% had the educational attainment of Leaving Certificate or lower (Headline Indicator 4/4a). Out of all the individuals registered on the Goal 2 caseload, 4,038 were young people (aged 15-24) (Headline Indicator 6). These young people constituted 24% of the Goal 2 caseload and 93% of those had a highest educational attainment of Leaving Certificate or lower.

Goal 2 has four objectives, which are presented in Table 3.6. The first 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 different 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 in 2011 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	No. of individuals
G2	Deemed to require education supports in the first instance (Goal 2 caseload)	16,705
G2.2	Support in accessing LLL (application, counselling, guidance etc.)	8,646
G2.2	Follow-up supports to remain in LLL course	2,420
G2.2	Support in accessing community childcare (for parents returning to LLL or employment)	255
G2	Referred to SICAP by statutory agencies and relevant organisations for assistance with LLL	4,395
G2	Referred to other services with impact on accessing LLL	306
G2	Referred to LLL/FET providers	946
G2.2	In receipt of a Goal 2 educational support: participating in a LLL course	13,434 ³⁶

Under Goal 2, **8,646** individuals were **supported to access LLL** and in total they received 14,254 support interventions (an individual may receive more than one support of the same or different type). Supports included assessment of individual training needs, provision of information to individuals on upcoming training and courses, registering clients for training, and organising information events on access to LLL through SICAP.

2,420 individuals received **a follow up support to encourage them to remain in a LLL course**. In total they received 3,707 support interventions. Over a quarter of these individuals (27%) were young people. Examples of follow up supports provided to individuals include:

- providing advice on Hardship Support Initiative,
- assisting with the application for SUSI grants,
- providing information about additional courses,
- carrying out mock interviews as part of preparation for course interview,
- referral to ETBs,
- assisting with securing a work placement as part of the course,
- meeting to check on the participant's progress.

255 individuals were assisted in **accessing community childcare** and in total they received 364 support interventions. Of those individuals, the majority were women (82%) and 18% were men. As part of this support, individuals were provided with information about the childcare options available to them, supported to access childcare and assisted to register for childcare and afterschool services. Information sessions on registering for afterschool projects were also organised as part of this support.

³⁶ An individual may have participated in more than one course and is only counted once in this figure.

Participation in LLL courses

From 1 April to 31 December 2015, **13,434** unique **individuals participated** in a total of 16,586³⁷ **educational course placements under Goal 2**. These individuals constituted 80% of the Goal 2 caseload under SICAP. For more details on demographic characteristics of individuals supported under Goal 2 see Section 3.3.4.2.

There is a degree of overlap between Goal 2 and Goal 3 education and training courses and the same type of course may be entered either as a Goal 2 or a Goal 3. However, while a degree of overlap is inevitable there is intended to be a distinction between them and the courses recorded under both have different characteristics.

Goal 2 courses are primarily focused on personal development (e.g. wellbeing and mental health, basic literacy/numeracy, arts & crafts activities etc.) and on educational provision which is longer in duration than Goal 3 courses. Goal 2 courses may contribute to employability in the medium to long term but there is no short-term objective for participants to enter the labour market or there is acceptance that they may not be able to take up work in the near future. An example is a childcare course – while vocationally focused, it is a longer term commitment and for the duration of the course individuals are in education and not available to start work in that field.

In contrast, a Goal 3 course is of shorter duration and intended to assist someone to move into work in the short-term i.e. in three months or less. These labour market courses are very clearly identifiable with a particular career path e.g. Start Your Own Business supports or Safe Pass. Also, a higher proportion of Goal 3 courses is industry certified compared to Goal 2 courses.

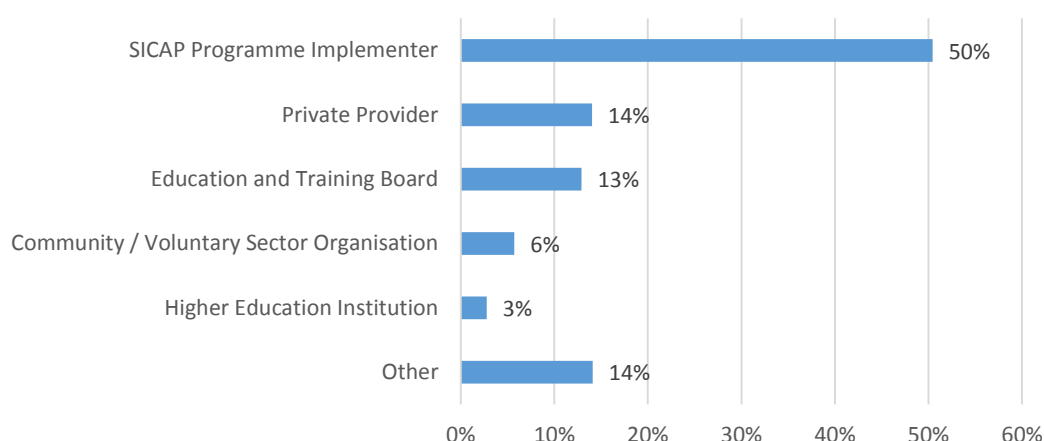
Course providers and validation

Half of course placements (50%) were provided by the SICAP Programme Implementers while 14% of them were delivered by private providers and 13% by the Education and Training Boards (ETBs). For a detailed breakdown of course placements by the course provider please see Figure 3.19 below. Note that the 'Other' category³⁸ includes providers whose share of course placements provided was 1% or less.

³⁷ Individuals may have participated in more than one course and are therefore counted each time. A total of 2,418 people received more than one educational support under Goal 2.

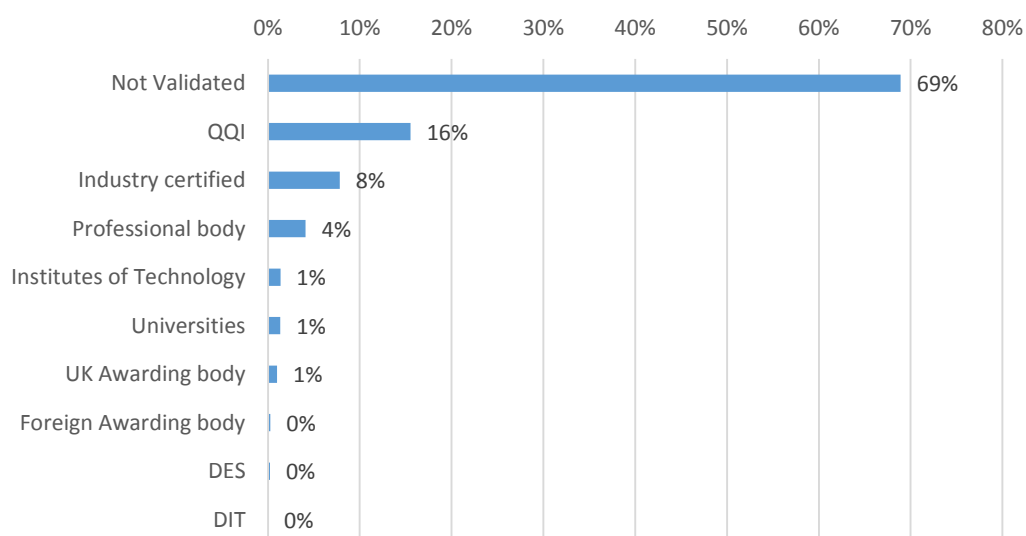
³⁸ Other category includes the following providers: Institutes of Technology, SOLAS, Public Service Agency, Community/Comprehensive School, Youth Service, Skillnet, Sectoral Representative Body, Employer/Work Based Learning, Training for People with Disabilities, Special School (DE&S), Voluntary Secondary School, Teagasc Training and other unnamed.

Figure 3.19 Course placements on Goal 2 education courses by course provider



The majority of course placements (69%) were on courses that were not validated, with 16% of courses accredited by Quality and Qualifications Ireland (QQI), 8% certified by industry and 4% by a professional body. A breakdown of course placements on Goal 2 education courses by the validating body is presented in Figure 3.20.

Figure 3.20 Course placements on Goal 2 education courses by course validating body



Accreditation and funding

Over one in five course placements (21% or 3,491) were on courses that had an NFQ accreditation and 79% (13,095) were on unaccredited courses.

The majority of course placements undertaken by individuals on SICAP were either fully funded or mainly funded by SICAP (63%), while almost a quarter of course placements (23%) were fully funded by others. As can be seen from Figure 3.21, the majority of course placements fully funded by SICAP (59%) were unaccredited, while the largest share of placements (42%) on accredited courses was fully funded by others.

Figure 3.21 Course placements on Goal 2 education courses by funding source

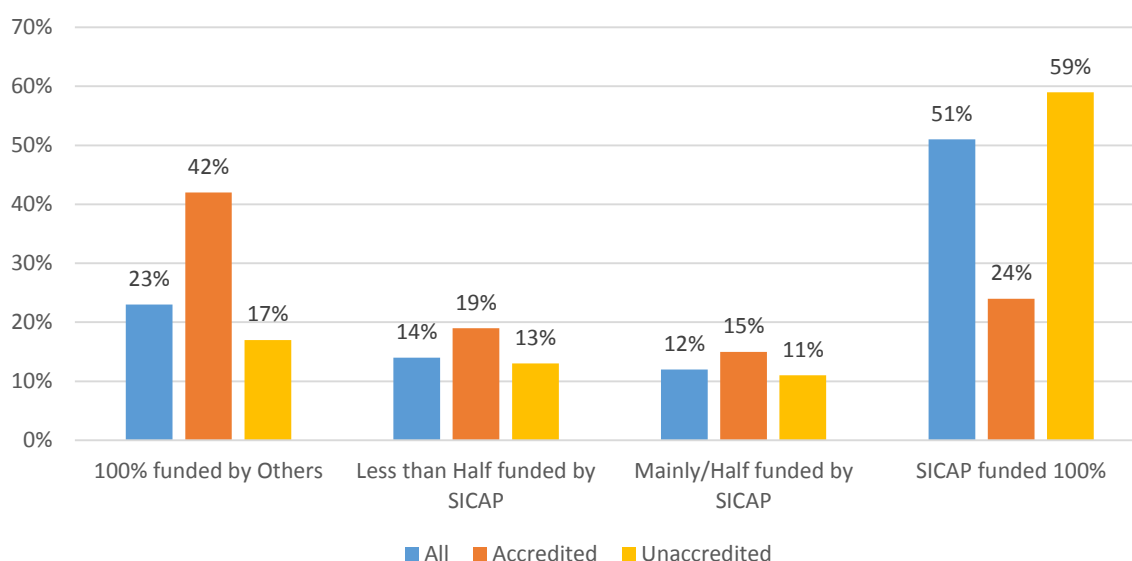
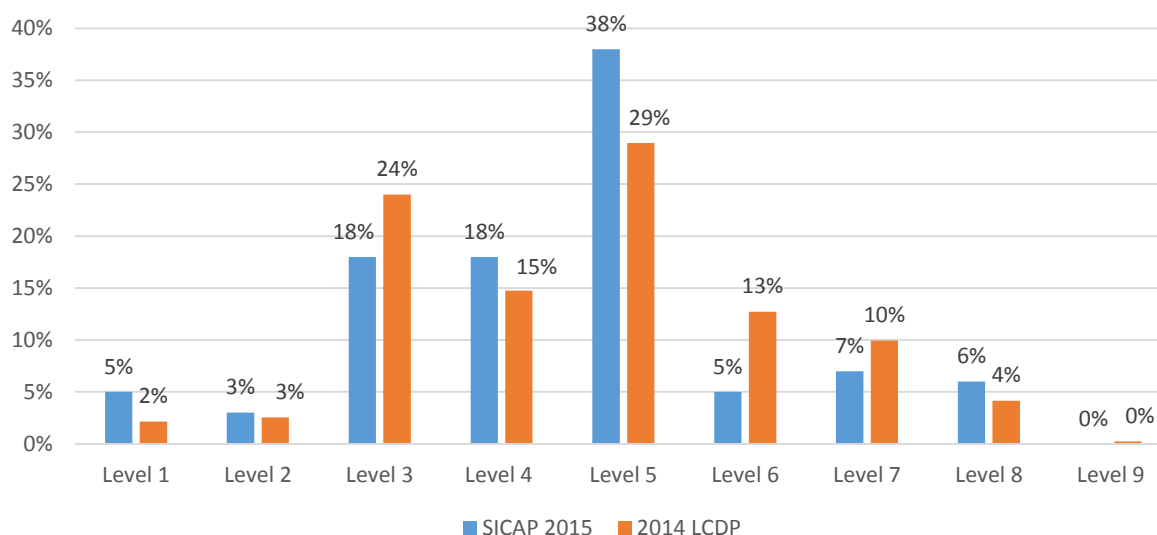


Figure 3.22 presents a breakdown of course placements by the level of accreditation for SICAP in 2015 and LCDP in 2014. Under both SICAP, and LCDP, course placements on Level 5 courses made up the largest group (38% and 29% respectively). Under SICAP they were followed by course placements on courses at Level 3 (18%) and Level 4 (17%). Almost three quarters of course placements under SICAP (74%) were on courses at Levels 3 to 5 which compares to 68% under LCDP in 2014. The share of course placements on courses at Level 1 was significantly higher for SICAP, while for courses at Levels 6 and 7 was higher for LCDP.

Figure 3.22 Course placements on Goal 2 education courses by level of NFQ accreditation in SICAP 2015 and LCDP 2014



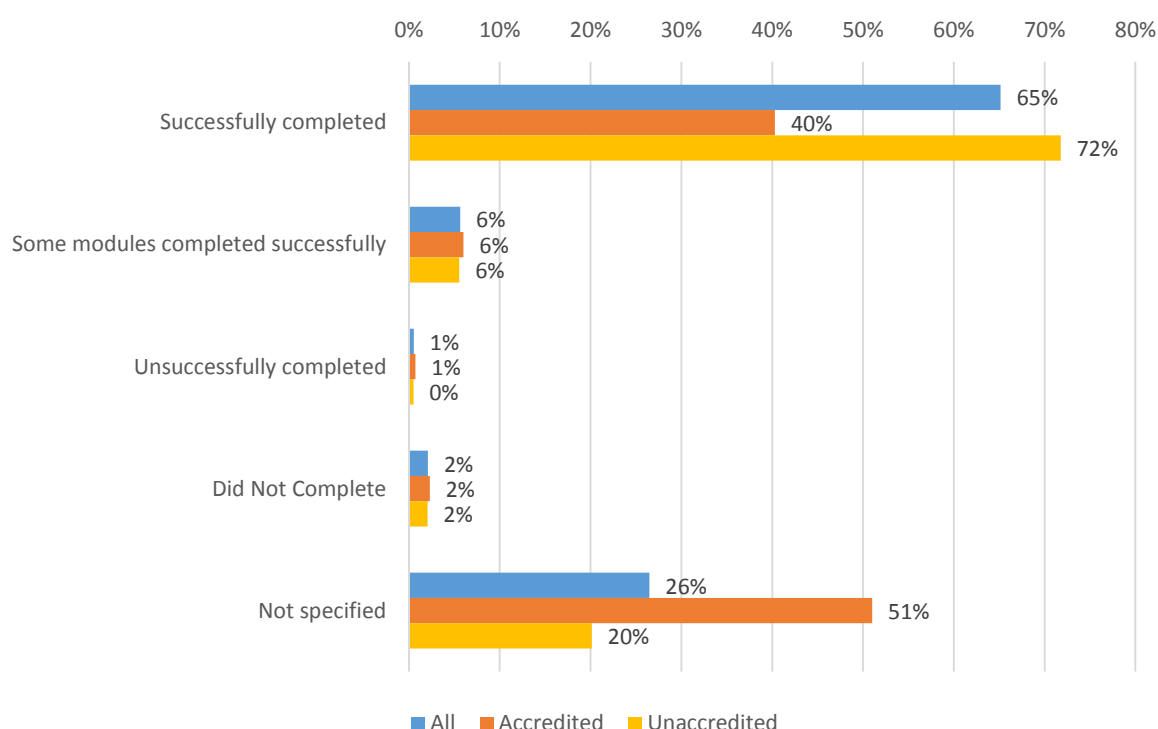
Outcomes

Figure 3.23 below presents a breakdown of course placements on Goal 2 educational courses (accredited and unaccredited) by outcomes achieved by participants. The outcome for the majority of course placements (65%) was successful. For less than 3% of course placements the outcome was unsuccessful or the participant did not complete the course. For over a quarter of course placements (26%) 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 2015 was analysed.

At 72%, the successful completion rate for placements on unaccredited courses was much higher than the 40% for accredited courses. Moreover, as the outcome for half of placements on accredited courses has not been specified, it is likely that the successful completion rate is higher than 40%. Many accredited courses under Goal 2 run for an academic year (i.e. September to May) and therefore some of placements on the courses that were active during 2015 will not have outcomes recorded for them until the following year. Under LCDP in 2014, the rate of successful completion of accredited course placements was 49% with 36% of participants requiring further follow up (Pobal, 2015).

Figure 3.23 Course placements on Goal 2 education courses by outcome achieved by participants



Education sector

Figure 3.24 presents a breakdown of course placements by the course sector for accredited and unaccredited courses. The largest group, almost one quarter of course placements (23%), were on courses in the area of personal development while the second largest group (18%) were placements on courses related to education. 17% of placements were on courses classified as general programmes and 16% on courses in the area of health and welfare. A further 6% course placements were related to literacy and numeracy. These five areas accounted for 80% of all course placements.

Examples of courses being run under each of these sectors are given in Table 3.8. Note however, that some of the categorisations were open to interpretation, so similar courses may come under different course sector headings³⁹.

³⁹ It is important to note that there are 11 general education sectors – according to ISCED categories - and these are very broad in scope e.g. Personal Development, General Programmes. PI select which sector their non-accredited course falls under but the sector may not be the most appropriate or indicative of the type of course which is being run. Pobal

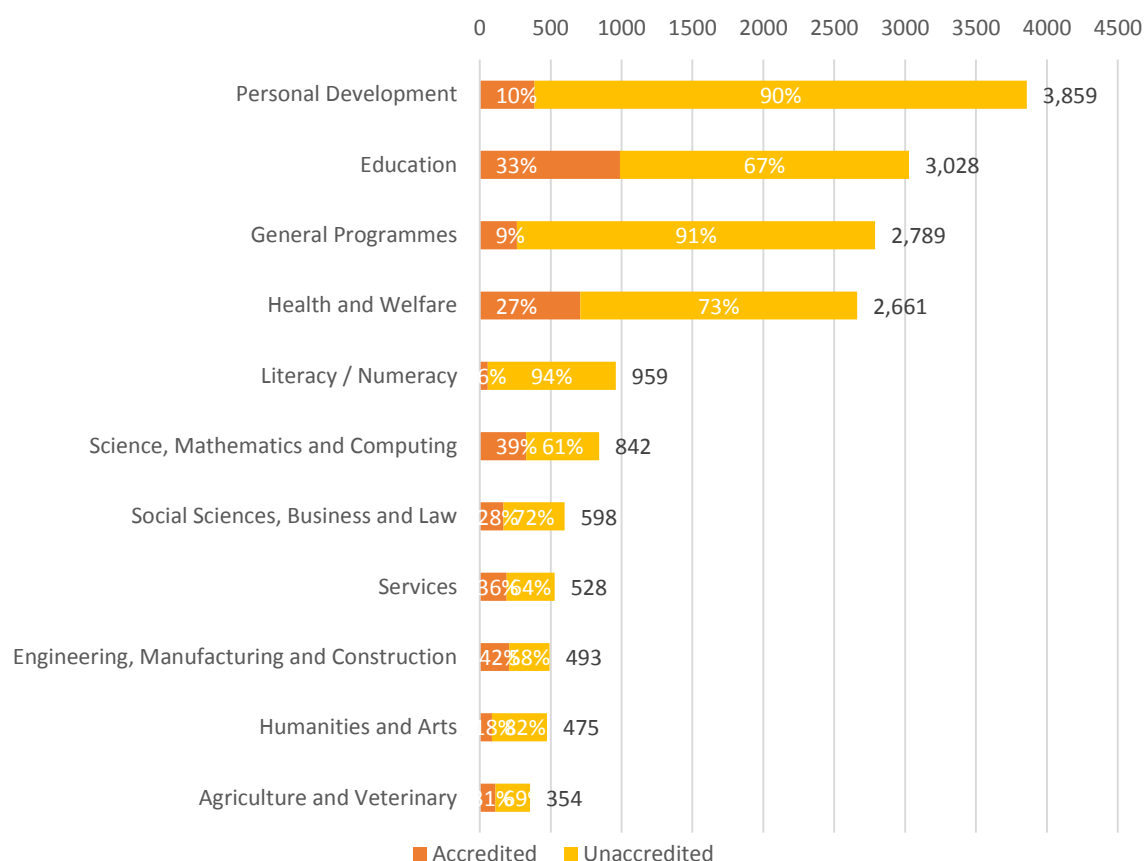
Table 3.8 Course types: examples of unaccredited courses under Goal 2 and Goal 3

Sector	Type of the course
Agriculture and Veterinary	Bee keepers training, Horticultural training course, Livestock management, Winter gardening course
Education	Study skills, Basic IT, English language, Pathways to education, Taster programme
Engineering, Manufacturing and Construction	Safe Pass, Manual handling, DIY, Introduction to boat building
General Programmes	Befriending training, BenefIT course, Business planning, Stained glass
Health and Welfare	Men's boxercise, Traveller community health, Cookery, First aid, Wellness education
Humanities and Arts	Committee skills, Arts and crafts, Photography, Woodturning, Pottery
Literacy/Numeracy	ESOL, Failte Isteach, Literacy module, Reading group, Story time project
Personal Development	Personal development course, First Impressions workshop, Exploring your options, CV prep, Interview skills, Jobs Club
Science, Maths and Computing	Beginners PC, Basic computers, Computer for beginners, Social media skills
Services	Bicycle maintenance training, Barista skills, Hospitality and bar training, Food hygiene and Hazard Analysis and Critical Control Point (HACCP)
Social Sciences, Business and Law	Financial management course, ESE, Start Your Own Business, Business presentation skills, Intro to marketing

Over 90% of course placements delivered in literacy and numeracy, personal development, and general programmes were unaccredited, while the sectors with the highest share of placements on accredited courses included engineering, manufacturing and construction (42%), science, mathematics and computing (39%), services (36%), and agriculture and veterinary (31%).

is reviewing this area with the intention of developing more meaningful categories which will help analysis of the non-accredited sector under SICAP in the future.

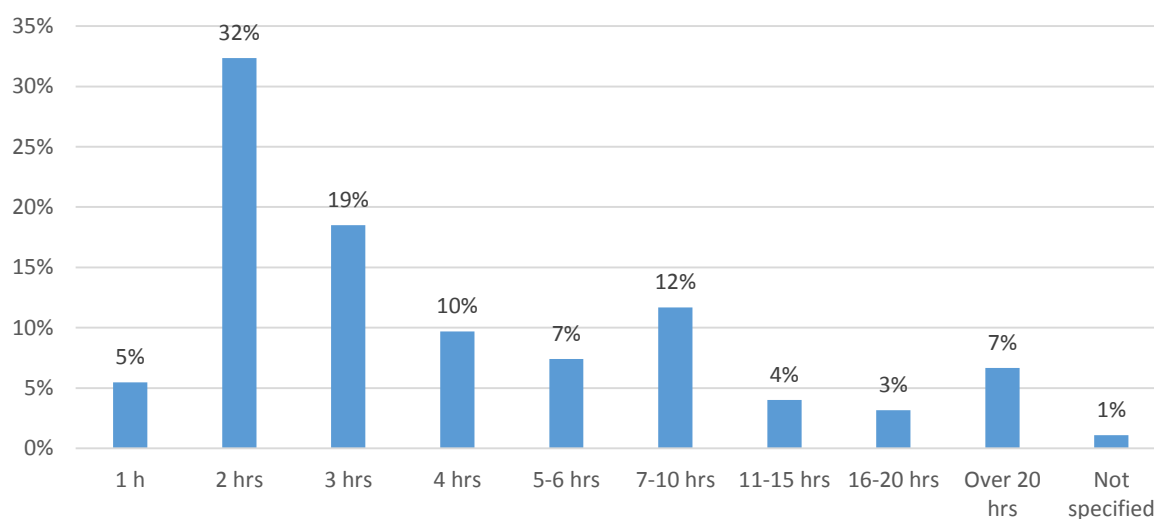
Figure 3.24 Course placements on Goal 2 education courses by sector



Course intensity

Intensity refers to the duration of courses in number of hours per week – see Figure 3.25. The majority of course placements (66%) were on courses that had a relatively low intensity and required participants to attend between one and four hours a week. Almost one third of course placements required participants to attend for two hours a week and just over a quarter (26%) was on a higher intensity courses equivalent to one day a week or more (7-10 hrs and above).

Figure 3.25 Course placements on Goal 2 education courses by number of hours per week



Referrals to LLL and FET services

In 2015, **946** individuals were referred to providers of Life-Long Learning (LLL) and Further Education and Training (FET) services. In total 1,151 referrals were made, of which 15% were to adult literacy services, 14% to Post Leaving Certificate (PLC) courses and 11% to Back to Education Initiative (BTEI). A small percentage of referrals were to Vocational Training Opportunities Scheme (VTOS), while the majority of individuals (58%) were directed to services classified as 'Other'.

An additional **306** individuals were referred to **other services that impact on accessing LLL**. In total 359 referrals were made, half of which were to health supports, 22% to financial advice and 15% to citizen's rights. A smaller share of referrals involved housing provision (9%) and drug problem assistance (3%).

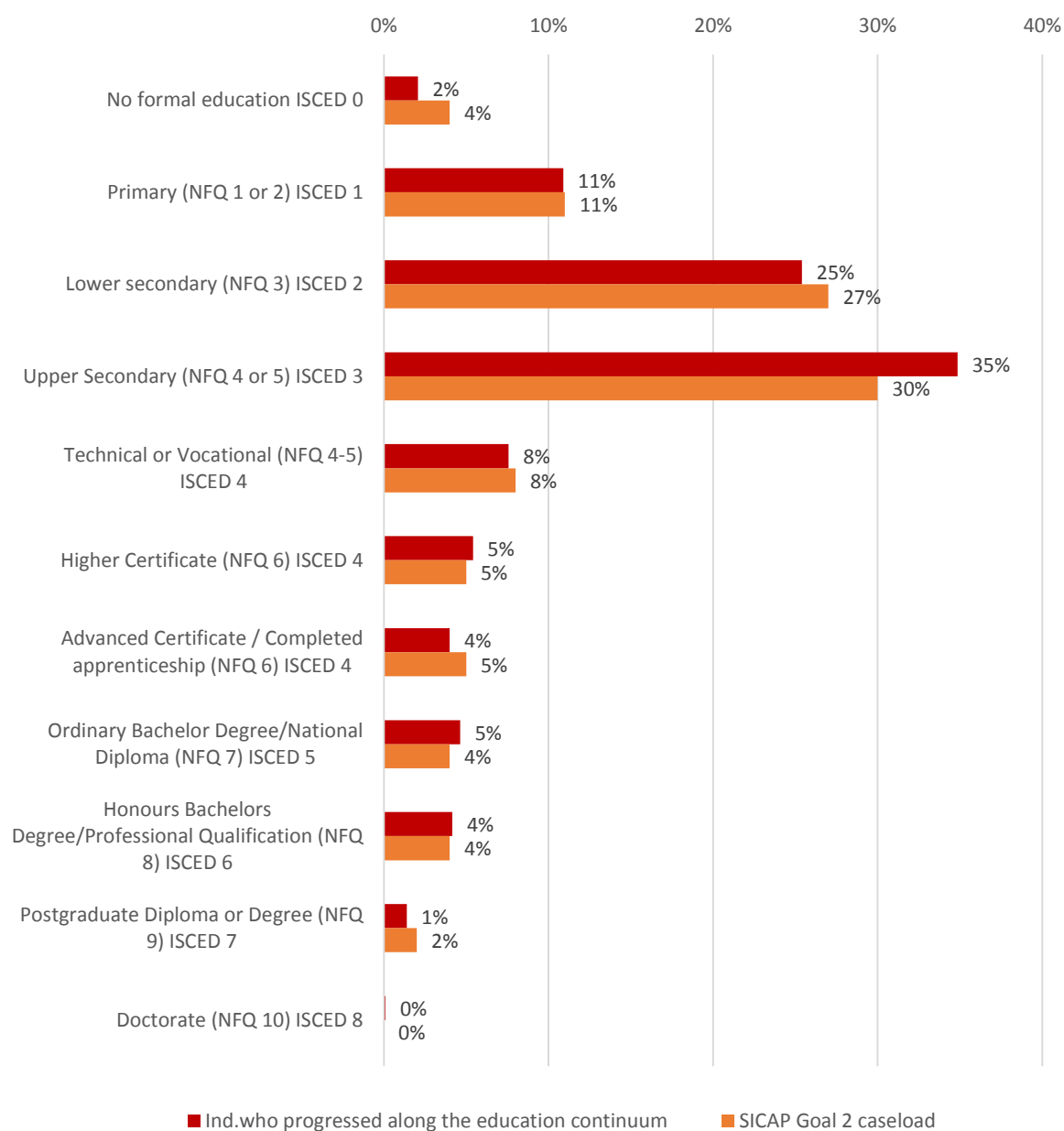
3.3.3.2 Progression along education continuum

In 2015, **3,102 individuals progressed along the education continuum**⁴⁰ after registering with SICAP (Headline Indicator 5). Almost a quarter of them (737 or 24%) were young people (Headline Indicator 7). Note that this figure includes those reporting personal progression, developing skills and abilities that may support progression into education and not just those moving from one level of education to a higher level. The age and principal economic status of these individuals were relatively consistent with the age and economic status of the individuals registered on the Goal 2 caseload. Some differences were observed in regard to the highest educational attainment. The percentage of individuals who progressed along the education continuum that had upper secondary level of education was 5% higher than those on Goal 2 caseload, while the share of individuals with lower secondary or no formal education was 2% lower for each category (for details see Figure 3.26).

⁴⁰ Progression along the education continuum is defined as follows.

- From unaccredited training to accredited training at various NFQ levels;
- From one NFQ level of accredited training to a higher NFQ level of accredited training;
- From unemployment/inactivity to part-time or full-time education;
- From unemployment/inactivity to part-time or full-time employment or self-employment (changes to employment status are included in the education continuum in order to reflect the fact that someone, after registering with SICAP and receiving Goal 2 supports, may have a changed and improved employment status);
- Other.

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



Case Study 3: Engage Programme Ardee Louth Leader Partnership (Louth County (10-1)) Goal 2

Background

This case study describes the Engage Programme, a unique training programme with mentors providing supports to each client in Ardee, Co Louth (Under the action Lifelong Learning and Feeder Course). This action stems from a partnership between Louth Leader Partnership (LLP) and the Department of Social Protection (DSP), where LLP developed a model of engagement. The focus of the action was to assist young unemployed people aged between 18 and 25 living in Ardee and surrounding rural areas to progress off the Live Register.

The programme aimed to:

- Increase level of ICT expertise of clients through the attainment of recognised ICT qualifications.
- Raise client awareness of current skills shortages / employment vacancies in the market place.
- Encourage progression to Job Internships, employment, further training or return to education.
- Develop understanding of the importance of tailoring CVs to specific employment applications.
- Promote the learning of how to prepare and present more effectively for interview.
- Explore methods of employing a unique “Super Job Search” strategy.
- Liaise with local employers on the benefits of JobsPlus and supporting local community.

Target group

Among the cohort of participants, the following socio economic factors presented: domestic violence; alcoholism; drug addiction; poverty and low income within the household; living in social care; isolation. Among the 80 clients who participated the following barriers to progression were noted: lack of direction; lack of social skills in terms of behaviour and language; lack of employability in terms of qualifications and skill set; sense of hopelessness and apathy; lack of ambition; resistance to asking for help.

To encourage engagement with the target group four public information briefings were held in Ardee Business Park on 10th June 2015. The purpose of these public information sessions was to verbally explain the context and purpose of the initiative. These briefings enabled any queries or fears of engagement to be resolved before commencement. 158 DSP clients were invited to attend. Of those, 99 attended, 36 contacted DSP re: non-attendance and 23 made no contact. 80 DSP clients actually commenced with the initiative (37 Females, 43 Males). Eight groups were formed and a 60 hour training programme was delivered over four weeks in the Ardee Community School and Louth Leader Partnership Offices.

Key achievements

Summary of measureable progressions following the Engage Programme and three individual follow up sessions with Engage Mentors:

Progression Summary	Number
Progressed into full-time employment	17
Awaiting results of second interviews this week	3
Secured employment through the programme and left employment	1
Progressed into JobBridge with promise of employment on successful completion	10
Progressed onto CE Scheme / Rural Social Scheme (RSS)	1
Progressed to securing a Third Level College place	2
Progressed to securing a place on a DIFE full-time course	7
Completing full-time O'Fiach Course	3
Progressed to securing a place on a full-time SOLAS course	4
Attaining specialised literacy supports in LMTB	1
Commenced a Tús Training Initiative	3
Total	52

In addition a total of 152 QQI Certificates were attained and 86% attendance was achieved.

Challenges/barriers

- Availability and cost of transport are major barriers to participation in courses.
- Junior Certificate level only clients require a tailored programme of training which includes literacy, numeracy, adult guidance, confidence building and an in-depth awareness programme of all the options / services available to them. Need to initiate assistance from Louth and Meath Education and Training Board (LMETB).
- Challenge for settled Travellers to secure placement or employment due to culture/reputation.
- In small towns a family's reputation can be negative among employers despite client's ability.

Reflective learning

- In Ardee, there are no client placement officer interventions. Clients did not know the name of their placement officer or if they even have a placement officer. This gap resulted in a sense of apathy and hopelessness and lack of direction.
- Need for an improved user-friendly pathway into the current SOLAS apprenticeship programme. There are significant gaps in knowledge about supports among young people living in Ardee on how to gain entry into this apprenticeship programme.
- DSP clients are unaware of the rules, criteria and eligibility of social protection payments, e.g. Back to Education (BTE) payment. There is little understanding of how social protection payment received in the past affects future entitlements.
- The turnaround time for a DSP client to attain JobsPlus clearance is too long – 4/5 weeks. Employers are left waiting and lose interest. Currently, there is no local support for JobsPlus.

Engage Team reflective learning

- Using schools' space and facilities in the summer period for entry into new academic year is effective.
- Levels of ICT must be assessed before commencement as client's perception of advanced level can vary greatly.
- Need to have partnership formed before commencement with St Vincent De Paul (SVDP) to assist hardship cases.
- Before commencement of the programme there is a need to have information on availability of courses in Drogheda Institute of Further Education/O'Fiaich College.
- In future, there should be a DSP speaker visit to speak about payments and entitlements.

Sharing good practice

- New model of Engage Programme produces measureable outputs.
- Mentors are the advocates for the client during the entire programme.
- Building the mentor-client relationship is the key to unlocking personal progression.
- Every team member going the extra miles for their client is the critical success factor.
- Daily brainstorming between Co-ordinator and Mentors maintains team spirit and keeps the team focused on a results orientated model.
- End of week focused meeting offers clarity and direction for forthcoming week.
- Direct communication with employers can help to secure employment or a placement.
- Highlighting the benefits of JobsPlus and JobBridge Internships to prospective employers produces results.

Feedback from participants:

How has the Engage Programme helped you?

"The course helped me realise that I want to start my own business and that there is funding and courses there to help me on my way."

"The course has helped me to find my dream course in college and it has helped me realise what I want to achieve."

"It helped provide better insight into a stable career as opposed to a more temporary placement."

"The course was brilliant. All the tutors were so helpful and got me interviews. It helped a lot because they didn't give up on us. Only for them, great team altogether."

**Case Study 4: The Focus Programme – Making Change Happen
Monaghan Integrated Development Ltd. (Monaghan County (34-1))
Goal 2, Action 2.2: Pathways to Progression**

Background

This case study focuses on life coaching workshops under the action 'pathways to progression'. The aim of this action is to provide pre-development support to enable people to enter lifelong learning or to progress along the education continuum by building generic skills thereby ultimately increasing their chances of being able to re-enter employment.

"The Focus Programme – Making Change Happen" was developed in recognition of three significant barriers: lack of confidence, lack of focus and lack of motivation. The programme is a life coaching workshop, based on community development principles. It was delivered six times in County Monaghan. As part of the workshop participants looked at themselves and their strengths and through interactive group work started to define and refine what they were looking to achieve in their lives. This led to the development of a personal action plan which outlined their goals and the initial steps they needed to take to make progress towards the achievement of these goals.

Target groups

A mixture of unemployed individuals participated in the workshops, including people who never had worked, long-term unemployed, and people with mental health or literacy issues preventing them from accessing employment. These individuals were not at the stage of being employment ready and needed an intervention that would help to build their confidence, self-belief, motivation and focus that in turn would equip them with a foundation for progressing into employment. Working as part of a supportive group provided them with a new context through which to assess their own situation. It allowed them to become more confident about themselves in the knowledge that there were others in similar situations. This inspired them to become more determined in making progress towards their goals.

The Focus Programme was delivered in five locations in Co. Monaghan – Clones, Carrickmacross, Castleblayney, Monaghan and Ballybay, with two workshops being delivered in Monaghan. The participants were recruited to the Focus Programme by targeted direct mail in association with the Department of Social Protection (DSP) and through direct referrals from stakeholders, such as the National Learning Network, Supported Employability, Tús Programme, Monaghan Family Resource Centre and TUSLA.

The participants came primarily from the following target groups:

- People living in disadvantaged communities
- People with disabilities
- The unemployed (including those not on the Live Register)
- Young unemployed people from disadvantaged areas

Key achievements

- 53 individuals (34 women and 19 men) participated in "The Focus Programme – Making Change Happen" workshops.
- Many participants indicated increased levels of confidence and motivation on completion of the workshops which improved their approach to looking for employment opportunities.
- Of the 12 people surveyed who completed the Focus Programme, one secured employment, two commenced employment schemes, two progressed into further education and two completed other short courses with another five awaiting for the courses to start.
- The Programme assisted the individuals in identifying their interests, what they wanted in their lives and helped them to create some goals around these aspirations.

Challenges/barriers

The biggest challenge for the programme was to get attention and engagement of the target audience. The SICAP team used a range of promotional tools and worked with a number of local groups and agencies, but despite this multi-faceted approach, the level of engagement remained low. The team had to reconsider their approach to reaching out to the target group. The new methodology focused on working collaboratively with the DSP who sent out a letter to specific individuals with the lowest Probability of Exit (PEX) rating (considered to be least engaged and therefore least job ready) from within

the target groups to inform them of the programme and ask them to contact a SICAP team member. The response rate using this approach was far more favourable, with a 45% success rate. The use of this methodology assisted in achieving targets for programme participation.

Key success factors and learning

Key to the success of the programme was the group life coaching approach, the interactive work carried out during the workshops, and the level of support provided during and after the workshops by Monaghan Integrated Development (MID) staff who helped the participants to take the next steps identified in their action plans.

It has been reinforced by the Focus Programme that many individuals in the target groups require pre-development supports to be able to take the next step in their progress into education, training or employment. The Programme provides the “hand-holding” required to endorse the value of each participant and their endeavours to build a better life for themselves.

Feedback

Feedback from the delivery agent highlighted that:

“The majority of participants really cared about getting back to work, they just did not know how to go about it and how to make progress on their own.”

This initiative provided opportunities for people with disabilities in particular to access support that was not available elsewhere and made a real difference to their progress. One job coach working in the Supported Employability initiative described the experience of a client who completed the Focus Programme:

“One female client who has not worked in years, suffers from mental health issues and who was lacking in confidence completed the course and has now started a job in childcare this month. When she came to me first, all she used to do was cry. It’s now amazing to see her working – when she heard she got the job she wept tears of joy. The Focus Programme made a real difference to her.”

Other participants feedback also highlights the positive impact of this SICAP supported programme:

“Through doing the workshops I found the career path I want to pursue and have changed from construction to sports. I am now doing a FETAC accredited Sports course.”

“It’s been very helpful to get access to the support – I am starting a CE job in January, but if this had not come through I would have had other courses lined up to do. It was great to get the mentoring.”

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 **23,546** individuals who were **in receipt of a Goal 3 employment supports** (registered on the Goal 3 caseload), of whom 66% had the educational attainment of Leaving Certificate or lower (Headline Indicator 9/9a). Out of all individuals registered on the Goal 3 caseload, **2,975** were **young people** (aged 15-24) (Headline Indicator 12/12a). They constituted 13% of the Goal 3 caseload and 86% of them had the highest educational attainment of Leaving Certificate or lower.

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

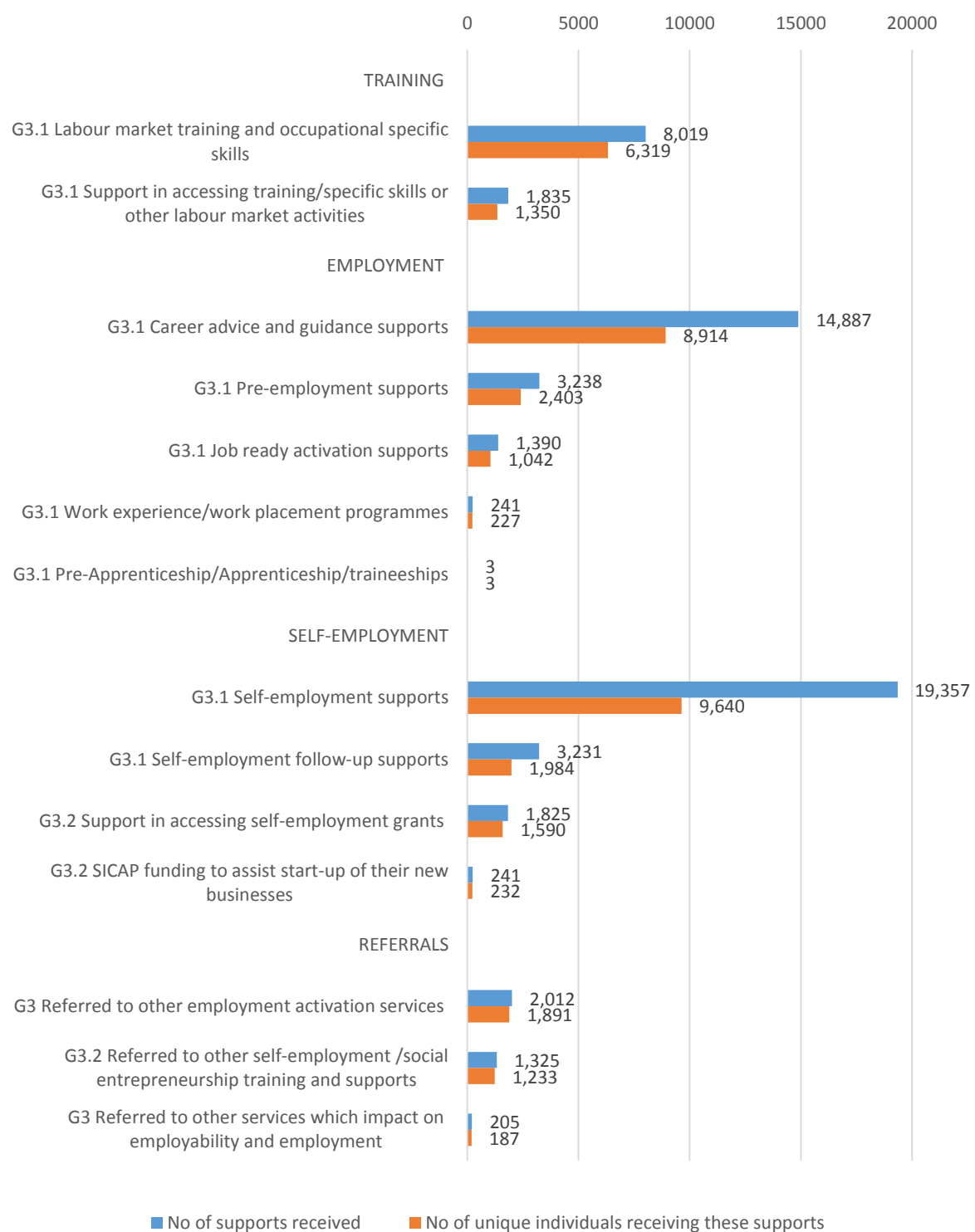
Table 3.9 Goal 3 objectives

	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 barrier and addressing unemployment.

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

Figure 3.27 illustrates the types of supports provided to individuals under Goal 3 by total number of interventions provided and the number of unique individuals that received them. Please note that individuals can receive more than one support of the same or different type. The most frequent supports provided to individuals were self-employment supports (19,357 support interventions in total) with 9,640 unique individuals receiving this support in 2015. The second most frequent support was career advice and guidance support (14,887) received by 8,914 unique individuals and the third one was labour market training and occupational specific skills with 8,019 course placements provided to 6,319 distinct individuals. These three types of supports accounted for 73% of all supports provided under Goal 3. It is worth noting that a very small number of interventions were provided in the area of pre-apprenticeship, apprenticeship and traineeship – only three interventions were recorded and three individuals benefitting from this type of support. In comparison, 241 interventions in the area of work experience and work placement programmes were provided to 227 unique individuals.

Figure 3.27 Types of supports provided under Goal 3



3.3.4.1 Employment supports

The employment supports are designed to move individuals closer to the labour market and to help them progress to employment. They involve providing information and guidance to ensure that clients are aware of different job opportunities or career options and can consider employment options and pathways that are open to them. This can be achieved by the employment specialists

providing career advice, assisting beneficiaries in acquiring pre-employment supports, such as foundation skills, and working on job-ready supports, such as CV preparation, interview skills etc.

The employment support that was availed by the highest number of individuals supported under Goal 3 of SICAP was **career advice and guidance** - **8,914** individuals received 14,887 support interventions in total. As part of this support individuals were assisted to explore their career options, create CVs, prepare for interviews, analyse feedback received after interviews, identify training needs and were referred to suitable training courses. Additionally, individuals participated in workshops and seminars, such as Exploring Your Options Workshop, Job Seeking Seminar, CV preparation and interview techniques workshops, and Employment Fairs.

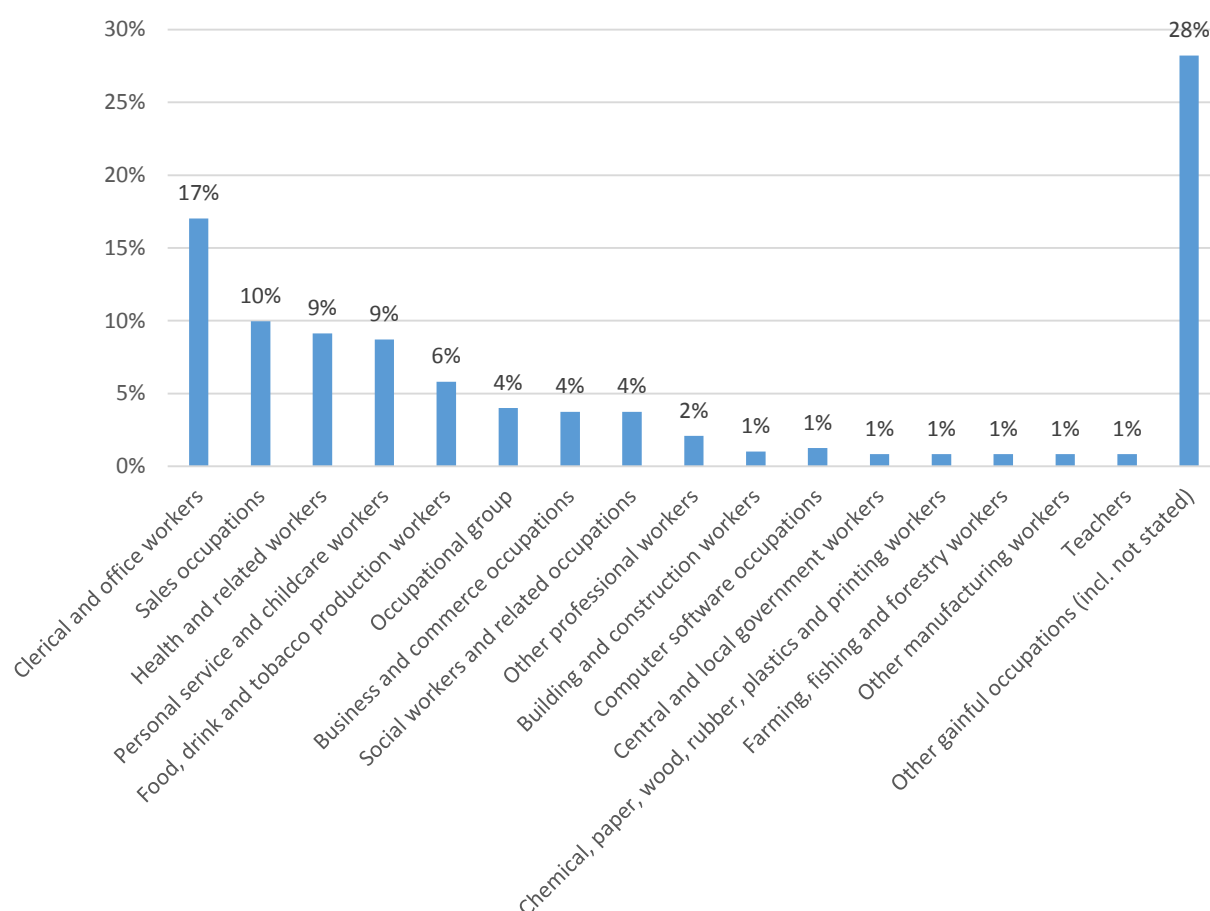
Pre-employment supports were availed of by **2,403** individuals receiving a total of 3,238 support interventions. The majority of these supports involved exploring the needs, interests and skills of clients, assisting them with preparation and updating of a CV and cover letter, identifying prospective employers and preparing job applications. **1,042** individuals received **job ready activation supports** (in total 1,390 support interventions). The individuals receiving job ready activation supports attended CV workshops and interview preparation sessions, participated in the Get Ready Programme⁴¹, and undertook training required for certain job types, such as Safe Pass, manual handling training, customer service training, food safety training or palliative care course. **1,350 individuals** were supported to **access training, specific skills or other labour market activities** with a total of 1,835 support interventions.

Placement on work experience programmes and pre-apprenticeship, apprenticeship or traineeships is also categorised as a type of employment supports. In 2015, **227** individuals were supported into **work experience or work placement programmes** – they received 241 support interventions in total. Over half of participants (53%) were supported either to TÚS, Community Employment (CE) or various work experience placements.

Figure 3.28 below shows the breakdown of individuals supported into work experience or work placement by occupational group. The placements of the largest group of individuals (17%) was categorised as clerical and office workers. The other occupational groups included sales occupations (10%), health and related workers, and personal service and childcare workers (9% each).

⁴¹ The Get Ready programme covers the following topics: Interview Skills and Preparation, Presentation Skills, General Communication Skills and Career Guidance
(<https://www.facebook.com/carrickonsuir.cosba/posts/1040387402658831>)

Figure 3.28 Occupational group of individuals supported into work experience/placement



The outcome of the placement for the majority of participants (59%) was not specified. 37% of participants completed it successfully, and only 2% had an unsuccessful outcome.

The number of individuals who received **pre-apprenticeship, apprenticeships or traineeships** support interventions was very low. Only **three individuals** participated in this labour market activity and were engaged in the following programmes: an electrician apprenticeship, a plumbing apprenticeship and a Jump Start programme for brick and stone laying.

3.3.4.2 Participation in labour market training

The 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 and the person being supported is available for work in the short- to medium term.

In 2015, under Goal 3 of SICAP **6,319 unique individuals** participated in a total of 8,019 **labour market training and occupational specific skills** course placements. Please note that the detailed analysis of the supports provided are conducted in regard to the total number of course placements provided rather than unique individuals supported.

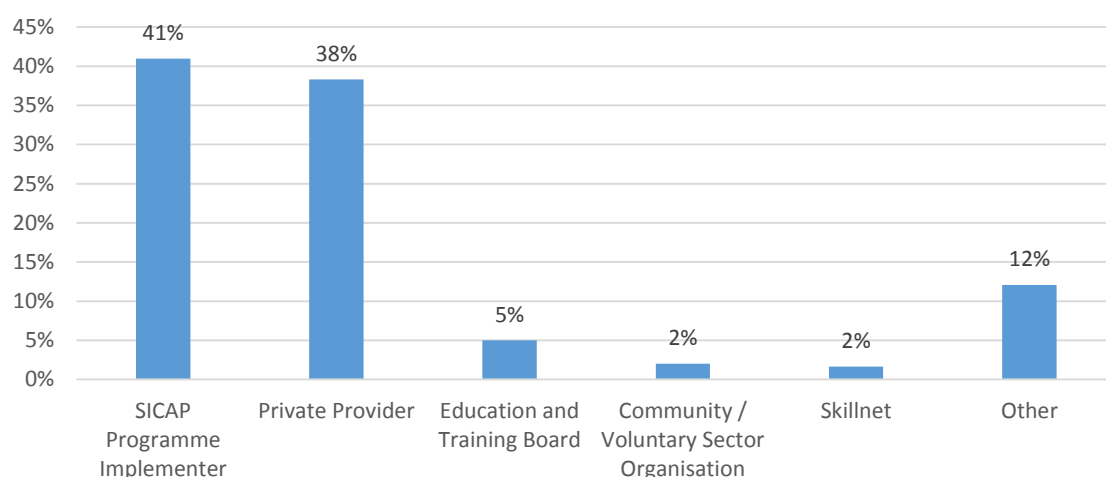
Course provider and validation

The majority of labour market training placements was provided by SICAP Programme Implementers and private providers, who together delivered 79% of all labour market training placements. Other providers accounted for 12% of training (this category includes Teagasc Training, Public Service Agency, Institute of Technology, Sectoral Representative Body,

Employer/Work Based Learning, Youth Service, Training for People with Disabilities, Community/Comprehensive School, Higher Education Institution and other). A breakdown of labour market training providers is presented in Figure 3.29.

In comparison to the education supports provided under Goal 2, the share of labour market course placements provided by PIs was 9% lower, while the share of course placements delivered by private providers was 24% higher. Also, ETBs provided only 5% of labour market training compared to 13% of course placements under Goal 2.

Figure 3.29 Labour market training providers



The majority of labour market training (57%) was not validated. 20% of placements were on courses validated by QQI, while 19% were industry certified and 3% were awarded by professional bodies. A small number of labour market training placements were on courses validated by UK awarding bodies (31), Institutes of Technology (21) and universities (2). In comparison to the course placements provided under Goal 2, overall a higher share of labour market training placements were on validated courses (43% compared to 31% under Goal 2) and more placements were on courses certified by industry (19% compared to 8% under Goal 2).

Accreditation and funding

Over a quarter of labour market training provided under Goal 3 (26%) was accredited - in comparison 21% of placements provided under Goal 2 were on accredited courses. Figure 3.30 presents the breakdown of labour market placements by the level of accreditation. Almost half of placements on accredited courses (47%) were at Level 5, while a quarter were at Level 4 (26%). The third largest were placements on courses at Level 3 (16%). Combined, placements on courses at Levels 3 to 5 constituted 89% of all labour market training, while under Goal 2 placements at these three levels accounted for 73%. Overall, the levels of accreditation for the labour market training was lower when compared to placements on accredited courses provided under Goal 2. Only 4% of placements were on courses above NFQ Level 5 compared to 18% under Goal 2.

Figure 3.30 Course placements on Goal 3 accredited courses by level of NFQ accreditation

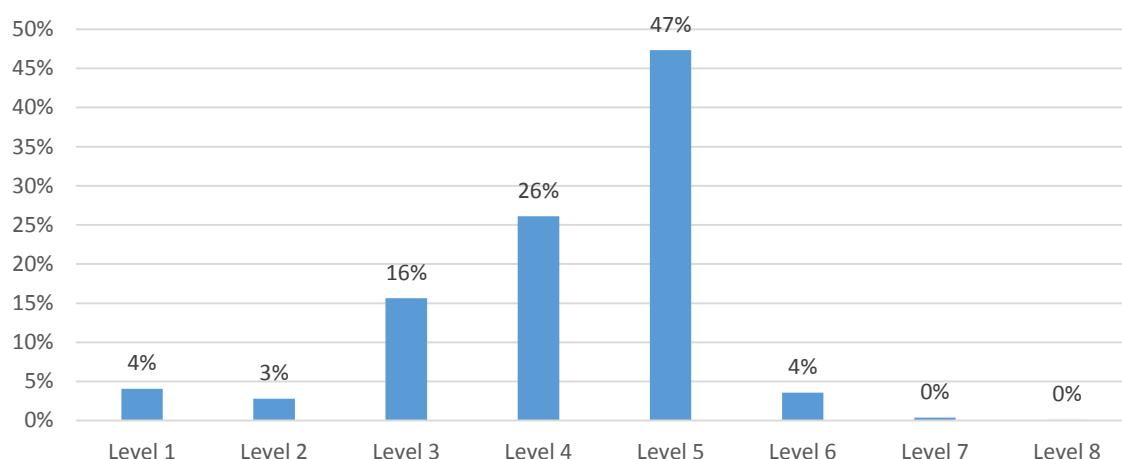
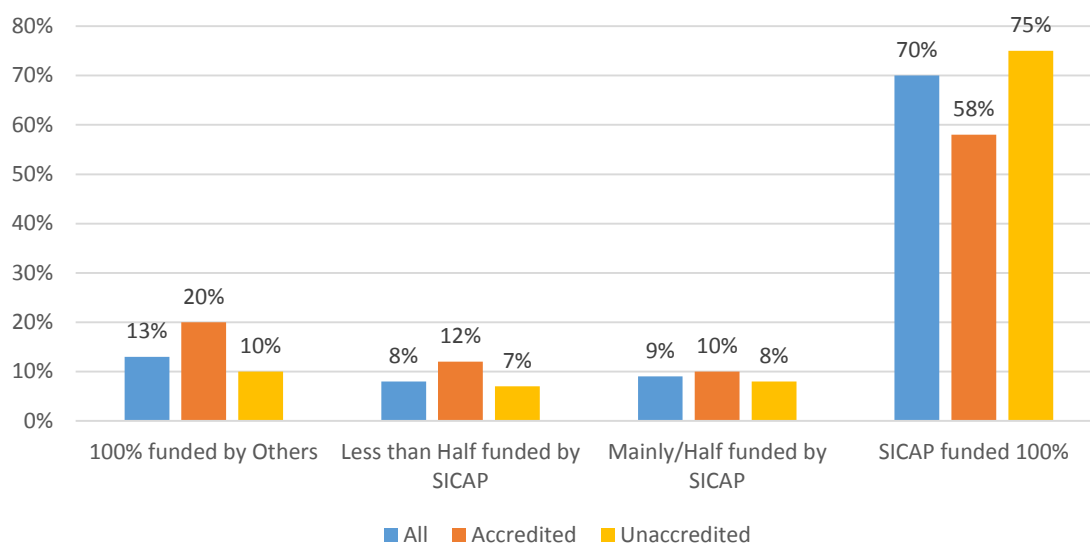


Figure 3.31 illustrates the breakdown of labour market training by funding sources. The majority of market labour training (70%) was fully funded by SICAP compared to just over half (51%) of course placements under Goal 2 being fully funded by SICAP. A significantly lower share of labour market training (13%) was fully funded by Others compared to that type of course placements under Goal 2 (23%).

Figure 3.31 Labour market training by funding source

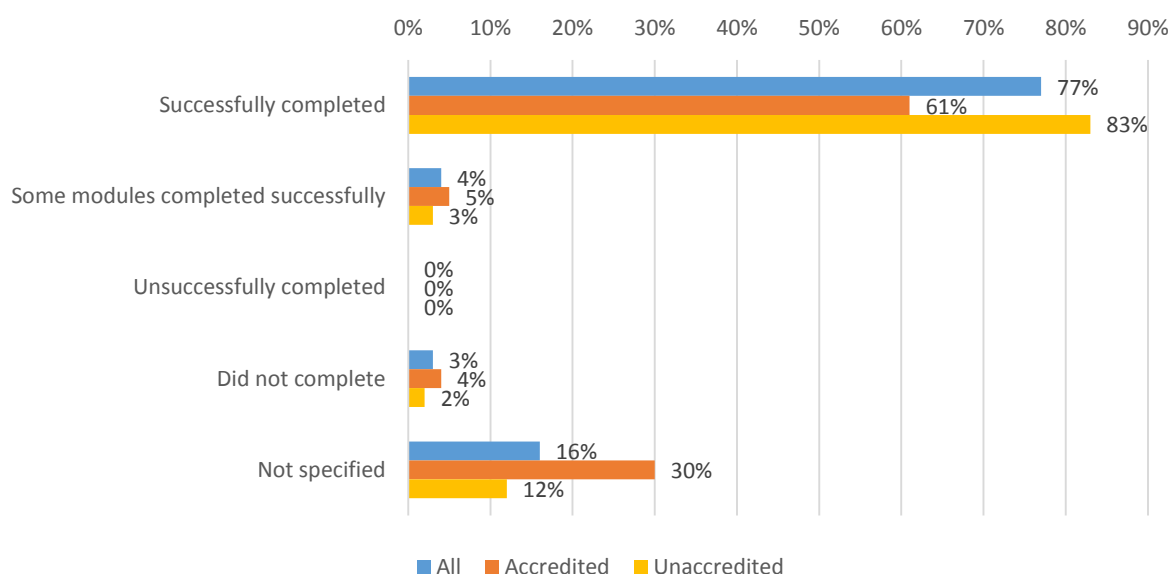


Outcomes

Figure 3.32 below presents a detailed breakdown of labour market training (accredited and unaccredited) by the outcomes achieved by participants. Over three quarters of course placements (77%) had a successful outcome, while only 3% had either unsuccessful outcome or a participant did not complete the placement. The placements on unaccredited courses had a higher completion rate (83%) compared to those on accredited training (61%).

In comparison to the placements on courses under Goal 2, two main differences were observed. The share of course placements for which the outcome was not specified (16%) was lower for the labour market courses compared to 26% for placements on the Goal 2 courses, while the share of course placements with a successful outcome was 12% higher for labour market training.

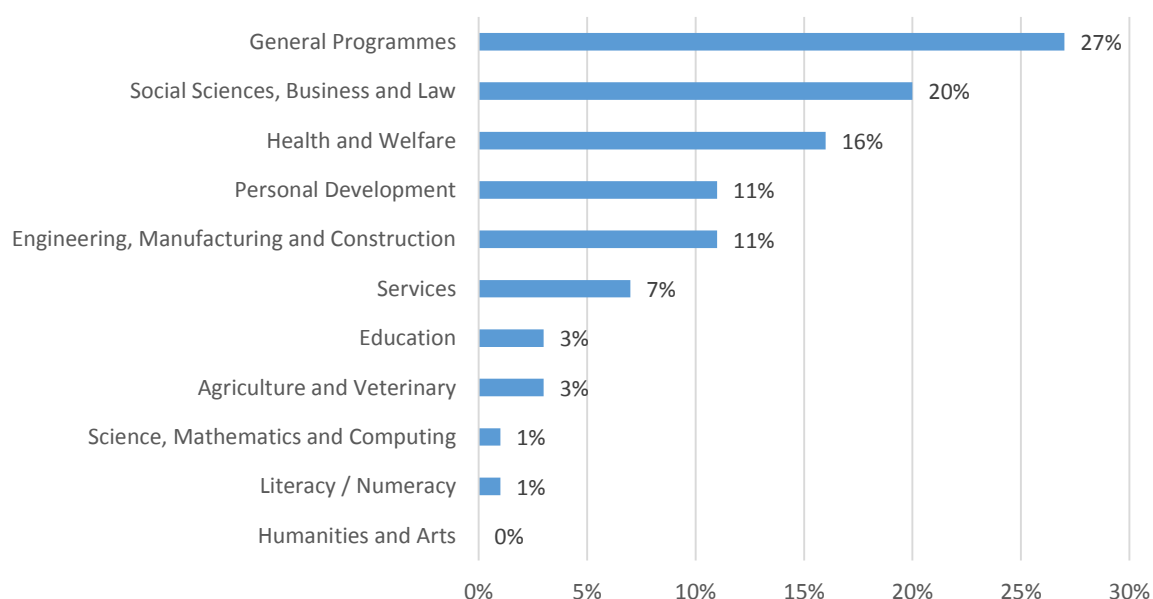
Figure 3.32 Labour market training by outcome



Labour market training sector

Almost one third of labour market training placements (31%) was on courses that provided some form of entrepreneurship skills training for those wishing to progress into self-employment or those already in self-employment. Figure 3.33 presents the breakdown of labour market training by the course sector. The largest group of placements (27%) was on programmes that were categorised as general programmes. The second most popular sector was social sciences, business and law (20%) followed by health and welfare (16%). Personal development, which was the largest sector for Goal 2 courses with 23% of placements in this area, accounted only for 11% of labour market training placements. A much higher share of labour market training placements were in areas of engineering, manufacturing and construction (11%) and services (7%) compared to Goal 2 courses in the same sectors, which accounted for only 3% of placements each.

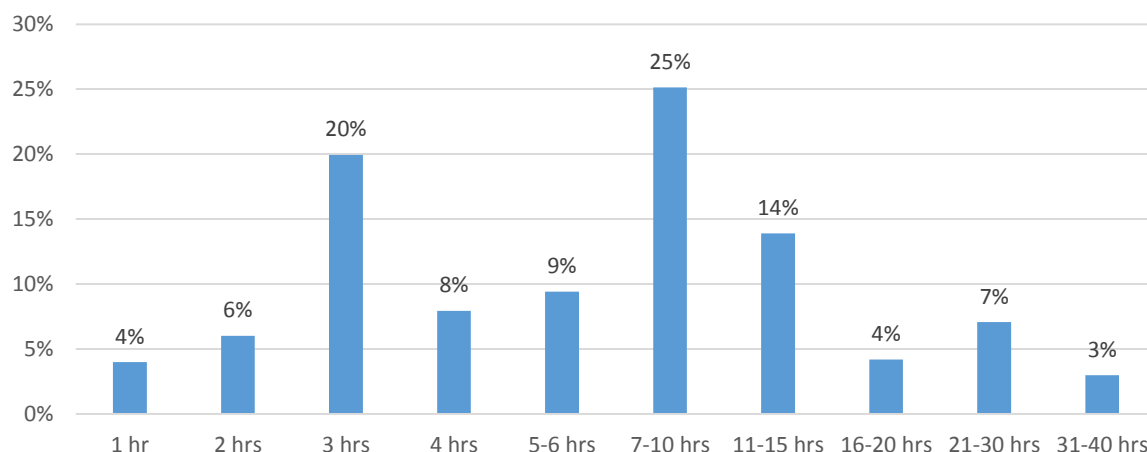
Figure 3.33 Labour market training by sector



Course intensity

The largest groups of placements (25%) was on courses that required participants to attend between seven to 10 hours a week and the second largest group (20%) were placements on courses delivered on three hours per week basis (for further breakdown please see Figure 3.34). Labour market training placements were on courses of higher intensity when compared to educational courses delivered under Goal 2. The majority of course placements under Goal 2 (66%) required participants to attend between one and four hours a week, while the majority of labour market training placements (62%) required participants to attend for five hours or more a week.

Figure 3.34 Labour market training by number of hours per week



3.3.4.3 Self-employment supports

The self-employment supports aim to assist individuals into self-employment and make this a viable and sustainable route. The list of supports and the number of individuals who received them is presented in Table 3.10.

Table 3.10 Self-employment supports by the number of individuals assisted and number of supports provided

	Programme Indicator	No. of individuals assisted	No. of support interventions provided
G3.1	Self-employment supports	9,640	19,357
G3.1	Self-employment follow-up supports	1,984	3,231
G3.2	Support in accessing self-employment grants	1,590	1,825
G3.2	SICAP funding to assist start-up of new businesses by individuals	232	241

In 2015, **9,640** individuals received **self-employment supports** and in total they received 19,357 support interventions. The self-employment supports provided to individuals included information sessions on Back to Work Enterprise Allowance (BTWEA), assistance with generating ideas for business and preparing a business plan, review of BTWEA and Short-Term Enterprise Allowance (STEA) forms, tax and business name registration, referrals to courses related to self-employment, e.g. book keeping and annual returns courses, advising on conducting market research, and business coaching.

1,984 clients received **self-employment follow-up supports** and the total number of support interventions provided to them was 3,231. The majority of these supports were related to day-to-day running of the businesses set up by individuals. They included advice on issues, such as administration, book keeping, social media, income tax returns, VAT registration and returns, pricing, as well as business skills workshops, enterprise information and mentoring sessions, free book keeping services, marketing workshops and tax seminars.

1,590 beneficiaries received support in **accessing self-employment grants** with a total of 1,825 support interventions being provided. The majority of supports included information sessions on Enterprise Supports Grants, assistance with applications for BTWEA and STEA, and guidance on financial assistance application process.

232 individuals received **SICAP funding to assist start-up of new businesses by individuals** (241 support interventions). The grants have been used by individuals to fund items such as Safe Pass course, set up of a website, tax consultancy fee, signage, public liability insurance, advertisement, or purchase of set up equipment.

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 and the number of support interventions provided to them are presented in Table 3.11 below.

Table 3.11 Referrals to other services under Goal 3 by the number of individuals assisted and number of supports provided

	Programme Indicator	No. of individuals assisted	No. of support interventions provided
G3	Referred to other employment activation services	1,891	2,012
G3.2	Referred to other self-employment and social entrepreneurship training and supports	1,233	1,325
G3	Referred to other services which impact on employability and employment	187	208

In 2015, **1,891** individuals were **referred to other employment activation services**. In total 2,012 referrals were made. The two largest groups of individuals were referred to Job Clubs (37%) and Intreo (34%). A smaller share of individuals supported were referred to LES (12%), Training services/providers (6%) and Local Enterprise Offices (3%).

There were **1,233** individuals who were **referred to other self-employment and social entrepreneurship training and supports** in 2015 – in total 1,325 referrals were made. 46% were referred to Intreo, 30% to Local Enterprise Office (LEO) and 13% to a training services provider. A smaller share of individuals supported were referred to LES (6%), Job Clubs (2%) and Enterprise Ireland (1%).

187 individuals were **referred to other services which impact on employability and employment** (208 referrals in total were made). The largest group of individuals (38%) was referred to citizen's rights services. Almost one third of clients (32%) were referred to financial advice services, 16% to health supports and 12% to housing provision services. A small number of individuals (2%) were also referred to drug assistance services.

3.3.4.5 Progression into employment and self-employment

Progression into employment

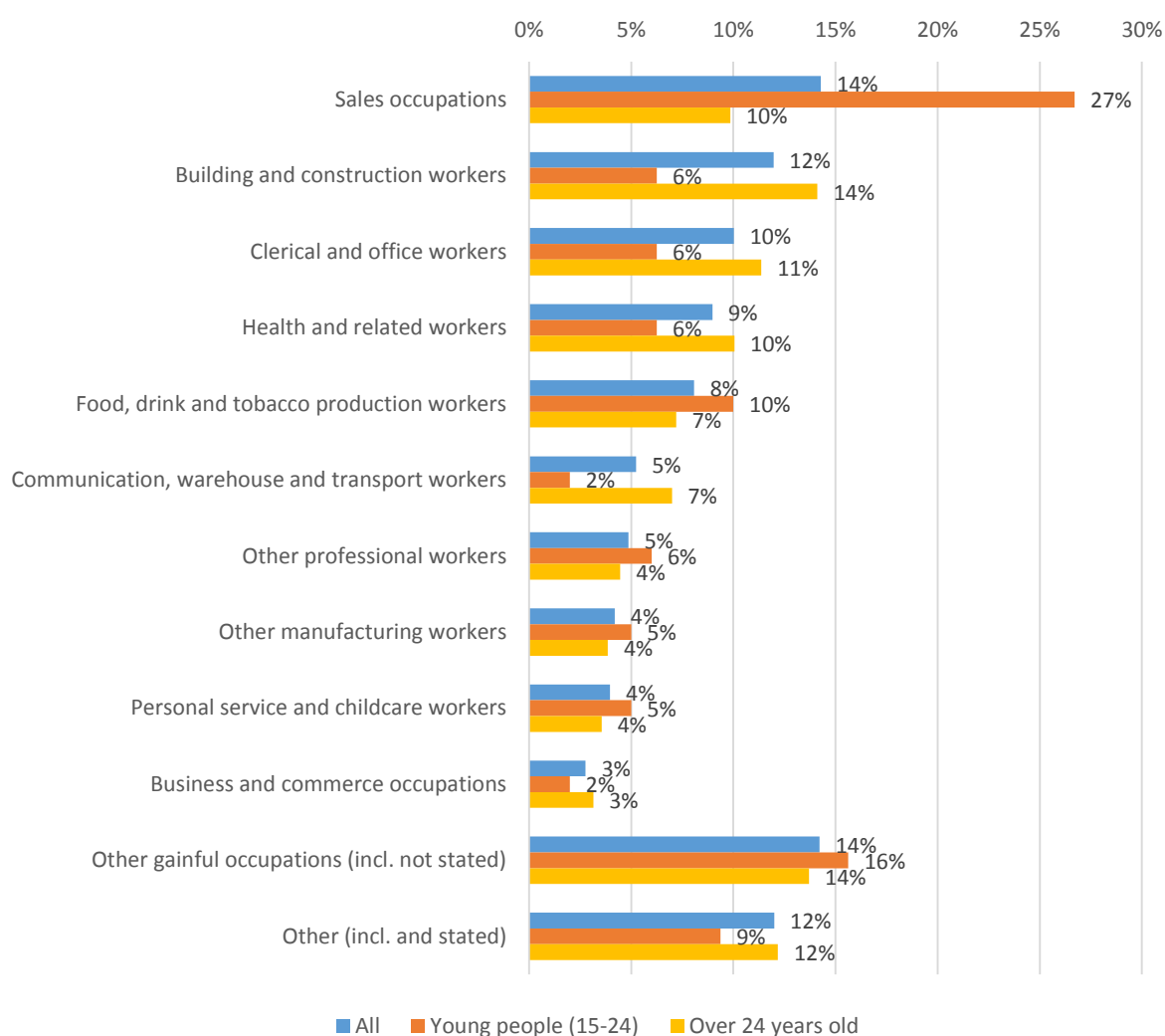
One of the key outcomes achieved under Goal 3 was the progression of Individuals supported into employment. A total of **1,337 individuals progressed into full-time or part-time employment** since they were registered with SICAP (Headline Indicator 10). In comparison, in 2014 1,633 individuals progressed into employment under LCDP (please note that the period of activity under SICAP was nine months and under LCDP – 12 months). **352 of those individuals were young people aged 15 to 24** (Headline Indicator 13). A higher proportion of those who gained employment were men (58%) and 42% were women. Of those who progressed to employment, 55% progressed to full-time jobs and 45% to part-time positions. The majority of individuals that gained full-time employment were men (66%) while more women (52%) than men (48%) progressed into part-time employment. The analysis of the breakdown of young people in regard to gender and job type shows very similar patterns to those detected for all individuals.

Figure 3.35 presents the occupations in which the individuals gained employment (breakdown for all individuals, young people and those aged 24 and over). The three largest occupation groups for all individuals included sales occupations (14%), building and construction workers (12%) and clerical and office workers (10%). The two largest occupation groups for young people were sales occupations (27%) and food, drink and tobacco production workers (10%). The 'Other (included and stated)' category includes occupation groups⁴² for whom the number of people who gained employment in these occupations was very low.

There were significant differences detected between the occupations of young people, who progressed into employment, when compared to individuals aged 24 and over. 17% higher share of young people found employment in the area of sales, while significantly lower percentage of young people gained jobs as building and construction workers and clerical and office workers.

⁴² The groups included in this category are: Occupational group, Engineering and allied trades workers, Computer software occupations, Electrical trades workers, Teachers, Farming, fishing and forestry workers, Social workers and related occupations, Scientific and technical occupations, Chemical, paper, wood, rubber, plastics and printing workers, Textile, clothing and leather workers, Central and local government workers, Managers and executives and Army occupations.

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



The largest group of individuals who progressed into employment, both full and part-time, (35%) received an hourly pay rate above the minimum wage in 2015 (€8.65) and below the 2015 living wage⁴³ of €11.50. 17% of individuals were paid over €11.50 per hour and 15% were earning the minimum wage of €8.65 per hour. As it might be expected, differences were detected between the hourly rate of individuals aged 24 and over and the young people who progressed into employment. Almost a quarter of young people (24%) were paid €8.65 per hour or below, while only 5% were paid the Living Wage of €11.50 per hour or more. For further breakdown please see Figure 3.36. Please note that for almost one third of all individuals (31%) and 39% of young people the hourly rate was not specified.

The average hourly rate for all individuals who progressed into employment was €10.91⁴⁴ and for young people it was 12% lower at €9.62.

⁴³ The Living Wage is based on the concept that work should provide an adequate income to enable individuals to afford a socially acceptable minimum standard of living. For 2015, the Living Wage was €11.50 per hour. For more information please go to www.livingwage.ie.

⁴⁴ The average hourly rate was calculated only for those individuals, for whom the hourly rate was specified.

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

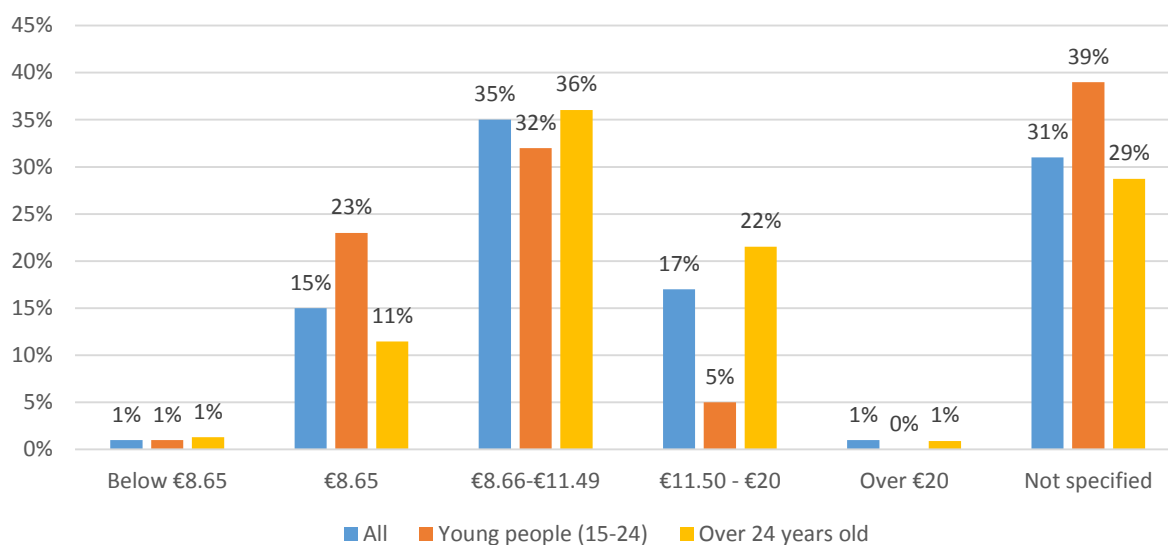
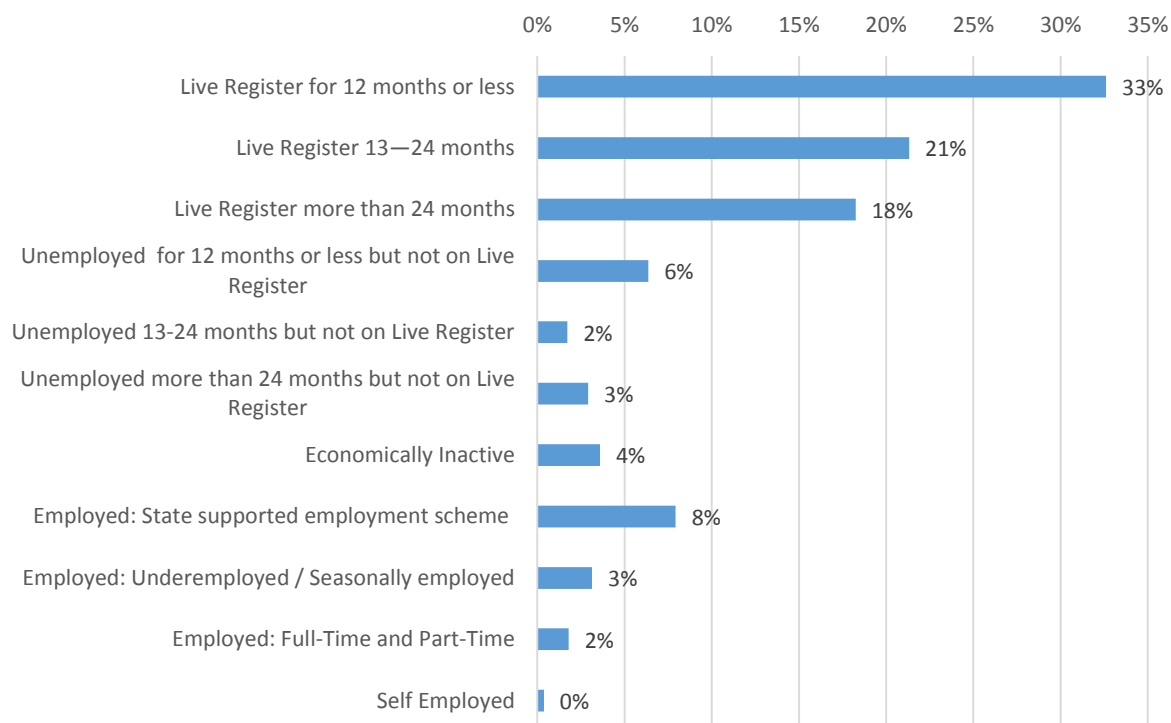


Figure 3.37 below presents the principal economic status of individuals who progressed into employment. Almost three quarters (72%) of individuals who progressed into employment since they registered with SICAP were unemployed and on the Live Register. 11% of them were unemployed but not on the Live Register and 8% were employed on the state supported schemes, such as CE, Job Initiative (JI), Tús, RSS, Community Services Programme (CSP) and Gateway.

Figure 3.37 Individuals who progressed into employment (both full- and part-time) by their principal economic status



Progression into self-employment

Another key outcome achieved under Goal 3 was the progression of Individuals supported under the programme into self-employment. A total of **4,687 individuals progressed into self-employment** since they were registered with SICAP (Headline Indicator 11). In comparison, 6,287 individuals were supported into self-employment in 2014 under LCDP (please note that the period of activity under SICAP was nine months and under LCDP – 12 months). 156 of these individuals were young people aged 15 to 24 (Headline Indicator 14). A significantly higher proportion of all individuals as well as young people who progressed to self-employment were men (72% for both groups), with women accounting for only 28% of those starting up a new business.

Figure 3.38 demonstrates the breakdown of individuals (young people and people aged over 24) by the type of business they set up since they registered with SICAP. The vast majority of individuals set up their businesses as a Sole Trader (94%). A small share of individuals set up Partnerships or Limited Company (3% each). The overall patterns for individuals and young people were similar, with one noticeable difference - the share of young people who set up their businesses as partnerships was two times higher compared to individuals aged 24 and over.

Figure 3.38 Individuals (young people and aged over 24) who progressed to self-employment by type of business

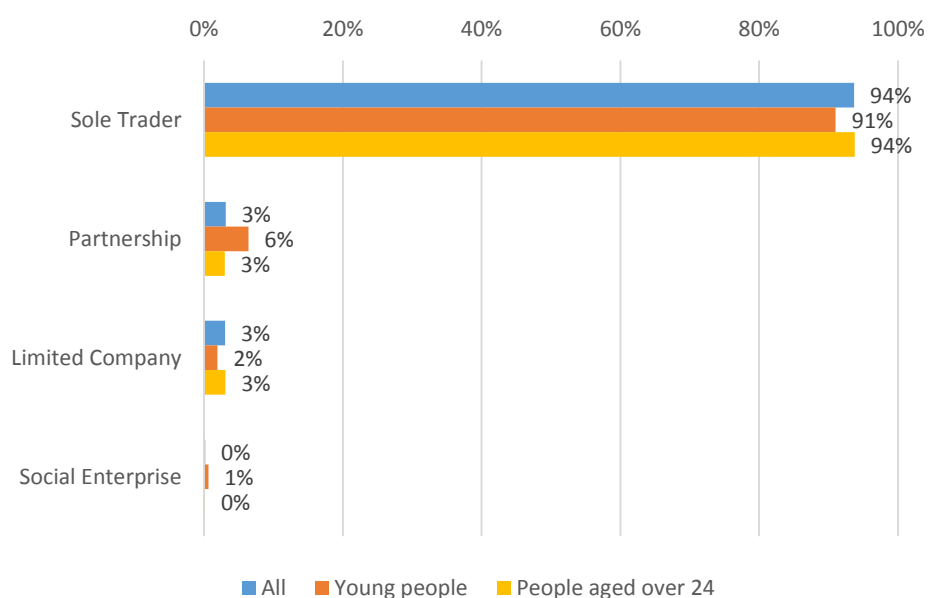
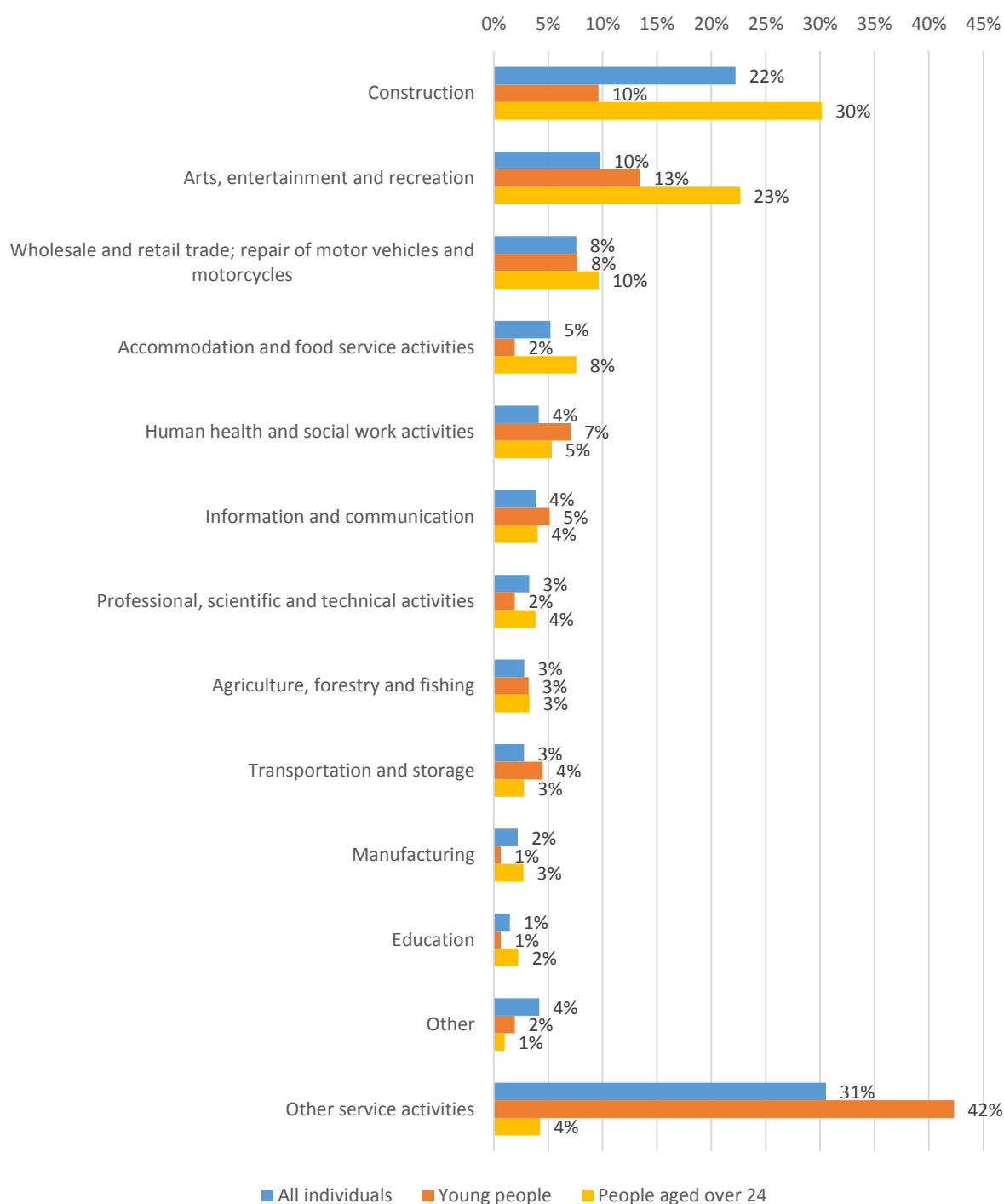


Figure 3.39 shows the breakdown of individuals (young people and people aged over 24) who progressed to self-employment since registering with SICAP by the business sector. The largest group of all individuals (22%) set up enterprises in the construction sector. The other popular sectors included Arts, entertainment and recreation (10%) and Wholesale and retail trade (8%). There were noticeable differences between the sectors chosen by young people in comparison to all individuals. The enterprises set up by 42% of young people were classified as other service activities compared to 31% for all individuals. The sector most popular with young people was Arts, entertainment and recreation and was chosen by 13% of them.

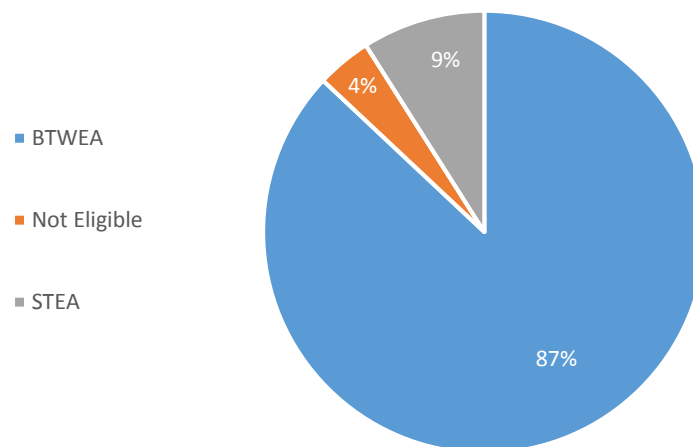
Figure 3.39 Individuals and young people progressed to self-employment by sector



In total, there were 715 full-time and 85 part-time jobs created by the enterprises set up by individuals that progressed to self-employment. 607 enterprises were reported to create full-time jobs and 58 part-time jobs (please note that some of these enterprises may be counted twice as they may have created both full-time and part-time jobs). The majority of businesses, which created jobs, created one job in the reported period (548 or 90% individuals created one full-time job and 43 or 74% one part-time job).

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 the client 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 nine to 12 months. The vast majority of individuals who progressed into self-employment accessed BTWEA (87%), while 9% received STEA (Figure 3.40).

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



Case Study 5: Retail & Barista Course (Working with Employers)
Westmeath Community Development Ltd. (Westmeath County (13-1))
Goal 3

Background

This case study describes a tailor made course designed to prepare participants for locally identified employment opportunities and engagement with employers to ensure that participant skills met their requirements. Through consultation and networking with the Department of Social Protection (DSP) employer engagement services Westmeath Community Development Ltd. (WCD) learnt that TK Maxx and Esquires Coffee House intended to open new premises in 2015 in Mullingar. In anticipation of this, WCD designed and created a course that would prepare individuals for employment with these businesses. WCD met with both employers offering their support and informing them of the capacity of clients attending the course.

Target group(s)

A total of 20 individuals took part in the course (5 male and 15 female). 14 participants were long term unemployed, two were short term unemployed and four were economically inactive (two were under 18 years, one student and one signing for credits). One participant had primary level of education, five had lower secondary, 12 had upper secondary and two had third level attainments. We encouraged all our younger clients under actions 7 (early school leavers) and 5 (education action) to consider participating in this course by ring-fencing 60% of the places for young people. 14 participants were aged 15-24 years, four were aged 25-35 years, one was aged 35-45 years and one 46-55 years.

Working with an employer - TK Maxx

TK Maxx did not carry out their recruitment at a local level but our clients were encouraged to apply through the main Human Resource (HR) office. A month before the opening, TK Maxx was contacted again and this time they asked that we forward clients' CVs. WCD forwarded CVs of 24 clients, all of whom also applied through the TK Maxx recruitment process, however only four that applied through the mainstream process received an invite to interview. TK Maxx interviewed all candidates WCD recommended.

WCD spent time with the managers of TK Maxx to learn about the positions and the skills required. They spent a week intensively preparing clients for their interviews, studying the company background, and helping clients demonstrate the skills and knowledge they gained on the course through preparation of competency based interview responses. In addition to delivering the six week course a one week TK Maxx interview support course was delivered. It was open to other clients of WCD.

The clients received group and one to one interview skills training, background information on TK Maxx, and training on the breakdown of roles and responsibilities. They were assisted with creating up to date CVs and psychometric testing and training. In October, the manager of TK Maxx contacted WCD to recruit for part-time Christmas staff. WCD delivered a one week TK Maxx interview course in October for individuals who wished to apply for the Christmas jobs and an additional three clients secured work.

Course details

The Retail & Barista course was delivered full time for six weeks, coordinated by WCD, clients were referred by DSP and other local structures. All applicants applied in writing and attended an interview. Course modules included: Customer Service, Health and Safety, Barista Training, Deli Training, HACCP, Manual Handling, Store Security Procedures, Fashion Retail Styling, Employability Skills, and Visual Merchandising and Window Dressing.

Course aims:

- Improve participants job application and preparation process
- Improve interview skills and gain an understanding of the stores' departments and product range
- Provide participants with practical skills and knowledge in key aspects of retail and customer services
- Provide local employers with skilled staff
- Promote the labour market incentives for employers and employees available to the long term unemployed
- Improve the long term unemployed individual's employability skills.



Course outcomes

- 13 secured jobs with TK Maxx
- 1 job secured with Esquires
- 3 secured employment elsewhere; 1 retail, 1 construction, 1 as an Airport Security Officer.
- 1 participant is on a JobBridge Internship
- 1 job seeking but no longer engaging with our services

Photo: Course Participants taking part in the fashion retail styling module

TK Maxx stated that the referred individuals performed excellently in the interviews and it was very evident that they had put considerable time and effort into preparation for the interview. Most of the clients had not attended an interview in over a year, with some never attending an official interview.

Challenges/barriers

The first months' work was based in Navan whilst the Mullingar store was being prepared. This was identified as a potential barrier and financial burden for the clients. To alleviate this WCD provided funding support to the clients which covered the travel costs for the first two weeks. Clients with part time contracts were assisted by WCD & DSP in availing of the Part-time Incentive Payment.

Learning

By working directly with employers, such as TK Maxx, WCD were able to assess the technical, retail and employability skills sought by employers. WCD tailored the course to suit both fashion retail providers and coffee/deli outlets, providing individuals with the most relevant technical skills, such as merchandising, fashion styling, store security procedures and customer service. Training in manual handling, health and safety, HACCP and security procedures received by clients was taken into account by employers while considering applications.

Why has this course been so successful?

- Work and liaison with DSP and other local agencies, sharing information and creating opportunities for training and upskilling in a timely manner. Offering flexibility and options to clients that are not available otherwise.
- Working directly with employers assessing their needs, taking time to learn their business background, targets, skills they require and descriptions of positions they have on offer.
- Design and delivery of training courses to meet the exact needs of employers.
- Ensuring all clients receive training and certification in the modules compulsory under health and safety work regulations, such as manual handling, HACCP and health & safety.
- Intensive work with clients to help them become job ready carried out by skilled staff with an excellent understanding of the employability skills specific employers seek and an in-depth understanding of the company ethos, background and product range.
- Provision of extensive group and one to one CV/job application support, interview skills and psychometric testing training.
- Delivery of technical skills training in many aspects of retail and hospitality e.g. fabric cutting, fashion merchandising, deli & barista skills, all with opportunities to learn through participation.
- All skills and knowledge gained on WCD courses are transferable from one retail sector to another for clients, those that did not secure work with the employers worked with have since secured work in other areas and industries.

Feedback from TK Maxx

'Just wanted to say a huge thank you for all your help and support for the recruitment and induction for TK Maxx Mullingar. We are blown away with the services you provide and how much work goes into it. Going forward I hope to work with you again. The associates here are doing fantastic and looking forward to getting into the store'. Noelle (Store Manager)

Case Study 6: The Way Forward Programme (TWF)
Offaly Integrated Local Development Company Ltd. (Offaly County (12-1))
Goal 3 Employment Progression Supports

The following Case Study is based on the work of an external consultant who carried out evaluation and consultations as part of the Qualitative Monitoring Report for SICAP 2015.

Background

The Way Forward (TWF) programme was delivered in 2015 by Offaly Integrated Local Development Company (OLDC) in collaboration with the Department of Social Protection's (DSP) Activation Services in Co. Offaly. It was developed in response to DSP recognising support, work preparation and training initiatives are needed to assist unemployed people engaged in activation services in identifying a realistic career path plan and supporting them in its realisation. Previous OLDC work with clients under the Local and Community Development Programme (LCDP) highlighted the large cohorts of young and long term unemployed people who simply had no career direction and were 'lost' as to where or how to begin to identify what would work best for them.

The Way Forward Programme

The Way Forward is a two week programme comprising the GOALS⁴⁵ two day intensive motivational programme that aims to tackle the barriers preventing individuals moving towards employment. The programme seeks to enable learners to build independence, self-esteem, inner strength, personal responsibility, motivation and purposefulness. The emphasis of the Way Forward Programme is on one to one career coaching that assists participants in developing a personalised, realistic and well-informed career path plan. OLDC is the first organisation in the Republic of Ireland that uses the GOALS model.

Target group(s)

The programme is targeted at those who are long-term unemployed and most distanced from the labour market. These include participants with a low level of educational attainment. A mix of age groups participated in the programme, with referrals coming directly from the DSP Case Officers. The programme has been delivered to a total of 77 participants in a variety of locations (Edenderry, Birr, Banagher and Kilcormac).

Key achievements

- Participants and the DSP feedback on the programme was very positive, with participants indicating that it surpassed their expectations.
- The impact of the programme for participants included an increased sense of self-worth, courage to try new things, increased motivation, less anger and easier to express feelings and a clearer view of future options. Participants also noted that the course also impacted on their home and family life.
- According to the DSP, the programme has been very successful in terms of outcomes and in terms of value for money.
- The participants' responses contributed to better career planning and helped to inform ETB in regard to planning for training opportunities for the unemployed.
- The success of the programme has been acknowledged by the DSP at senior management level. It is due to be reviewed in 2016 with the possibility that the model may be used across other counties, and possibly on a national basis.

Key success factors

- The local knowledge and expertise of OLDC in delivering the programme has been key to its success.
- Participants observed differences between the programme and other training initiatives they had previously taken part in. Responses highlighted its individual-centred approach, the approach of tutors and the fact that participants felt like equals and felt respected.
- The outreach element of the programme was important given that limited access to transport remains a key barrier to participation in training and other activities amongst disadvantaged communities in Offaly.

⁴⁵ www.goalsuk.org

Challenges/barriers

From both OLDC's and DSP's perspective, the greatest challenge was ensuring a regular flow of referrals to the programme. Two workshops were due to take place each month with 10 participants but referrals depended on numbers engaged through activation, in some cases through part-time DSP offices which meant that numbers could not always be guaranteed. Also, for some in the west and south of the county, transport was a major issue so the programme was moved from the original location planned, i.e. Birr, to other towns to overcome this issue.

Learning

The primary learning is that the most effective programmes for those who are 'lost or lacking direction' are those where there is a truly bottom-up approach, where the clients' interests, personality, values, experience are drawn out and insights developed for the individual with regard to what they want. For many, this is the first time that they have had support to carry out this sort of self-assessment and to realise that they have particular skills and strengths they may not have been aware of. This, combined with the very powerful GOALS programme which addresses two of the biggest barriers - self-esteem and self-responsibility – combine to create a very strong motivation for continued growth and progress. The key to all of this is the total client-led process. It is only when the individual has identified their own preferred career direction that the relevant courses, schemes, options and supports are presented as potential stepping stones to achieving these goals.

Review sessions carried out with participants of programmes highlighted the continued barriers to implementing plans, e.g. transport, course start dates / times and the lack of accessible employment opportunities. The need has been identified in this instance for a Phase 2 programme to bridge timelines between steps, to continue the personal growth, development and group support, and enhance life and practical skills. This is planned as an initial pilot in early 2016.

Client case study

One of the programme participants was a female, from an urban area, and over 25 years old. She was referred by the Department of Social Protection (DSP). She undertook the programme because she did not have any work experience. She did not have any expectations of the programme, although she was nervous in starting the programme, partly because of the referral from DSP.

She described the programme as a 'life changer' as it provided her with positive career direction for the first time, opportunity to link in with other individuals in the course, and to undertake voluntary work, which enhanced her profile within the community as well as enabled her to develop new skills. It has also imbued in her the importance of seizing opportunities in career and personal life, and to overcome fears.

She has increased her confidence and acquired new skills, for example, interpersonal skills, drafting a personal profile for a CV, using library and research facilities (including the internet) and as a result of taking part in the programme, she improved her literacy level. She has now new and revised career priorities - she feels confident in learning from experience and her fear of failure has diminished.

She attributes a lot of the success and positive experience to the course facilitator ('*she was absolutely brilliant - she did not make anyone feel that she was any better than them*' (in the experience of the participant, this is not always the case with tutors). She used her own experience to show how undertaking training and education can enhance a person's life. The tools provided for erasing negative thoughts were particularly beneficial. The group work on the course enabled issues to be discussed, which helped to strengthen understanding. The interviewee compared this experience with prior experiences of training. In the past, she had undertaken courses with poorer approaches and outcomes and felt that this negative past experience may have impacted on her fear of education.

3.4 Non-caseload children and adults

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 or developmental support.

3.4.1 People assisted by Local Community Groups

Over 125,000 people were assisted through their involvement with Local Community Groups supported under Objective G1.2 of SICAP in 2015.

394 LCGs assisted 25,093 people to participate in social, cultural and civic activities. More women (58%) participated in these activities compared to men (42%). The activities provided by Local Community Groups were highly diverse and amongst others included distribution of information and raising awareness, training and educational activities, sport workshops and events, historical visits, intergenerational projects, employment supports, arts and crafts, English classes, cooking, carers events, music events, open days, estate clean-ups, intercultural exchanges, administrative supports, summer programmes for children, family fun days, community festivals and other.

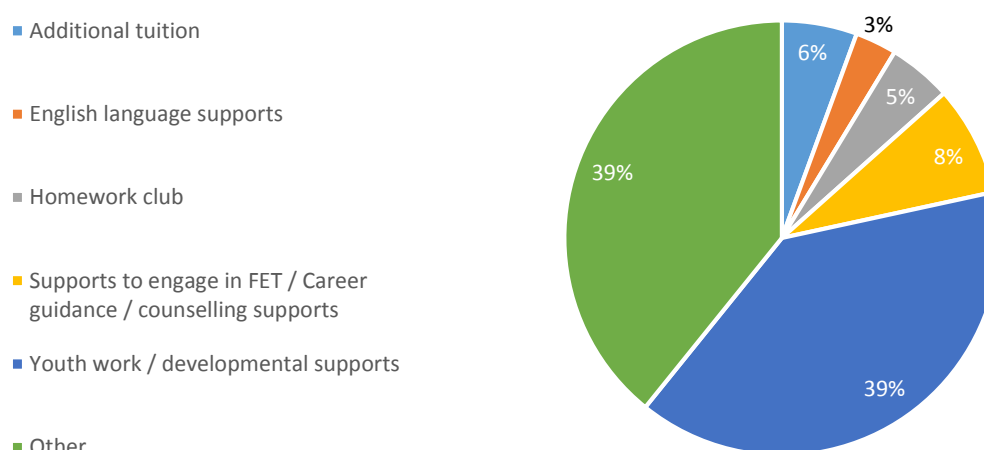
3.4.2 Supports to children and young people

Children in receipt of Goal 2 educational or developmental support

Under SICAP there were 49,988 children (below 18 years old) who received Goal 2 educational or developmental support (Headline Indicator 8). The vast majority of children and young people (99%) were supported under Goal 2, while 1% or 269 young people were supported under Goal 1. Only 30 young people received supports under Goal 3.

Figure 3.41 presents the type of supports received by children and young people under SICAP. The largest group of people were supported through youth work and developmental supports (39%). 8% of children and young people were supported to engage in Further Education and Training (FET), receive career guidance or counselling supports. Other supports they received included additional tuition (6%), homework club (5%) and English language supports (3%). A large share of children and young people (39%) received supports that were classified as 'Other', which included a wide range of activities such as one day sport, music, arts and crafts events, seminars, lunchtime activities, summer camps, specific educational programmes and projects, drama workshops, family activities and other.

Figure 3.41 Type of supports received by children and young people under SICAP



Other supports to children and young people (Non-Caseload)

2,032 children and young people, who received support through SICAP, were identified as at risk of early school leaving but who remained in school up to Junior Cert Level/Leaving Cert Level. In this category, slightly more males (55%) were supported than females (45%). The supported children and young people participated in a wide range of activities delivered under SICAP, including drugs education workshops, equality and anti-bullying training, outreach guidance within schools, summer camps, youth clubs, sexual health programmes, careers fairs and exhibitions, homework supports and other.

Examples of activities addressing children and youth at risk of early school leaving include:

- Monaghan Integrated Development Ltd. implemented 'Don't pour your dreams away' programme, which delivered drug and alcohol awareness training to 886 transition year students. The training highlighted the link between early school leaving and unemployment.
- IRD Duhallow Ltd. organised Duhallow Career Exhibition in a local community centre, which aimed to provide information and guidance to young people in the region on a wide range of courses and careers offered by various universities and other education providers. The exhibitors were asked to present on their disability support programmes (in particular for those with dyslexia or dyspraxia), access support services (for students living in disadvantaged areas) and student support grants. A Career Guidance Advisor was also present in order to assist students in exploring suitable career options. Buses were provided free of charge for the students attending the Fair.

3.4.3 Attendance of events under Goals 2 and 3

Under SICAP, 14,854 non-caseload adults and 4,354 children attended three types of information events: LLL information events, employment information events and self-employment information events. The majority of adult attendees (74%) participated in LLL information events. 21% of non-caseload adults took part in the self-employment information events, while only 4% of them attended employment events. Of the children who participated only in LLL information events, 56% of them were females and 44% were males.

3.5 Structures and networks

This section discusses engagement with structures and networks as well as 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 categorised into three categories:

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

Generally, all types of structures and networks focused on a very wide range of activities, issues and target groups. Amongst others, their activities included engagement with local stakeholders, promotion of adult education, providing supports to social enterprises and supporting groups at risk. They 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 disabilities, Travellers, Roma and elderly.

3.5.1 Decision-making structures and networks

Programme Implementers engaged with 391 structures and networks and Table 3.12 presents them by type and level of involvement by the PI. Most activity carried out in 2015 involved engagement with Networks (254), while PIs recorded engagement with 33 PPN groups as part of their Goal 1 activities (for more details on engagement of LCGs with PPNs please go to section 3.2.3). The majority of PIs indicated that they had high levels of involvement (were either extremely or very involved) in networks and decision-making structures. There was a lower level of involvement with PPNs with 49% of PIs only somewhat involved with them.

Table 3.12 Types of decision-making structures and networks with PI's level of involvement in them

Type	Number of entities	Level of involvement		
		<i>Extremely involved</i>	<i>Very involved</i>	<i>Somewhat involved</i>
Networks	254	52%	32%	16%
Decision-making structures	104	55%	26%	19%
Public Participation Networks (PPN)	33	24%	27%	49%

PIs were asked to select the ways in which the decision-making structures and networks address social exclusion and disadvantage and Table 3.13 presents the percentage of entities that engage in each type of activity. An entity can engage in more than one type of activity. Sharing experiences (79%) and identifying good practice (74%) were the most common type of activity used by these entities.

Table 3.13 Ways in which decision-making structures and networks address social exclusion and disadvantage

Type of activity	% of entities
Sharing experiences	79%
Identifying good practice	74%
Development of support mechanisms	68%
Developing policy positions and common strategies	62%

The majority of decision-making structures and networks were involved in supporting people living in disadvantaged communities (66%) and children and families living in disadvantaged areas (51%). Table 3.14 shows the percentage of entities for each target group. An entity may be involved with multiple target groups.

Table 3.14 Percentage of decision-making structures and networks by target group

Type of activity	% of entities
People living in disadvantaged communities	66%
Children and families living in disadvantaged area	51%
People with disabilities	43%
The unemployed	40%
Young unemployed people in disadvantaged area	36%
New communities	32%
Travellers	30%
Roma	17%

Programme Implementers recorded outputs for 48 decision-making structures that SICAP target groups are represented on. The majority of these decision-making structures (48%) had representation from people living in disadvantaged communities. 19% had representation from children and families living in disadvantaged areas and 13% from people with disabilities. The largest target group under SICAP, the unemployed, had representation on only 8% of decision-making structures that recorded an output of this type.

Almost one third of decision-making structures and networks (119) had linkages to Local Community Groups that were receiving direct support through SICAP (section 3.2.3).

Decision-making structures and networks are made up of representatives from other organisations and Table 3.15 below shows the sectors that were involved with the work of these structures. The statutory sector is involved in 49% of structures followed by the community sector (15%). The main statutory organisations involved include local authorities, HSE, ETBs, An Garda Síochána and DSP.

Table 3.15 Organisations involved in decision-making structures and networks by sector

Organisation type	% of entities
Statutory sector	49%
Community sector	15%
Independent charitable organisation	10%
Youth organisations	8%
Schools	5%
Third and further level Institutions	3%
Local Drugs Task Force	2%
Employer / business sector	2%
Other ⁴⁶	6%

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 3.16 presents the outputs reported for these activities under SICAP in 2015.

Under Goal 2 of SICAP, there were nine new specialised LLL programmes or initiatives set up to meet the needs of the target groups which were not being met by existing provision. Examples of such initiatives include:

- South Kerry Development Partnership Ltd. and Kerry Life Education were working with parents and children to address concerns about mental and physical health, including bullying, internet safety and drug use. Programmes were delivered to schools and the public where similar services were not available.
- In Dun Laoghaire/Rathdown Lot, the Drug & Alcohol Task Force (DATF) and Southside Partnership (SSP) received funds from the Dormant Accounts to establish, support and promote an understanding, within Dun Laoghaire/Rathdown, of the public health dimension to alcohol in society, to support relevant organisations to develop alcohol policies and to develop evidence informed interventions to address alcohol in their organisations and in the wider community. The project will commence in 2016.

144 new strategies, partnerships or joint programmes were put in place between SICAP Implementer and education providers in order to meet the educational needs of SICAP target groups.

Under Goal 3, 26 new partnerships or initiatives were formed between SICAP Programme Implementers and employers and 51 new strategies, partnerships or 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 PI engagement with employers is work carried out by Westmeath Community Development Ltd., which created links and relationships with employers to help them with their training and recruitment of new staff by providing bespoke training to match their needs. In return employers consider clients referred by the PI for potential job opportunities.

⁴⁶ Other includes NGOs, sporting organisation, volunteering centres, trades unions, farming organisations,

Table 3.16 Joint strategies/programmes and partnerships developed

	Programme Indicator	No. of entities
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
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
G3.1	New partnerships/initiatives formed between SICAP Implementer and employers	26
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

Programme Implementers also recorded details of the organisations that were involved in the development or implementation of these activities. Over half (58%) of these joint activities involved the statutory sector and within this sector the highest levels of engagement was with ETB, HSE, DSP, local authority, County Childcare Committee (CCC) and TUSLA. For a detailed breakdown see Table 3.17 below.

Table 3.17 Organisations involved in joint strategies/programmes and partnerships by sector

Type of organisation	No. of entities
Statutory sector	58%
Community sector	10%
Schools	7%
Independent charitable organisation	7%
Youth organisations	5%
Third and further level institutions	5%
Employer / Business sector	3%
Other ⁴⁷	5%

Social enterprise initiatives

97 initiatives aimed at promoting, developing and/or sustaining social enterprises by SICAP Implementers were established. Table 3.18 shows the types of supports provided by these initiatives to social enterprises. An initiative can provide more than one type of support. The most common supports provided through the initiatives were to develop social enterprise networks (64) and advice on operational issues (56).

Table 3.18 Types of supports provided by social enterprise initiatives

Types of supports	No. of initiatives
Advice on operational issues	56
Staff training	30
Network supports	64
Support with accessing grants/ funding/ leverage	45

⁴⁷ The other category includes NGOs, sports organisations, EU programmes, local Drugs Task Force, trade unions and volunteering centres.

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 PIs 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, PIs report on the implementation of the themes.

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

4.1.1 Promoting an equality framework

PIs are required to pay particular attention to developing measures to combat gender inequality and anti-discrimination practices. Four categories of measures emerged from an analysis of 2015 annual reports:

- **Measures addressing discrimination** – the majority of PIs introduced measures aiming to tackle discrimination of specific target groups, i.e. new communities, Roma, Irish Travellers and LGBT (Lesbian, Gay, Bisexual and Transgender).
- **Measures tackling gender inequality** – a large proportion of PIs implemented measures tackling gender inequality.
- **Measures targeting groups considered to be vulnerable or at risk**, such as lone parents, youth, elderly, unemployed and persons living in disadvantaged areas and at risk of poverty. A large proportion of PIs implemented measures addressing these groups.
- **Measures addressing isolated communities.** A small number of PIs implemented measures addressing isolated communities, e.g. rural communities or Islanders.

There are some areas of overlap between these categories e.g. measures that combat gender inequality within at risk groups. Women were the group most often targeted by PIs, though Roma,

Irish Travellers and new communities were also targeted under anti-discrimination measures by a significant number of PIs.

Types of equality and anti-discrimination measures

The equality and anti-discrimination measures introduced by the Programme Implementers fall into three categories:

- **Bias proofing policies, procedures and information tools.** The majority of PIs introduced some form of bias proofing measures with the most common approach being the development and implementation of anti-discrimination policies (reported by over half of PIs). The second most common response referred to the formulation and introduction of unbiased language for any existing or future information materials.
- **Awareness training.** The majority of PIs also provided awareness training sessions for staff with an aim to increase their knowledge and awareness of issues related to dealing with specific target groups. The largest proportion of awareness training focused on Travellers and Roma communities, followed by new communities and persons with disabilities.
- **Access to services and removal of barriers to participation.** Less than half of PIs addressed equality by introducing measures aiming to increase access and remove barriers to participation. Women were a group strongly affected by the lack of access to services. Amongst actions taken by PIs to improve access to services they provided (i.e. education and employment supports) for women was the rearrangement of timetables for classes and training sessions and assistance in finding suitable childcare arrangements. To improve access for disabled persons PIs located outreach offices in buildings accessible to people with mobility issues and in some cases undertook building upgrades to provide physical access for such individuals. PIs working with isolated communities, such as rural communities, Islanders or individuals from areas with limited transport services, located their outreach centres and their staff within these communities and set up regular transport services to improve access to their services.

4.1.2 Applying community development approaches

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

- (1) **Supporting clients within their local communities.** The establishment of outreach facilities was particularly important for community development and placing PI staff in facilities located in disadvantaged areas. This meant that services could be provided in as wide a range of geographic areas as possible, helping to increase the accessibility for as many marginalised communities as possible.
- (2) **Developing local skills and capacity.** Most PIs assisted communities in some way to develop local skills and services. Educational supports and training were provided for community groups and their members and some PIs provided increased access to outreach workers and facilities. The training provided to groups was on a range of topics such as social media, research, good governance and active citizenship, leadership and management, governance code, and facilitation skills.
- (3) **Assisting communities to identify their own needs and targets.** The majority of PIs reported that assisting communities in the identification of their own needs and targets was an important part of any intervention. Needs assessment typically took the form of local community meetings and information sessions. PIs used these sessions to learn about existing work in the community, active organisations and to identify what supports were required. Several PIs stated that local community development groups, formed by

volunteers after such meetings, went on to have leading roles in directing the delivery of supports and services.

(4) Empowering communities to achieve greater levels of participation and collective action.

Almost half of PIs reported that they introduced community development measures focusing on empowering communities to achieve greater levels of participation in local and regional government and to develop their capacity for collective action. This was primarily achieved through the provision of training and by establishing links between LCGs, PPNs, community representatives and the local authorities.

PIs cited three main types of community development supports they provided to local communities. These included:

- providing educational supports and training (provided by the majority of PIs),
- increased access to outreach workers and outreach facilities (provided by more than one third of PIs),
- engaging in ongoing consultation with local groups and representatives (provided by over a quarter of PIs).

4.1.3 Developing collaborative approaches with local and national stakeholders

PIs reported on measures they took to develop collaborative approaches with local and national stakeholders. These were grouped into three types and are discussed below.

- (1) **Establishment of a formal network or forum between community groups, activists and local, regional and national stakeholders.** This was the most common activity and was reported by the majority of PIs. Establishing formal linkages and communication mechanisms between groups enabled the flow of information between them and was “empowering” communities who felt they did not have a voice in the decision making process. The networks also provided access to the specialist knowledge and experience of other more established organisations and partnerships, some operating at national level.
- (2) **Use of local outreach offices to hold classes and offer information sessions promoting the SICAP programme.** This measure had a dual effect of increasing the community’s access to services and building relationships with local groups in order to foster trust in the programme. About one fifth of PIs stressed the importance of establishing or re-establishing trust with socially excluded communities for the successful roll out of developmental services.
- (3) **Community meetings and information sessions for local participants at early stages of involvement.** This activity, implemented by almost a third of PIs, allowed community members to influence the aim and focus of community development during the initial planning stage of investment. It provided exposure to local knowledge for PIs and gave them the opportunity to learn about the work currently done in the community. PIs reported that this reduced waste and duplication of work and allowed for a greater coordination of community resources.

A range of different methods were used in the implementation of the measures listed above. Most PIs developed networks or forums between community groups and local and national stakeholders. About a third indicated the importance of referring individual clients to relevant agencies and programmes (both to and from SICAP). The collaboration between PIs and other agencies around referrals enabled project officers to build stronger links with the relevant organisations and consequently serve the communities and individuals more effectively. The most reported agencies that PIs collaborated with were DSP, local authorities, PPNs, HSE, TUSLA, Tús, An Garda Síochána and Youthreach.

Some of the reported benefits arising from developing collaborative approaches with local and national stakeholders included:

- Assisting in information sharing, the promotion of services and engagement with decision making processes.
- Tapping into and further developing knowledge of local situations and experiences to identify local needs and most at risk groups, while providing a network for communities to engage with local and regional bodies.
- Helping to establish trust between marginalised communities and local and national stakeholders.
- More effective collaboration of local resources and sharing costs of events and programmes.

4.2 Youth Employment Initiative (YEI)

As part of their Annual Progress Reports, Programme Implementers were asked to provide a summary of their activities targeting young people (aged 15-24 years) who are not in employment, education or training (NEETs). This section summarises and highlights key achievements and challenges reported by Pls in regard to engagement with NEETs.

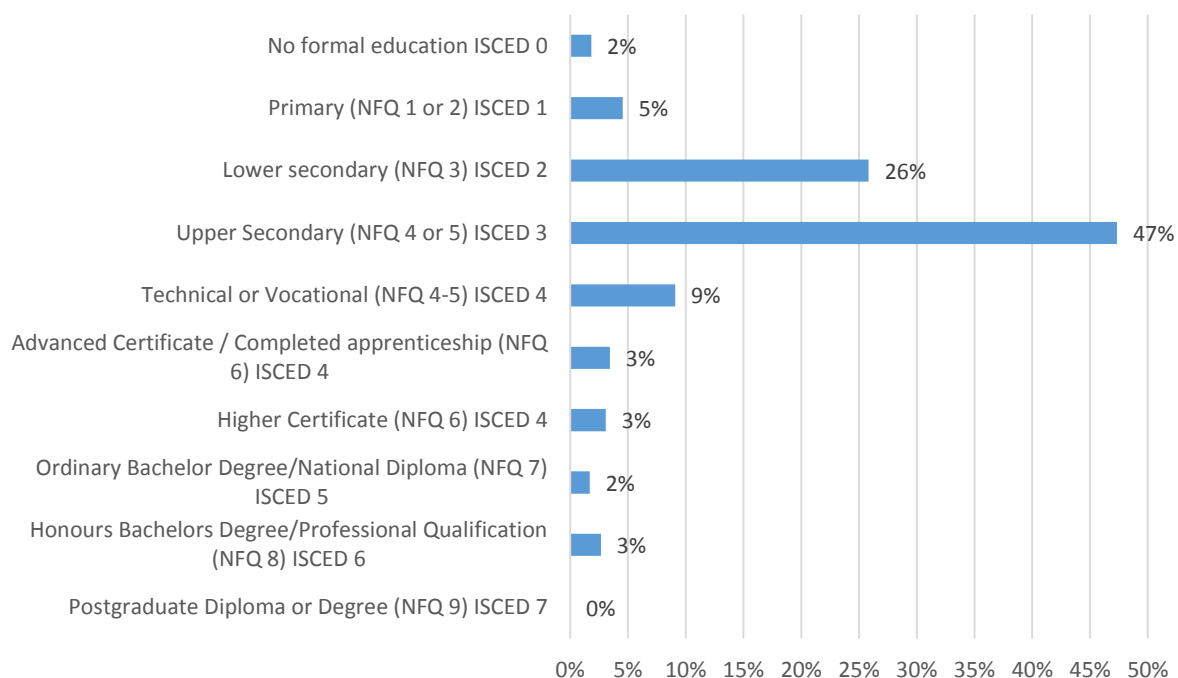
4.2.1 Young people not in employment, education or training: profile

In the nine months of 2015, there were 3,958⁴⁸ NEETS supported under SICAP and co-financed under the European Social Fund (ESF), including special allocation under the YEI. The majority of young people in this category (58%) were male and 42% were female. For the significant majority (89%) the highest level of educational attainment was Leaving Cert or below, with one third attaining Junior Cert or below. For a detailed breakdown of highest educational attainment levels of young people characterised as NEETs see Figure 4.1.

A small proportion of young people described as NEETs supported under SICAP were people with a disability (6%) and lone parents (6%). 39% indicated that they lived in a jobless household, which was 3% more than the number of individuals on the overall SICAP caseload. Over one quarter of them (26%) indicated that they were in financial difficulty, which was 3% higher than the number of individuals on the overall SICAP caseload, and 4% were homeless or were affected by homelessness. The majority of NEETS (78%) were White Irish, 6% were White (any other White background) and 4% were Irish Travellers, which was twice the share of Irish Travellers on the overall SICAP caseload.

⁴⁸ Figure updated from 3,961 to 3,958 following review of data.

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



4.2.2 Supports provided to NEETs

Around two thirds of PIs described how their employment activation supports were aimed at bringing these young people into, or closer to, the labour market by way of increasing employability skills, vocational training or activation supports for self-employment. The training and education initiatives also proved to be a key driver of engagement with young people. Activities ranged from the provision of structured training or one-to-one supports to referring and supporting young people to re-enter formal education. These activities included, but were not limited to:

- One-to-one supports including job coaching, career guidance, mentoring and employment skills.
- Workshops on personal development, career planning, CV preparation and Interview skills.
- Accredited (QQI) and non-accredited education courses, largely on vocational topics such as Barista skills, Safe Pass, Manual Handling, Computers (coding / app design), Start Your Own Business etc.
- Outreach and information sessions with education providers and other external agencies.

Any one PI might provide a range of targeted interventions. For example, one PI described how they facilitated youth employment workshops aiming to move young unemployed people closer to the labour market. These workshops followed a structured guidance programme, to assist participants in developing the skills required to find employment. They consisted of one-to-one meetings, career path plan development, psychometric assessment, CV preparation, interview simulation and career coaching. Other PIs offered a career guidance service or specific funds as practical support to young people's re-entry to education.

4.2.3 Achievements

Several Programme Implementers highlighted what they considered to be successful engagement with this target group in terms of training and educational supports. These included accredited

(QQI level 3 or 4) and non-accredited courses in mechanics, computers (e.g. coding / app design), CV & interview training, hospitality and self-employment courses. Some PIs also referenced how SICAP supports, such as guidance counselling, career coaching or support funds, assisted young people to return to education and taking up QQI courses at Levels 5-8.

PIs also outlined the successful, albeit resource intensive nature of the one-to-one work undertaken with NEETs. This might involve career coaching, interview preparation, personal action planning and goal setting. Training was aimed at increasing motivation or confidence, to support progression back into education or into the labour market. One PI established an initiative on a pilot basis, following a local needs analysis, providing one-to-one career guidance supports to young people and described initial reactions to the pilot as being very positive.

The progress reports suggest that the most common outcome achieved for this target group was improved employability and/or skills. There were however some PIs that reported participants going on to full or part time employment, or to further education/training as a result of the actions provided under SICAP and a smaller number of PIs also reported young people going on to set up their own business.

A small number of PIs observed less quantifiable outcomes for their clients, in relation to personal development, confidence building and general indicators of job readiness. However, some PIs pointed out that the relatively short timeframe made it difficult to measure or observe some of these outcomes, particularly as this work requires the development of trusting relationships as a necessary first step.

4.2.4 Challenges

Programme Implementers referenced the many barriers and difficulties faced by unemployed youths, as well as the fact that they were often a disparate or 'hard to reach' group, linked only by age and employment status rather than other characteristics. The most frequently identified challenge was in relation to the multiple and varied needs of young unemployed people, and there was a wide array of associated issues faced by these young people including (but not limited to):

- Early school leaving
- Involvement with the criminal justice system
- Mental health issues, most commonly depression
- Substance misuse
- Presenting with challenging behaviours
- Poverty / social deprivation
- Young parents / lone parents
- Intergenerational early school leaving & unemployment
- Membership of the Traveller community

A reduction in the number of unemployed young people was highlighted in certain Lot areas as a challenge to achieving targets. One Lot recorded a 66% decrease in the number of under 25s on the Live Register in the three year period from mid-2010 to mid-2013.

As suggested above, NEETs were considered to require a higher level of support and engagement than other client groups, which meant more resources were required to support these young people.

A number of PIs commented on the number of state agencies involved in the provision of employment related supports to young people and how the referral pathways were not always as clear or cohesive as may have been expected. As a result of this, some implementers used SICAP

funding to bridge identified gaps within existing arrangements, such as developing work placement programmes to assist young people to gain valuable work related experience.

Another highlighted issue was that young people were less likely to own a car or be able to drive. This particularly presented challenges in some rural areas where public or alternative transport was lacking and young people may be less able to attend a centre than other client groups.

It is often said that prevention is better than cure, several PIs described interventions targeted at those still in education, but who were identified as being at risk of early school leaving and who would likely go on to become NEETs. PIs can allocate a specific budget for work with young people who are not on the caseload (non-caseload) under objective G2.3 to facilitate this type of preventative initiative.

Chapter 5 Supports provided

5.1 Training and advisory supports

5.1.1 Supports specific to LCDCs

Pobal's engagement with LCDCs is primarily through the designated Development Co-ordinator, who provides ongoing support and provides feedback on the Pobal reviews of the monitoring reports and annual plans submitted by the PIs to the LCDCs. Pobal has provided a range of tailored supports through a designated Development Co-ordinator for each LCDC. This included a series of visits in June - July 2015 with each LCDC Chief Officer, staff and where possible the LCDC Chairperson. A second set of visits were undertaken in September – December 2015 to discuss issues emerging from the mid-year review process. In total, 52 LCDC visits were undertaken in 2015.

5.1.2 Training supports

Pobal supports included the delivery of a number of training workshops and events focussing on different aspects of the programme. National workshops were held with both LCDCs and PIs focussing on the overview and implementation of SICAP and a session was organised jointly with Pavee Point in July for frontline PI staff implementing the Ethnic Identifier as part of the registration of their SICAP caseload. This event was also used to support and inform staff on ESF and YEI requirements of SICAP.

A series of regional sessions were held with LCDC staff and members in November to support their role in reviewing 2015 End of Year Reports and approving 2016 Annual Plans. The feedback on the regional support sessions was very positive and highlighted the value of smaller scale support sessions, enabling more participative engagement. After the events a follow-up Q&A document was distributed to all LCDCs answering and clarifying questions and issues that had been raised during the sessions. In line with the positive feedback, the regional format will be continued in 2016.

Table 5.1 below gives a more detailed breakdown of each support event held in 2015. In total 467 people attended nine events in 2015.

Table 5.1 SICAP support and training sessions delivered by Pobal

Title of SICAP events	Date of the event	Number of attendees
SICAP national training event with LCDCs	13 January 2015	57
SICAP support event with LCDCs	10 March 2015	69
LCDC support event on SICAP programme requirements for the LCDCs	6 May 2015	62
SICAP support for Programme Implementers	13 May 2015	89
SICAP support event with Programme Implementers on ethnic identifier and YEI requirements	2 July 2015	88
Regional support event for LCDCs in Cavan	11 November, 2015	19
Regional support event for LCDCs in Mullingar	16 November, 2015	23
Regional support event for LCDCs in Limerick	19 November, 2015	28
Regional support event for LCDCs in Dublin	20 November	32
Total	n/a	467

5.2 ICT supports provided

5.2.1 ICT training

A comprehensive series of training was delivered to LCDCs and PIs on the use of the SICAP monitoring system (IRIS). Table 5.2 lists the training provided. Training is ongoing into 2016.

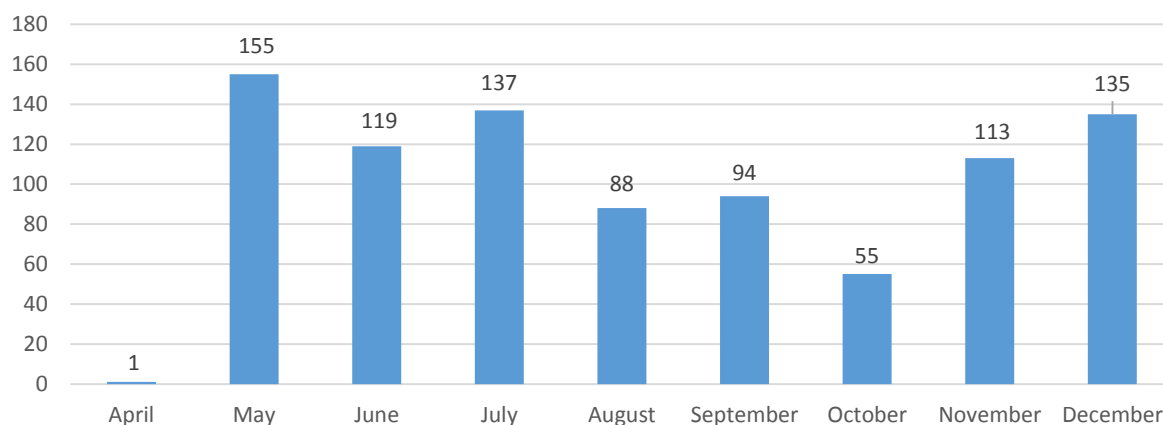
Table 5.2 IRIS training delivered to LCDCs and PIs by Pobal

Title of the IRIS training	Date of the training / event	Number of attendees
IRIS training for Programme Implementers in Cork	12 May 2015	35
IRIS training for LCDCs in Dublin	14 May 2015	20
IRIS training for LCDCs in Sligo	15 May 2015	15
IRIS training for Programme Implementers in Sligo	15 May 2015	25
IRIS training for PI CEOs	29 October, 2015	19
Regional IRIS training for LCDCs in Cavan	1 December, 2015	10
Regional IRIS training for PIs in Cavan	3 December, 2015	14
Regional IRIS training for LCDCs in Roscommon	8 December, 2015	7
Regional IRIS training for PIs in Roscommon	10 December, 2015	9
Regional IRIS training for LCDCs in Dublin	15 December, 2015	12
Regional IRIS training for PIs	17 December, 2015	16
Total	n/a	157

5.2.2 Technical supports

In addition to the delivery of regional training, ongoing technical support was delivered through the IRIS helpdesk. During 2015, a total of 897 queries (phone/email) were processed. Figure 5.1 below gives a detailed breakdown over time.

Figure 5.1 Number of calls/emails related to SICAP received by Pobal in 2015

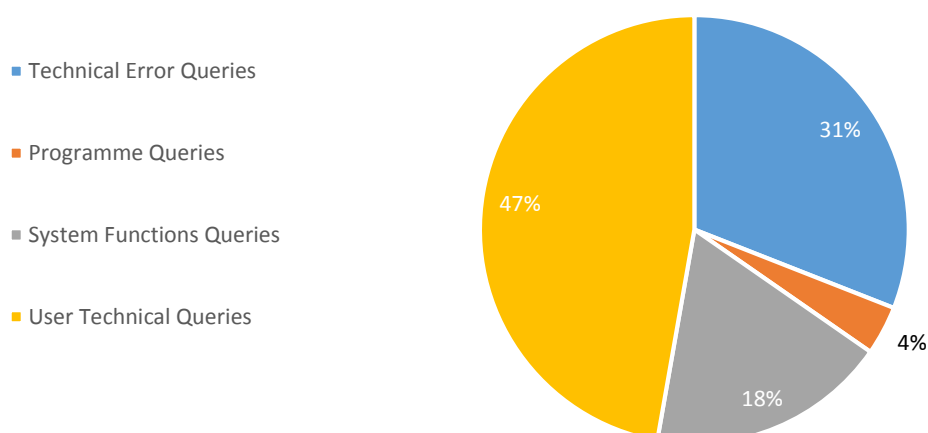


The queries covered a wide range of issues related to:

- **Technical error queries** – mainly technical errors encountered by Pls while inputting data into the IRIS system (e.g. auto-address);
- **System functions queries** – user queries related to the use of IRIS system by Pls (e.g. setting up views, changing views, running reports etc.);
- **Programme queries** – specifically about the implementation of the SICAP programme.
- **User technical queries** – queries related to general site navigation, Internet Browser issues, user setups, login issues and other.

Figure 5.2 below shows the breakdown of queries by category. Almost half of the queries (47%) received by Pobal were related to User technical issues, 31% to Technical errors and 18% to system functions. Only a small proportion of queries (4%) were related to the programme implementation.

Figure 5.2 Number of SICAP/IRIS queries received by Pobal by category



5.3 Other supports

Work started in late November 2015 on producing a series of **video tutorials for all IRIS users**. There are nine tutorials, covering the basics such as giving an overview of IRIS for the different user types as well as more detailed areas such as how to upload a document and run a report on IRIS. These are designed to assist LCDs and Pls to recall the training inputs delivered at regional sessions and are available online on the [Pobal IRIS support page](#).

Paper templates to facilitate the collection of data to input into IRIS were developed and are available on the Pobal website. These templates have been updated to reflect changes to the programme requirements and enhancements to the IRIS system. User's guides on the various processes and functionality of IRIS are also available on the Pobal website.

Feedback and guidance on data quality issues and errors was communicated to users in November 2015.

Chapter 6 Challenges, lessons and plans for 2016

6.1 Programme challenges in 2015

In the end of year progress reports, Programme Implementers shared their experiences of Programme delivery during 2015. Their reports highlighted issues related to topics such as programme design and requirements, operational and delivery issues, budget and resources, operating context and collaboration with other agencies.

6.1.1 Programme design and requirements

SICAP is a successor programme to LCDP, which ran from 2010 to the end of March 2015. The design of SICAP was informed by the findings of a mid-term review of the LCDP and a stakeholder consultation process, and it is articulated in the programme requirements. In the end of year reports many PIs offered their observations on the issues related to programme design which they experienced during the first nine months of the programme delivery. A summary of these issues is presented below.

- **The requirement that 50% of individuals engaged under SICAP live in disadvantaged areas as designated by the Pobal Trutz Haase Deprivation Index.** A significant number of PIs found it difficult to meet this target due to the nature of disadvantage in their respective Lots. This was particularly an issue for rural Lots, where disadvantaged individuals may be more dispersed. Rural disadvantage is more likely to be related to employment opportunities, access to services and social isolation.
- **Changes to the registration process.** Many PIs felt that the registration forms were long and time consuming to complete, and consequently off-putting for some clients. This was compounded by the addition of “sensitive questions”. Asking these questions added time to the registration process and in some cases led to lengthy emotional conversations with their clients. It was reported by some PIs that using the form could have had negative effects on developing trust between clients and staff, and some reported losing clients as a result. The training supports provided by Pobal and, in particular the registration training guide, were reported as being very helpful in addressing problems related to sensitive questions.
- **Exclusion of small holders as a target group.** For a number of PIs, particularly in rural areas, the exclusion of small holders as a target group under SICAP was seen as a negative change. PIs pointed out that this group experiences real disadvantage and should be supported under SICAP. In response, a new target group - ‘low income workers/households’ - was introduced for 2016.
- **Focus on quantitative targets.** A number of PIs pointed out that the targets set for the SICAP Headline Indicators⁴⁹ were high and were of the opinion that a strong focus on meeting targets may compromise the quality and quantity of interventions delivered to those most in need. They reported a significant amount of work with beneficiaries was aimed at ‘soft outcomes’, which could not be captured on IRIS and therefore would not be counted towards programme targets. Some of them also commented that the SICAP programme’s target focussed design provides less space for work with non-caseload people and the implementation of preventative strategies.

⁴⁹ It should be noted that the majority of PIs accepted the LOT targets when they tendered for SICAP and in many cases the PIs increased their own LOT targets. The national targets agreed through the tendering process are all higher than the original targets set for the programme prior to the tendering process.

- **Requirement for two interventions.** A number of PIs raised the issue of having to provide two interventions to a client for them to be counted on the caseload. They felt that this excluded clients that may have needed just one intervention.
- **Funding supports (grants).** Some PIs observed that not being able to provide small grants to local community groups for items like hiring meeting space, lighting, insurance, stationery and research, was a limitation on a previously valued support and had a negative impact on some groups' development. Similarly, they indicated that the removal of individualised financial training supports made it more difficult to facilitate the necessary access to training.

6.1.2 Operational and delivery issues

Being a new programme, many issues raised by PIs were about how to operationalise and deliver on programme requirements. These included:

- **On-going changes to Programme Guidelines, registration forms and IRIS.** A number of necessary amendments were introduced to Programme Guidelines, registration forms and the IRIS system during the year in response to changing circumstances. Many PIs commented that dealing with the changes was frustrating and sometimes confusing. Some PIs acknowledged that these changes were necessary and ultimately benefitted the programme, but felt that communication of changes could have been better. Whilst some were of opinion that more effective and better-timed training would have helped PIs to accommodate changes, others commented that the training provided by Pobal was very useful.
- **Access barriers.** Many PIs in rural areas pointed out that the lack of public transport and/or the cost of transport was a significant barrier for clients accessing supports under SICAP. Additionally, for some clients the lack of affordable and suitable childcare was a major issue.
- **Engagement with target groups.** A number of PIs specified the target groups that they found most difficult to engage with. These included new communities, Roma, lone parents, and young people (18-24) not in education, employment and training (NEETs). NEETs aged 15 to 17 were particularly difficult to reach as they were no longer in education and were not registered with DSP. More information on good practice in engaging with these groups can be found in sections 6.3 and 6.4.
- **Programme bedding down.** A number of PIs reported that it took a few months for the programme to bed down, which had an impact on their ability to deliver on their targets for the year. In the start-up period, time was needed to familiarise themselves with the new requirements, measures of performance and IRIS, and to put adequate resources and structures in place (e.g. recruitment of staff, restructuring ways of working, setting up outreach offices etc.). Some PIs also needed time to develop relationships with agencies in the new areas they were working in. Whilst it is acknowledged that start up time may have been a significant issue for some PIs, the analysis of targets in section 2.1 suggests a more encouraging picture for the overall achievement towards programme targets.
- **The impact of programme start in April on Goal 2 activities.** A number of PIs suggested that the start of the programme in April had an impact on their ability to deliver activities under Goal 2, which are closely linked to the academic calendar. In 2015, the majority of these activities took place between September and December while, in previous years PIs indicated they would carry out a large proportion of Goal 2 work between January and September.
- **IRIS.** A number of PIs reported difficulties with IRIS. Some found it difficult to record data correctly and others came up against technical issues such as difficulties with the auto-

address function⁵⁰. In general, PIs felt that learning how to use IRIS took a significant amount of time and they would have welcomed more IRIS training at the start of the programme. The training they received was helpful, and they generally found the IRIS user guides informative and user friendly.

- **Employment opportunities in rural areas.** The lack of employment opportunities in rural areas remains an important challenge for some of the PIs, making it difficult to reach the targets for progression to employment and self-employment.
- **Challenges specific to islands Lots.** Population demographics in islands tend to vary from the norm, with older people often constituting a majority. There are relatively few young people living in Lots with large island populations, which was challenging for targets regarding NEETs and the delivery of actions directed at young people. Employment and self-employment opportunities on the islands may be more limited than elsewhere, compounding the problem for delivery on targets. Additionally, the remoteness of islands adds to staff costs and service delivery.

6.1.3 Budget and resources

Some PIs expressed the opinion that the allocated funding was not adequate to the outputs required and placed additional pressure on their staff to deliver the same outputs with less resources. Some PIs changed their working practices and restructured existing models for service delivery and case management in order to respond to new operating requirements. More information on this can be found in section 6.3.

6.1.4 Operating context and collaboration with other agencies

The introduction of new local structures was a particularly important change in the operating context, namely the establishment of Local Community Development Committees. PIs pointed out that time was needed to develop working relationships with LCDCs and develop working communications between PIs, LCDCs, Pobal and DECLG. Some PIs also reported difficulties in getting local groups to engage with Public Participation Networks. They felt that more time was required to develop an understanding of their purpose and build trust. DECLG recognises that the changed governance and operating structure proved challenging and acknowledges that, while significant success was achieved in 2015, the number of reforms in tandem did, nevertheless have a bearing on the achievement of overall targets in 2015.

A number of PIs had issues in collaborating with other agencies in the field of social inclusion. Whilst the majority stated that they had very positive experiences working with different agencies in the provision of services, a number also identified challenges e.g.:

- In some Lots the level of referrals from DSP was below expectations.
- Changes of personnel and priorities in partnering organisations impacted upon the relationships that were built in the past.

6.2 Programme developments

There were a number of programmatic changes introduced after the programme went into implementation phase. Several of these changes were highlighted in the mid-year report but are

⁵⁰ An upgrade of the Autoaddress feature in November 2015 led to a significant issue regarding the mapping of rural addresses. This issue was resolved and Pobal have made the necessary updates to most address mappings.

repeated here to give an overview of the full nine months. These changes were developmental and designed to ensure that the programme remains responsive to emerging issues.

The Programme Requirements are updated on a rolling basis to respond to changing programme needs. Updates were made in response to a number of factors, including feedback from PIs, Departmental requirements, ongoing ESF/YEI funder requirements and observations from performance data. Pobal has sought to communicate any changes clearly and in advance of implementation so that all stakeholders are informed and can plan accordingly. The current Programme Requirements document is available on the Pobal [SICAP supports and resources page](#).

The key programme developments in 2015 were:

- A **SICAP registration training guide** was prepared, emphasising the importance of the registration data and providing guidelines and definitions. This was in response to a lack of consistency in individual registrations on IRIS and missing data for a number of registration questions. The training guide can be accessed on the [SICAP IRIS page](#).
- The **programme branding was developed** to improve local recognition and give it a stronger identity. A new logo was designed and has been in use since mid-2015. A video infographic was also created, aimed at the general public and potential SICAP users. It is accompanied by a SICAP leaflet which sets out in simple language what the programme offers and is used by PIs when engaging with local people and agencies.
- **Headline Indicator 4 was expanded** to include supports given to access life-long learning (e.g. information and guidance, counselling) and follow-up supports. This was additional to the existing requirement to only record if a client was engaged in a training programme or course.
- An **operational protocol was agreed** between the Department of Social Protection and the Department of the Environment regarding referrals to SICAP. Within the protocol the DSP recognises SICAP and its contribution to employment and activation under Goal 3. The protocol was prepared in order to ensure greater collaboration between PIs and DSP staff so that SICAP can complement and add value to current activation service provision.
- Further information was provided on **data obligations and IRIS**. This set out more fully the definitions and responsibilities, detail requirements on consent, personal data, data processors and the access levels and security roles of IRIS system users. This was based on the SICAP Data Protection Addendum to the Funding Agreement.
- **Two SICAP 'focus' groups** were named in order to highlight the need to engage with individuals who may not be specific target groups but have been identified as in need. Being named as a 'focus' group encourages PIs and LCDCs to consider the need locally and act accordingly. The 'focus' groups are marginalised and socio-economically disadvantaged women and people who are homeless or experiencing housing exclusion.

Programme developments planned for 2016 include:

- A new target group was added to SICAP for 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 or livelihood, particularly some self-employed, e.g. farmers. They would not have been eligible under the previous target groups and their addition means that PIs and LCDCs can now develop actions around this area in response to locally identified need. This low income target group can be assisted in upskilling with a view to securing a better quality job.
- The previous 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.

- **Headline Indicator 15 was revised** for 2016 to reflect the increased priority given by Government to assisting **social enterprises**. The indicator measures the number of social enterprises supported by the programme rather than the number of initiatives, and should result in actions being more targeted towards directly engaging with social enterprises.
- Work is ongoing in ensuring the **control and management framework for the programme** is robust and provides the required assurances to national and ESF funders and sponsors. It is critical that the programme data capture and supporting processes, documentation and records can be relied upon. The development and testing of the management and control framework and associated verifications can be expected to generate further instruction, guidance and refinements to the practice and disciplines being employed across the programme.
- The **evaluation of the programme** will be scoped and initiated during 2016. In addition a specific thematic qualitative study will be undertaken during 2016 to examine a dedicated topic in greater detail.

6.3 Lessons learned – the Programme Implementers’ perspective

In their end of year progress reports Programme Implementers commented on lessons learnt and best practice arising from the implementation of SICAP. Learning around collaboration with other agencies, service providers and stakeholders was prominent, along with issues related to engagement and outreach strategies; delivery of supports, and new or different approaches applied while working with beneficiaries. Some of these issues are elaborated on below.

Collaboration with other agencies, service providers and stakeholders

Almost all Programme Implementers emphasised the importance of **collaborative work** in the delivery of the programme, some specifically mentioning local groups, other agencies delivering services, organisations representing the interests of target groups and related stakeholders e.g. employers. They indicated that the success of SICAP was highly dependent on their ability to work effectively with different organisations. Activities were often aimed at informing the stakeholders about the services available to disadvantaged communities, and this required PIs to map out and identify potential duplication or gaps in service provision. They engaged with local community groups to identify local needs, and in some cases to discuss proposed actions prior to delivery. In some cases, new local networks were established to address educational, employment or other needs. For example, Leitrim Integrated Development Company helped to establish a mental health alliance network, bringing together community representatives and agencies, which went on to organise a programme of events promoting positive mental health.

Many PIs highlighted their engagement with young people’s services, and emphasised the need to strengthen those links in the future. For example, West Cork Development Partnership worked with Youthreach, the School Completion Programme, Kinsale Youth Support Services, a Family Resource Centre, Probation Services and a Drugs Task Officer in their efforts to identify and engage with young people described as NEETs. Some PIs pointed out the need for developing stronger and more formal relationships with local employers and linking those to their corporate social responsibility policies.

The ETB was cited as a particularly important partner for SICAP in a number of Lots. Inishowen Development Partnership (IDP) stated that they could not deliver the range of training supports without the support of Donegal ETB, going on to say that “they have been an important partner, allowing IDP to develop and tailor programmes to meet the needs of learners”. In the Donegal Gaeltacht Lot, PI reported that they successfully leveraged ETB funding in order to provide a range

of training programmes that were needed in different areas and for different people accessing SICAP services.

Carlow Local Development Company reported that their overall sense of the main achievements of the first nine months of SICAP were in establishing a solid and efficient working relationship with the LCDC, building awareness of the programme and consolidating strong partnerships with key players and research institutions. Strong links were established with Carlow County Council, Carlow IT in the areas of suicide and men's health, Carlow College in regard to new communities and advocacy, and One Family in relation to lone parents. In partnership with Carlow College the PI has developed a methodology on effective community responses to a neglected at-risk group in Irish society – young men at risk of suicide.

Collaborative work with local authority staff was of particular relevance for many PIs. In West Cork the PI worked with local authority housing officers to facilitate more engagement in disadvantaged estates. In the Bandon and Kinsale Lot, West Cork, work in local authority estates benefitted from working collaboratively with the Estate Management Liaison Officer, local political representatives, Cork County Childcare Committee and the Community Garda.

Having developed good relationships with other service providers, PIs tended to see more referrals from those agencies (TÚS was often mentioned by PIs as a source of many referrals) and they were also better able to share knowledge and resources as well as to develop new collaborative projects and initiatives.

Engagement and outreach strategies

The majority of PIs stressed the importance of **supporting clients within their local communities**. This sometimes involved locating outreach offices in disadvantaged areas and staff using local facilities to meet and provide supports to groups and individual clients. The presence of SICAP staff on the ground, in some cases via weekly clinics, helped to develop working relationships with individuals and local groups and to provide direct access to information, activities and other supports. In some Lots, such as the Mayo Islands, the presence of staff and the provision of supports on the Islands was essential to the successful delivery of the Programme as the majority of people from the Islands were not willing or able to travel to other locations. Various community locations were used, including youth cafes, Family Resource Centres, and local libraries. The use of 'drop in clinics' in urban parts of West Cavan proved a useful way of engaging with beneficiaries.

Some PIs described how a crucial element of their engagement strategies involved **removing barriers to participation**. Barriers could be lack of transport, financial costs or lack of motivation to engage. One example of work described as removing barriers came from Roscommon Integrated Development Company which provided transport to training courses for the participants, offered Driver Theory Training as part of the Achievement Programme and raised the issue of providing transport for training activities with relevant local agencies.

Programme Implementers used a wide range of methods aimed at raising interest and participation in the programme. Good practice for **reaching out to Local Community Groups**, included holding open community meetings to discuss the needs and issues of their local area, a survey of needs that fed into planning for the next year of the programme, and providing feedback to communities on consultation outcomes. Some reported that engaging with people on their doorstep, as part of a survey, proved to be an effective way of informing people about the programme and encouraging participation. Others mentioned marketing via social media, local newsletters, websites, email, local radio (particularly successful in rural areas), newspapers, and encouraging referrals from various agencies.

In working with **particular issue based target groups**, some PIs noted that collaboration with Traveller employment officers was very successful and collaboration with disability representative

groups and organisations was an effective way to engage with people with disabilities. Some found that the best way to involve new communities was to set up a new community group aimed at addressing their needs and in some cases, providing English classes or to provide courses in their own language. For example, the Start Your Own Business course provided by the South Kerry Development Partnership was delivered through Polish and was very well subscribed.

Assessing the quality of supports and client satisfaction

Many PIs were pro-active in developing qualitative methods to record the **impact of their SICAP supports and services**. Many different methods and techniques were cited in their reports, one of which involved use of workshop evaluation forms and follow-up calls to assess people's level of satisfaction with the training provided. West Cork Development Partnership Ltd. reported the feedback being overwhelmingly positive from a follow-up phone survey they carried out on some of their training.

Donegal Local Development Company Ltd. engaged Government Agencies, Departments and voluntary groups in feedback workshops in December to engage the sector in a process of constructive review, input, and information sharing, to feed into planning for 2016. The workshops were described as an open and direct forum and the exchange proved to be highly beneficial from a learning perspective.

North and East Kerry Leader Partnership Teoranta engaged with the University of Limerick in order to enhance the company's capacity to develop qualitative evaluations. University staff developed a questionnaire to enable the PI to evaluate their work in different estates.

Changing delivery methods

A number of PIs reported that they **changed their ways of working** as a result of the change from LCDP to SICAP. Some moved away from the reliance on specialisation of officers in educational or employment supports to a more holistic model, where officers would provide a range of supports to clients. For example, in the Charleville and Mitchelstown Lot the PI streamlined its internal organisational referral procedures so that now, all clients from SICAP target groups who are supported by Ballyhoura Development in 2016 can be assessed for support needs by any member of the core SICAP delivery team. Other PIs introduced models for resourcing and timing of face to face supports, which resulted in the designation of private spaces within offices and the allocation of times for interviews. One PI mentioned the plan to introduce mobile IT facilities to enable their officers to register the clients 'live' on the IRIS system.

Staff needs

A number of PIs also reported upskilling their staff and providing training on various aspects of the programme, e.g. preparing personal action plans and delivering training to clients, in response to a perceived requirement for higher levels of expertise from their staff. Cork City Partnership have been pursuing the attainment of a higher level QMark award as testimony of their continuous improvement programme. In 2014 they were awarded a Level 1 QMark award, with an additional nomination and subsequent award from Excellence Ireland Quality Association (EIQA) in mid-September 2015. In December they were awarded a Level 2 QMark and are currently the only PI in the country to have achieved a Level 2 QMark award.

According to one PI, there is less of an emphasis on grant aid in SICAP than had been the case in LCDP and it is more focussed on the expertise of the staff working with people/groups to help them progress. Kerry North East and West stated that they had been moving in this direction over a number of years but the new programme design crystallised this approach. This is expected to challenge the team to develop their capacity and skills and is seen as a largely positive development.

Delivery of Goal 2

Many PIs highlighted issues or activities that they felt were important for **successful delivery of activities under Goal 2**. These included the following:

- Tailoring programmes to meet the needs of specific groups led to an improved uptake.
- Scheduling training at times most suitable to participants, such as evenings or weekends, enabled greater participation.
- A strong focus of many PIs on wellbeing and positive mental health within initiatives and workshops.
- Mixing participants from different groups and ages enhanced learning.
- Additional supports were required for people with literacy issues accessing training.
- Offering additional supports to people participating in short-term training activities, like career guidance and CV and interview preparation, would extend their engagement with the programme and achieve more benefits for them.
- In cases where there was not a sufficient number of people to fill a course, one-to-one courses were provided e.g. in a clinic format which could also be tailored for that individual.

Flexibility of delivery

A number of PIs emphasised the importance of **flexibility** while delivering interventions under the programme. They described how it was sometimes necessary to integrate actions and to respond to change in local situations. For example, Donegal Local Development Company organised a motivational workshop focusing on ‘the power of positive thinking’, which was combined with a Business Idea Generation workshop, for people who were affected by the redundancies on the industrial estate in Gweedore. Leitrim Integrated Development Company provided truck driving and chainsaw courses in response to the growth in the forestry sector in Leitrim.

Approaches applied while working with beneficiaries

A number of PIs stressed the importance of approaching the communities and individuals they assist with empathy, understanding, confidentiality and impartiality. They also emphasised the importance of **building trust and developing relationships** and recognising that it takes time to achieve these. Some PIs, pointed out that to achieve outcomes it was essential to manage client’s expectations and ensure that the targets set were realistic.

6.4 Learning specific to YEI

A number of end of year reports referred to learning related to engagement with and support provided to NEETs. The majority of PIs reported interagency collaboration with other agencies as being of central importance in order to target young unemployed people. Such external connections included the DSP & Intreo, schools (in particular Delivering Equality of Opportunity in Schools (DEIS) schools), school completion officers, youth justice officers and probation officers, Youthreach providers and other community and voluntary organisations, such as Foroige. In a number of instances, PIs actively assumed a role in coordinating or assisting in the coordination of vocational or educational supports for young people by mapping and linking existing services.

Some PIs went into detail about the type of interagency work required for targeting NEETs, with formal referral pathways between the DSP and SICAP being the most commonly cited, particularly through the referral of under 25s from the DSP directly to SICAP. In one instance, a PI described a local arrangement, whereby the Intreo office would make referrals, if they encountered a person on the Tús waiting list who was below the age of 25.

Some PIs also noted the importance of self-referrals and how word-of-mouth can be a useful driver of engagement if participants recommend services to their peers. Several PIs indicated that they used social media to target NEETs, with one describing how it used Facebook and paid for a Facebook campaign. However, the results of this campaign were disappointing.

Some PIs commented on the additional time and effort in engagement required in order to build trust and relationships, most reiterating the need to apply youth-work principles. In comparison to many of the other SICAP target groups, NEETs were seen as requiring more regular, more intensive types of supports, often on a one-to-one basis, and regularly requiring a preliminary period focussed on relationship building.

With a number of PIs describing the challenge of initial engagement with this cohort, one PI suggested a way forward was to develop shorter courses, focussed (initially at least) on activities rather than programmatic content.

6.5 Training and support needs identified

In 2015, Pobal's training supports with LCDCs focused on their implementation role, the use of IRIS, on their role in reviewing monitoring reports and review and sign-off for annual plans. For 2016 the focus will be on the more strategic elements of the programme and in particular the following:

- Developing engagement strategies with core target groups of SICAP.
- Putting supports in place to strengthen the implementation of the horizontal principles of the programme and in particular the principles of Community Development and Equality.
- Measuring and monitoring the qualitative indicators.
- Development of guidance on compliance with programme requirements.
- Continuation of the regional approach to delivery of supports and training - two sets of regional workshops to be delivered in June and November 2016.
- Delivery of IRIS regional training based on needs.
- Publishing IRIS video tutorials and user guides on Pobal website and production of more if identified through needs analysis.

6.6 Overview of changes planned for 2016

SICAP has sought to be responsive to feedback from implementers and SICAP clients on the ground over 2015 and to continually improve. A number of changes were brought in during 2015 in response to consultation with the main stakeholders – these have been outlined in Section 6.2 above. Work is also being carried out on how to measure progression in education and on good practice in the preparation of Personal Action Plans.

Programme development is an ongoing process and further amendments may well be required in 2016 to further improve and strengthen the programme and to ensure it continues to benefit individuals and communities. A series of best practice updates and guidance will be provided to PIs in order to help maintain compliance with programme requirements.

Timeframes are considered by some LCDCs to be quite tight for them to review monitoring reports and issue subsequent payments to PIs, particularly so for the end of year review process and review of annual plans. As a result of time pressures some LCDCs have suggested that their role is reduced to meet the requirements of a quick turnaround in order to be able to issue payments. The situation will need to be revisited in 2016, however this may be a challenging issue as

payments are dependent on satisfactory performance and the release of payments to PIs would be delayed by any additional time taken to review and sign off the necessary documentation.

6.6.1 Areas to strengthen in 2016

Based on the learning from the performance of SICAP in 2015, a number of areas to strengthen in the programme were jointly identified by DECLG and Pobal. These include:

- **Progression to employment.** In 2015, 1,337 people got a job after receiving a SICAP support. Supporting more people to find employment is a priority as being employed is one of the most effective ways to reduce poverty and social exclusion and boost quality of life.
- **Gender balance.** 45% of the SICAP caseload were women. This is an improvement from the previous social inclusion programme LCDP, but efforts should be made to ensure even greater gender balance.
- **New female business owners.** In 2015, the ratio of men to women who set up their own business was 2.5:1. This is below the national ratio for new female business owners (GEM, 2015). SICAP should strive to enable a greater number of women to become entrepreneurs.
- **Initiatives with local employers.** 26 new initiatives with local employers were agreed. Employers play a key role in providing jobs and training, and stronger engagement with them is needed.
- **New social enterprises.** Only 11 new social enterprises were supported in their set up. More work locally is required to support more social enterprises to get off the ground as they can provide invaluable jobs and services.
- **Progression of LCGs.** 8% of local community groups progressed along the community development matrix. Although, it is not easy to progress groups, more collective action and strategic involvement should be the ambition.
- **Apprenticeship and traineeship.** In 2015, only 3 people were supported into an apprenticeship or traineeship. Facilitating more of these types of placements will give people a chance to sample different career pathways and gain new skills.
- **Irish Traveller and Roma communities.** Less than 2% of the SICAP caseload were from the Irish Traveller and Roma communities. The programme should work towards a greater level of engagement with these communities and build upon the engagement with local community groups.

Chapter 7 Summary and conclusion

The Social Inclusion and Community Activation Programme, which commenced on 1 April 2015, aims to reduce poverty and promote social inclusion and equality through local, regional and national engagement and collaboration. The programme is sponsored by the Department of the Environment, Community and Local Government, with a total budget of €26.8 million for 2015. SICAP and is overseen and managed locally by Local Community Development Committees and delivered by 45 Programme Implementers across 50 Lots.

In the nine months up to the end of 2015, SICAP supported 2,506 Local Community Groups and 36,854 individuals on a one-to-one basis. These overall figures were slightly below the programme targets (96% and 90% respectively), though targets for six headline indicators were achieved, several of which were significantly exceeded. Four headline indicators fell short of their targets by more than 20% - the number of people supported under Goal 2, the number of people who progressed to employment, the number of people who progressed to self-employment and the number of young people who progressed to self-employment.

Almost two thirds of the LCGs supported by the programme were working to address the needs of specific geographical communities as well as issue based target groups. Across the programme LCGs worked with all SICAP target groups, with the majority representing people living in disadvantaged communities. Pls assisted over 2,300 LCGs either in formation, development or progression and these groups in turn supported over 125,000 people. The majority of groups were assisted during the early stages of development and one in twelve made some progression along the community development matrix. One third of LCGs were supported to participate in local, regional or national decision-making structures and over 200 were assisted to leverage additional funding, securing a total of €3.2 million. 143 LCGs were supported in the development of new or existing social enterprises, leading to the establishment of 11 new social enterprises with the creation of two full time jobs and 24 part-time positions.

Three in ten individuals supported under SICAP lived in areas designated as disadvantaged, very disadvantaged or extremely disadvantaged, which represents a 29% increase in targeting compared to LCDP in 2014. As in LCDP, men accounted for the majority of individuals, however the gender gap was narrower in SICAP. Over half of the individuals were aged between 25 and 45 and a significant majority of them were unemployed. The combined number of NEETs, lone parents and new communities accounted for around 30% of the caseload. Just over half of the case load were long-term unemployed and the highest educational achievement for almost three quarters of them was Leaving Certificate or below. Irish nationals constituted over three quarters of the SICAP caseload, with Polish being the second most prevalent nationality. Most participants became aware of the programme through a government body, a state agency or other relevant organisation, with Intreo being the single agency with the highest number of referrals to SICAP. One fifth of individuals were referred to SICAP by an LCG, a significant increase on the referral rate under LCDP.

Over 16,700 individuals, including more than 4,000 young people, received an educational support under Goal 2. Of those, almost 13,500 individuals participated in LLL courses. Half of course placements were delivered directly and funded fully by SICAP Programme Implementers. One fifth of course placements were on accredited courses, with the largest number of placements recorded on Level 5 courses. In comparison to LCDP, more SICAP course placements were on lower level courses. The majority of course placements were completed successfully, with placements on unaccredited courses having significantly higher successful completion rate compared to accredited courses. Almost one third of course placements were in the area of personal development and course placements in the field of education were the second most popular. The majority of Goal 2 course placements were of relatively low intensity, requiring individuals to attend

between one and four hours a week. Other supports to individuals under Goal 2, included supports to access LLL (over 8,600 people), supports to encourage remaining in a LLL course (over 2,400) and assistance with accessing community childcare (over 250).

Over 3,100 individuals progressed along the education continuum, a quarter of which were young people. People with a higher educational attainment were somewhat more likely to progress along the education continuum.

Over 23,500 individuals, including almost 3,000 young people, received employment supports under Goal 3. The majority of supports focussed on self-employment (over 19,300 support interventions provided to 9,640 individuals) and career advice and guidance (almost 15,000 interventions provided to over 8,900 individuals). Over 6,300 individuals participated in labour market training under Goal 3, which was primarily delivered by SICAP PIs and private providers and the majority of course placements were completed successfully. In comparison to Goal 2 courses, more labour market training course placements were accredited, but the overall level of accreditation was lower. The course intensity for labour market training was higher than Goal 2 course placements with the majority requiring attendance of more than five hours a week.

A total of 1,337 individuals progressed into employment, with more people moving into full-time than part-time jobs. The three occupation categories with the highest rates of progression were sales related occupations, building and construction workers and clerical and office workers. The average hourly rate of pay for those who progressed to employment was €10.91. A total of 4,687 individuals progressed to self-employment, the vast majority of which set up as a sole trader and the most popular sector was construction. These businesses in total created 715 full-time and 85 part-time jobs. The majority of individuals who progressed into self-employment availed of DSP supports in the form of BTWEA or STEA.

Only three individuals were supported into apprenticeships, however, almost 230 individuals were placed on work experience or work placement programmes, such as Tús and the Community Employment scheme.

SICAP also provided supports to people who were not registered on the individual caseload. Almost 50,000 children received educational or developmental support under Goal 2 and the majority of supports were in relation to youth work engagement in FET and career guidance and counselling. Additionally, over 25,000 people participated in social, cultural and civic activities provided by LCGs and almost 15,000 non-caseload adults and over 4,300 children attended SICAP information events.

Programme Implementers engaged with 391 decision-making structures, the majority of which supported people living in disadvantaged communities. A total of 230 joint strategies or partnerships were established, most of which were put in place by SICAP PIs and education providers in order to meet the educational needs of SICAP target groups. Almost 100 of the PI initiatives were established to promote, develop or sustain social enterprises. The most common supports provided through these initiatives were developing social enterprise networks and providing advice on operational issues.

PIs promoted an equality framework through the development and implementation of measures addressing discrimination of particular target groups, tackling gender inequality, targeting groups considered to be at risk or addressing isolated communities. Activities included bias proofing of PIs' policies, procedures and information tools, awareness training and enabling access to services or removal of barriers to participation.

Programme Implementers applied four types of approaches to engage with disadvantaged communities: supporting clients within their local communities, developing local skills and capacity, assisting communities to identify their own needs and targets, and empowering

communities to achieve greater levels of participation and collective action. To develop collaborative approaches with local, regional and national stakeholders, several PIs established formal networks or forums between community groups, activists and stakeholders, used local outreach offices for classes and offered information sessions promoting SICAP. They also held community meetings and information sessions for local people.

As part of YEI, SICAP supported 3,958 young people not in employment, education or training (NEETs). NEETs were given one-to-one supports or participated in workshops, courses and outreach and information sessions, with the aim of increasing their employability skills or education level. Many PIs successfully engaged with NEETs, by collaborating with multiple agencies already working directly with young people. Yet, they emphasised the complexity of issues faced by this group, and the resource intensive nature of one-to-one work required to achieve successful outcomes.

Pobal provided a range of supports to LCDCs and PIs involved in the implementation of SICAP. Nine programme training sessions and 11 ICT training events were delivered. A phone support service provided answers to almost 900 queries, which were related to either the programme itself or the IRIS data system.

In their end of year reports PIs highlighted a number of issues which they saw as impacting on the delivery of the programme. There were issues related to programme design and requirements, operational and delivery issues, budget and resources, operating context and collaboration with other agencies. The majority of PIs were not able to meet the programme requirement for 50% of supported individuals to be living in disadvantaged areas and as a result of discussions this target has been reduced for 2016. Many found that occasional changes to programme requirements, although necessary in the early stages, were frustrating and sometimes confusing, especially those related to the use of the IRIS system. Several reported being hindered in their ability to meet targets for Goal 2 supports due to the programme starting in April, as activities under Goal 2 are particularly linked to and affected by the academic calendar. Many PIs, especially in rural areas, struggled with removing the significant barriers faced by potential clients in accessing the supports on offer and in identifying suitable progression routes for their clients.

The end of year reports also gave PIs the opportunity to comment on their own learning resulting from programme implementation. Many emphasised the importance of collaborative work with local groups, service agencies, organisations representing interests of specific target groups and other stakeholders in the delivery of the programme. This approach of interagency collaboration was particularly important for engagement with NEETs. A strong message emerged on the importance of supporting clients within their own communities and in working to remove barriers to participation. Many PIs developed qualitative methods to record the impact of their supports and services and applied them to evaluation of their activities. Some commented on how there had been a change in emphasis from LCDP, which had a strong focus on grant aid, to SICAP which had more of a focus on staff delivering the programme and in response, they had changed their ways of working and/or upskilled staff.

SICAP was developed as a successor to LCDP and 2015 was in effect a continuation of the changeover process. Perhaps inevitably in these first few months, the need to make some changes to requirements emerged and amendments were introduced as a response to identified need. Changes included the expansion of Headline Indicator 4 to allow for supports in accessing LLL; agreement of a new operational protocol with DSP, introduction of a SICAP registration training guide and the addition of two SICAP 'focus' groups: marginalised and socio-economically disadvantaged women and people who are homeless or experiencing housing exclusion.

Already, in the early stages of this new programme, SICAP is showing promising improvements in the delivery of social inclusion interventions when compared to its predecessor LCDP. In its first

year, SICAP supported a higher percentage of people living in disadvantaged areas, people who had lower levels of educational attainment and a higher percentage of long-term unemployed clients. There is strong collaboration and engagement of PIs with local stakeholders as a larger number of referrals came from government bodies, state agencies and Local Community Groups. Also, there is evidence of Programme Implementers adapting to accommodate the shift of emphasis from grant aid towards expertise driven supports.

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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 Oírr, 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

For more information contact:

**Pobal, Holbrook House, Holles Street,
Dublin 2, Ireland**

**Pobal, Teach Holbrook, Sráid Holles,
Baile Átha Cliath 2, Éire**

**T: +353 1 511 7000 F: +353 1 511 7981
enquiries@pobal.ie www.pobal.ie**