AN ROINN OIDEACHAIS AGUS SCILEANNA | DEPARTMENT OF EDUCATION AND SKILLS

Human Capital Investment Operational Programme (2007-2013)

IRELAND

Annual Implementation Report 2014

Ireland's EU Structural Funds Programmes 2007 - 2013

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Identification

OPERATIONAL PROGRAMME	**Objective:** Regional competitiveness and employment
	Eligible area concerned: Ireland
	Programming Period: 2007-2013
	CCI No: CCI 2007IE052PO001
	Title: Human Capital Investment Operational Programme
ANNUAL IMPLEMENTATION REPORT	**Reporting year:** 2014
	Date of approval of report by Monitoring Committee: 19th June 2015

Approval of report by HCI-OP Monitoring Committee

Approval by written procedure to the document was received from the Monitoring Committee on the 19th June 2015.

CHAPTER 1

1.1 OP Structure and Linkages

1.1 Introduction

This is the **eighth** Annual Implementation Report for Ireland's Human Capital Investment Operational Programme (HCI OP) 2007-2013 and is in respect of the year 2014. The Report sets out the progress of the OP during the calendar year 2014. Fourteen activities were being funded within the OP at the end of 2014. Two Activities – Disability Training (Increasing Participation and Reducing Inequality in the Labour Force Priority) and In-Company Training (Increasing Activation of the Labour Force Priority) are no longer funded under the HCI OP following reviews of the OP in 2009 and 2011 respectively.

Given that we are in the final stages of the HCI OP) 2007-2013, the closure of the HCI OP is the primary focus at this point. Any final requests for modification of the programme, including re-allocations of funding, must be approved by the Monitoring Committee and the Commission before the end of the year.

Negotiations on a successor Operational Programme which began in mid-late 2013 intensified in 2014 and resulted in a draft Programme for Employability, Inclusion and Learning being submitted to the EU Commission in July 2014 following Government approval of same.

PART 2 of the report includes detailed reports on the implementation of each Activity in the OP.

1.2 HCI OP STRUCTURE

The Human Capital Investment Operational Programme (HCI OP) 2007-2013 is Ireland's only ESF-supported programme in the 2007-2013 'round' of Structural Funds, with a total of €375 million in ESF aid allocated to the Programme. The overall funding for the programme, including the State's contribution, now stands at €751 million.

The Programme comprises three Priorities as follows:

- Increasing Activation in the Labour Force
- Increasing Participation and reducing inequality in the Labour Force
- Technical Assistance

The areas of activity co-funded by the ESF remain directed towards the achievement of the following objectives:

OBJECTIVES

- *To provide education, training and other supports necessary to upskill the workforce as a means of enabling it to respond to the challenges posed by international competition, to enhance worker productivity and to assist in meeting the evolving needs of industry and the economy*

- *To provide for increased activation and participation with certain groups who can contribute to Ireland's workforce but who face barriers to employment, progression and participation*

FÁS/SOLAS/ETBs/VECs

The main changes in the structure of the ESF cascade during 2014 related to the further consolidation of the changes brought about by the legislation establishing 16 new Education and Training Boards (ETBs), to replace the 33 Vocational Education Committees (VECs). As part of the change, the Irish Vocational Educational Authority changed its name to Education and Training Boards Ireland (ETBI). ETBI now represents the Education and Training Boards and promotes their interests. The second and related change followed from the establishment on 27th October 2013 of An tSeirbhís Leanúnagh agus Scileanna (SOLAS) and the dissolution of FÁS as part of this process. The staff, property and functions of FÁS were transferred to SOLAS. The main objective of SOLAS is to develop, fund and oversee an integrated further education and training sector. The former FÁS training centres and staff (approx. 800) transferred on a gradual basis to the recently formed Education and Training Boards and these bodies are responsible for the delivery of an integrated further education and training system. This transfer process commenced on 1st January 2014 and was completed on 1st July 2014. During this transition phase SOLAS continued to be responsible for the delivery of training in the former FÁS training centres pending their transfer to an ETB.

These major organisational changes in relation to FÁS/SOLAS/ETBs have had a significant effect on the continued efficient operation of the HCI OP given the pivotal role FÁS/SOLAS plays in the OP cascade. Substantial engagement between the Department and SOLAS continued throughout 2014 in order to address the organisational, functional and resource challenges emerging with particular emphasis on the continued operation of the OP and the drawdown of available ESF assistance.

1.2 Strategic Overview/Added Value of ESF

The added value of ESF Intervention is detailed below in relation to each of the individual Activities under the HCI OP.

ESF 1.1 – Skills Training

Due to the transfer of responsibilities to new authorities, the focus in 2014 was on the development of a Further Education and Training (FET) strategy and maintenance of existing provision in former FAS training centres.

ESF 1.3 Back to Education Initiative

The BTEI adds value to national policies though improving opportunities to individuals to engage in the formal learning process; individuals who, either currently or in the past, experienced barriers.

Those who the BTEI targets include, amongst others:

- Adults and young people aged over 16 who left school with low or no formal qualifications or low literacy levels.
- The unemployed, including the long term unemployed, and the older unemployed person.
- Those with a need for additional skills, to improve employment opportunity.
- Those in rural isolation
- Travellers
- The Homeless
- Substance Misusers
- Ex-offenders
- Those with disabilities
- Those for whom English is not the mother tongue, and who require language and literacy supports

The provision of a BTEI programme is of immense value in ensuring that employment opportunity is wide ranging and future employment trends are catered for.

The BTEI acts as an invaluable bridge, linking providers with all relevant local agencies and community groups, thereby ensuring information is available at national level and effective use is made of funding to the benefit of national policies. Providers also continue to stress that the flexibility of the funding mechanism facilitates responses to new employment needs at local level.

ESF 1.4 – Undergraduate Skills

The Expert Group on Future Skills Needs (EGFSN) has continued to identify that the demand for information and communications technologies (ICT) skills in Ireland is exceeding the supply of such skills.

The HEA, working with the Department of Education and Skills and the Expert Group on Future Skills Needs has sought new ways to take advantage of opportunities and address challenges through an *ICT Skills Action Plan*.

The ESF funded Undergraduate Skills Programme has played and continues to play a crucial role in attempting to meet the skills shortages identified particularly in the ICT area and the Chemical and Biological Sciences area. The technology sector in Ireland is thriving (e.g. Google, Facebook and Twitter have their European HQ in Dublin). There is a growing multinational technology presence in Ireland and a vibrant indigenous software sector. Highly skilled individuals are needed to maintain Ireland's competitive advantage and to meet the demands of the rapidly demanding sector. It is essential that Ireland continues to produce quality skilled graduates needed for the technology sector.

It is widely accepted that ever increasing ICT skills numbers, underpinned by ESF support, will be crucial in driving employment growth opportunities in Ireland where the right quality,

quantity and diversity of skills are essential to attract and embed the broad range of industries which fit under the ICT umbrella. The support of ESF funding in this critical area has been very beneficial in that it has facilitated funding to be targeted at a specific group of students (ICT) where a crucial skills gap have been, and continue to be, identified.

Overall enrolments on programmes continue to improve and it is considered that the supply of good quality ICT graduates will be a crucially important factor to the improvement of the Irish economy. The ESF funded Undergraduate Skills Programme will continue to play a vital role in addressing some of the remaining challenges in particular, the ongoing attraction and retention of students on these programmes. Various new approaches and initiatives have been undertaken to improve the attraction and retention of students (e.g. Vacation Computing Camps) and it is hoped that the success of these initiatives will continue.

The HEA issued a 'Call for Proposals to provide additional ICT undergraduate places in 2014' on 14 April. The Call invited proposals from publicly-funded higher education institutions to increase the number of places on courses leading to a Level 8 award in core ICT areas. The additional places are to be incentivised via a top-up amount of €1,000 per annum, in addition to the usual HEA core grant payment. This core grant resourced top-up is to be provided to providers for each additional student for the duration of his/her course. In response to the call an additional 661 places were provided by the sector.

ESF 1.7 – LMETF Momentum

ESF funding accounted for 50% of the budget allowing for 3,250 participant places on the programme.

ESF 2.2 Disability Activation Project (DACT)

A significant and persistent gap continues to exist in employment rates between people with disabilities and people without a disability. This gap indicates that the current system of supports aimed at enabling people with disabilities to access the labour market and employment is limited in its effectiveness.

The strategic aim of the Disability Activation Project is to increase the capacity and potential of people on disability/illness welfare payments to participate in the labour market, based on a case management approach. The objectives of the Project are to:

- Focus on capability to work in respect of Social Welfare Customers on a disability/illness payment. Such capabilities will be identified, developed and formalised leading to a personalised progression plan for each individual participating in the project.
- Develop and implement innovative models of activation involving a case-management approach which are designed to meet gaps in employment, pre-employment or progression programme provision for people with a disability.
- Work with and/or support employers to develop initiatives to enhance people with a disability entry to, or retention in the workforce.
- Support the progression of young people with a disability.
- Support the progression and retention of people with an acquired disability.

The Disability Activation Project is being undertaken against a background of significant policy and institutional developments relating to the Department of Social Protection (DSP)

and to responsibilities regarding profiling and case-management, labour market activation and employment supports for people with a disability. DSP now has responsibility for a range of specific employment supports (Wage Subsidy Scheme, Employee retention Grants, EmployAbility Supported Employment Programme) for people with a disability.

The DACT project will provide invaluable information on the most effective models for effective engagement with people with disabilities in order to enhance their progression in the open labour market.

The Department has recently commissioned Indecon International Economic Consultants to undertake an independent evaluation of the DACT projects. A key part of this evaluation will be to identify from the projects what works with regard to increasing the capacity and potential of people on disability/illness welfare payments to participate in the labour market, and which of those are capable, where appropriate, of being mainstreamed in the delivery of supports to people with disabilities in the future.

ESF 2.3 – Adult Literacy

The Adult Literacy Programme is intended to achieve the Department's goal of enabling individuals to achieve their full potential, to participate fully as members of society and to contribute to Ireland's social, cultural and economic development, thereby promoting a more inclusive society.

Participant numbers have increased dramatically during the period of this Operational Programme, with numbers increasing from 46,000 in 2007 to 56,000 in 2014.

Adult literacy, in addition to reading and writing, has been extended to such basic education as numeracy, social and personal development, learning to learn and IT skills. Specific literacy tuition is offered in groups or one-to-one in a variety of modes.

Targeted and focused programmes have been devised and developed including ITABE which provides 6 hours literacy tuition per week to small groups, as well as family literacy projects, programmes for the deaf, Irish speakers, those with dyslexia and Travellers.

Accreditation for learners became available at Levels 1 and 2 of the National Framework of Qualifications in 2007. Accreditation is not a requirement of participation on the programme, however, the option of appropriate accreditation at NFQ Levels 1 to 3 is available to all learners as is the option to progress to further education and training.

Literacy is being integrated into further education and training programmes with literacy tuition available as part of the Youthreach programme, Vocational Training Opportunities Scheme (VTOS) and as part of the Back to Education Initiative (BTEI). Under the co-operation hours scheme, literacy tuition is provided by ETB-employed staff in Community Training Centres and prisons as well as in REHAB workshops, centres for the unemployed and day care centres.

The Further Education and Training Strategy (2014-2019) sets out a number of specific actions for a new literacy and numeracy strategy. These include encouraging increased participation and completion of awards in line with the National Skills Strategy. The Strategy also emphasises the need to promote numeracy provision more strongly and to broaden access routes. SOLAS is currently engaging with ETBs in relation to the objectives of the national literacy strategy.

ESF 2.4 – Third Level Access

As Ireland seeks to compete in the global knowledge economy the supply of graduates from groups traditionally associated with higher education will not be sufficient to meet demand. Ireland will therefore need to attract more students from traditionally underrepresented groups in order to enhance the national skills profile.

ESF-aided programmes, i.e. the Fund for Students with Disabilities and the Student Assistance Fund, play a key role in widening participation for those who are traditionally under-represented in higher education. The funds are a key driver of increased participation and retention of students who have additional educational needs arising from a disability; students who are socio-economically disadvantaged; and students who are returning to education as mature students (+23) having left the education system previously without qualifications.

Every year thousands of students from the key target groups are supported in their studies with assistance from the Fund for Students with Disabilities or the Student Assistance Fund. The Fund for Students with Disabilities provides institutions with specific funding to support to people with disabilities. The supports provided are key to the inclusion of these students in higher education. Typical supports include assistive technologies and personal or academic support (e.g. personal assistance, study skills). The Student Assistance Fund allows institutions to provide financial support to students who require it. The fund provides funding to contribute to the costs of rent, childcare and other living expenses which are essential for the participation of students from socio-economically disadvantaged backgrounds.

Tables 1 and **2** show data on students supported and funding allocations from 2006-14.

Table 1 – Fund for Students with Disabilities

Academic Year	Students supported	Total allocation €
2006-7	2,444	9.9m
2007-8	3,099	13.5m
2008-9	3,483	11.7m
2009-10	4,964	12.1m
2010-11	6,097	13.7m
2011-12	6,849	10.8m
2012-13	7,897	10.3m
2013-14	8,809	10.3m
2014-15	10,011 (most up-to-date figures)	10.3m

Table 2 – Student Assistance Fund

Academic Year	Students supported	Total allocation €
2006-7	9,200	6m
2007-8	9,858	6.2m
2008-9	7,917	5m
2009-10	7,681	5m
2010-11	8,301	5m
2011-12	13,347	9m
2012-13	17,833	11m
2013-14	15,004 (provisional)	8.35m

The National Access Plan 2008-13 set targets to increase participation by a number of key priority groups, including students with disabilities. The following table provides a summary

of the final outcome on those targets as assessed in 2014 and published[1] as part of the consultation process on the development of a new plan for 2015 onwards.

Table 3 - Outcomes for Targets set in the National Access Plan, 2008-2013			
	Base rates	**Plan Target**	**Plan Outcome**
National Participation Rate (includes mature student entrants)	55%	65%	**69%**
National Participation Rate (17-to-19-year-olds only)	44%	-	**52%**
Participation of the age cohort from non-manual socio-economic backgrounds	27%	42%	**30%**
Participation of the age cohort from semi & unskilled socio-economic backgrounds	33%	45%	**36%**
Full-time mature student entrants	12.8%	20%	**13%**
Full and part-time mature student entrants	18%	27%	**20%**
Enrolments on flexible/part-time courses	7%	17%	**16%**
Non-standard entry routes (estimate)	24%	30%	**27%**
Target for lifelong learning	7.3%	17%	**7.1%**
Students with sensory, physical and multiple disabilities (combined)	466	932	**1,302**

As above, one of the targets in the National Access Plan 2008-2013, was that the number of students with sensory, physical and multiple disabilities in higher education would double by 2013. The basis for this target was that students in these categories of disability are the most under-represented group in higher education. A final assessment of the outcome of the targets in the 2008-13 plan was published in 2014. Achievement of the target for students with sensory, physical and multiple disabilities was assessed in view of the final number of students approval for funding in those categories through the ESF-aided Fund for Students with Disabilities (FSD) in the academic year 2012-13. As can be seen in Table 3 above the target was fully achieved and exceeded by 40%. The FSD has played a key role in this achievement and as is shown in tables 1 and 2 above, demand on the fund is strong and the number of students in receipt of the fund continues to rise year on year.

The ESF-aided funds have also assisted in the further development of a support framework for students in need. The funds are complimentary to the range of state supports in place (such as the student grants system and recurrent annual funding for Access and Disability Services in higher education institutions).

The Fund for Students with Disabilities provides a relevant example of the improvement in processes in recent years. As part of the application for support students will undergo an assessment of need at institutional level. This needs assessment will inform the application for supports from the Fund. The application process for the Fund itself has undergone significant streamlining in recent years to alleviate and guard against delays in assessments and avoid duplication of administrative tasks. For example, students who have been previously been approved for support do not need to submit an application for support the following year(s). Under the streamlined processes of the fund this element of the application is now completed electronically through an information management system. The supports for students who have already been approved are now automatically renewed. Institutions will then confirm the updated registration status of the students approved to ensure they are registered in their institution for the relevant academic year.

[1] Towards the Development of a new National Plan for Equity of Access to Higher Education (HEA, 2014)

From 2010-11 academic year, an approach was implemented to the application and assessment process for higher education institutions in receipt of support though the Fund for Students with Disabilities. The assessment of students for eligibility for funding was decentralised to disability officers at institutional level. Institutions then submit a claim for funding based on the numbers of students that meet the eligibility criteria. This model was extended to the Further Education sector in 2013-14.

Implementation of the new model of assessment and allocation began in September 2010 and it is eliminating administrative duplication and, in turn, significantly improving the timeline for approval of funding. Feedback from institutions in respect of the new allocation model has been very positive to date.

ESF 2.5 – Youthreach

The support of specific target groups or activities which are not covered by national programmes

i. The continued ESF funding allows the Youthreach programme to provide two years integrated education, training and work experience for unemployed early school leavers without any qualifications or vocational training who are between 15 and 20 years of age. Up to 3,700 learners attend the programme annually.

The testing of new approaches

ii. ESF funding allowed for the introduction of the Special Educational Needs Initiative. Additional funding is allocated to provide for the introduction of additional staffing resources such as community workers, counsellors, mentors or resource personnel, to address the Special Educational Needs of students aged between 15 and 20 years of age, across 20 Youthreach programmes. Young people enrolled in Youthreach centres throughout the country need additional supports to enable them to develop skills which will ensure they can reach their full potential, socially, personally, educationally and economically.

iii. ESF funding also allows the continued provision of Guidance, Counselling and Psychological services for Youthreach learners. Centres use their allocations to prioritise from a spectrum of needs ranging from initial orientation and guidance and vocational information to psychological services.

The improvement of processes

iv. The Quality Framework (QF) for Youthreach Centres was established in November 2000. The aim of the Initiative is to develop and implement a quality assurance model that would lead to continuous improvement in the service offered by centres and in a manner that meets the needs of learners, staff and management. The Quality Framework forms the basis of the quality assurance system. It comprises four interconnected building blocks:

1. Quality Standards
2. Centre Development Planning
3. Internal Centre Evaluation and
4. External Centre Evaluation

All centres are now actively engaging with the QF. Centres should engage in Internal Centre Evaluation on an annual basis and engage in Centre Development Planning approximately every four years.

v. Since 2006 the Inspectorate of the Department of Education and Skills has evaluated the Youthreach and STTC centres. These evaluations are designed to:
   - introduce the practice of external evaluation to centres for education, as provided for in the Education Act (1998), section 7 (2) (b)
   - identify, acknowledge and affirm good practice in centres
   - identify, in a constructive way, areas for improvement in centres
   - promote the goals of the quality framework initiative
   - provide and assurance of quality in the non-formal sector of the education system based on the collection of objective, dependable and high-quality data
   - inform Department of Education and Skills policy towards future development.

Inspectorate reports acknowledge the effectiveness of Youthreach at recruiting its target group, as well as the challenges the programme faces. They also highlight the strong focus that the programme places on the holistic development of the individual learner.

Looking back at Value Added issues considered at the start of the round

vi. In addition, as set out at the beginning of this round, ESF funding ensures that the programme has;
   - Received international support
   - Attracted more public recognition and therefore increased awareness of the programme
   - Allowed for innovative approached to recruitment and teaching
   - Promoted learner centredness, equality, accessibility and inclusiveness
   - Been underpinned by quality assurance
   - Recognised and accommodated diversity and
   - Enabled learners to progress

ESF 2.6 – Garda Youth Diversion - Personal Development/IT Skills

The cohort of young people who receive benefits from ESF under Sub Measure 2.6 would not easily receive any support or educational intervention from other sources because they are marginalised in the community and may be excluded from other programmes.

ESF 2.7 - Garda Youth Diversion – Additional Worker

The work undertaken by the youth justice workers with these young people provides a very important support to the Gardaí (Irish Police) in delivering Government policy to divert young people from the criminal justice system.

The cohort of young people who receive benefits from ESF under Sub Measure 2.7 would not easily receive any support or educational intervention from other sources because they are marginalised in the community and may be excluded from other programmes.

ESF 2.8 – Positive Actions to Promote Gender Equality

It is important that women with low skills can access training and education in order to increase their chances of employment. As the labour market conditions worsen, training and education will only become more vital, as women with low skills will find it increasingly difficult to obtain employment. Women are also

disproportionately concentrated in low-pay occupations, with fewer options for advancement.

In 2014 the objectives of the Equality for Women Measure was to make funding available to support positive actions which improve women's access to education, training and personal development in preparation for employment. These goals are set to bring benefits and added value in terms of the improvement of the socio-economic status of marginalised and disadvantaged women by enhancing the quality of their lives and well-being.

The projects who participated in EWM activity in 2014 would not have taken place without the availability of ESF funding. The latter source of funding enabled the projects to proceed and enabled participants to fulfil their potential by giving them better skills and enhancing their opportunities for employment or further education/training. These opportunities enabled a total 1,000 women to take the first steps towards the labour market (as Strand 1 Projects only operated during 2014). Such opportunity would not have arisen if not for ESF source funding. In addition to these tangible outcomes, many projects have indicated added value via:

- Participants gaining benefits in terms of developing life skills, increased social and workplace skills and enhanced quality of life;
- Projects creating an environment where women could share ideas and experiences, develop confidence and self-esteem, as well as developing strong links among participants, thereby creating peer support;
- ESF promoting equal opportunities of disadvantaged and discriminated women via the EWM brings benefits in terms of mobility in the labour market and social inclusion; and

EWM Projects were enabled to develop their capacities and engage communities of disadvantaged women through the support of ESF funding.

ESF 2.9 – Equality Mainstreaming

The ESF is adding value to national policies and projects by providing an opportunity to test out new approaches and new processes in the area of equality mainstreaming. The Equality Mainstreaming Unit's specific remit is work with providers of further education and training to support these bodies to build an equality dimension into how they plan their programmes and deliver their services to groups who may experience discrimination across the nine grounds covered by the equality legislation.

The Irish Human Rights and Equality Commission Act 2014 includes a new positive duty on equality and human rights for public sector bodies. The ESF contributes directly to testing out approaches to equality mainstreaming and the improvement of processes in relation to equality mainstreaming. Good practice models developed through the work of the Equality Mainstreaming Unit will play a key role in the implementation of the public sector equality and human rights duty in Ireland.

ESF 2.10 – Integration of Migrants

The ESF is adding significant value to the EPIC programme as it provides matching funding and support to the programme with the Department of Justice. The EPIC programme directly addresses the ESF mission to help prevent and fight unemployment, to make Europe's

workforce and companies better equipped to face new challenges and to prevent people losing touch with the labour market. As the EPIC Programme Manager, Business in the Community, is a Business Network, it facilitates those close links with the labour market. Ensuring that migrant workers participate in the Irish workforce strengthens Irish companies by increasing their diversity. EPIC is the only programme of its kind supporting migrant workers to access or re-enter the Irish job market.

EPIC is recognised as a highly successful and innovative programme by many organisations working with migrants and is gaining wider international recognition through the ESF, international visits (e.g. presentation of the EPIC Programme to a visiting Danish delegation during 2014, participation in the BIM Project, a transnational integration study project led by Germany, with France, Sweden, and Ireland as partners, participation in Leargas, the National Agency in Ireland for the management of national and international exchange and cooperation programmes) and through investigation of partnership opportunities with other European organisations.

Currently implemented only within the greater Dublin area, the successful outcomes of the EPIC programme could be replicated nationally (and internationally) should additional funding be directed to the EPIC programme

Activities supported by HCI OP 2007-2013

A list of the areas of activity in each Priority in the Programme, and the Agencies responsible for implementing them, are shown on Table 1. The primary Intermediate Bodies are the Department of Education and Skills, the Department of Justice & Equality, the Department of Social Protection and the Equality Authority.

Human Capital Investment Operational Programme 2007-2013		
	Intermediate Body/Public Beneficiary Body	**Activity Code**
INCREASING ACTIVATION OF THE LABOUR FORCE PRIORITY		
Skills Training	SOLAS	ESF 1.1
Back to Education Initiative	DES	ESF 1.3
Undergraduate Skills	DES	ESF 1.4
Transnational Co-operation	DES	ESF 1.5
Labour Market Activation Fund	DES	ESF 1.6
Labour Market Education and Training Fund (Momentum)	SOLAS	ESF 1.7
INCREASING PARTICIPATION AND REDUCING INEQUALITY IN THE LABOUR FORCE PRIORITY		
Disability Activation Project	DSP	ESF 2.2
Adult Literacy	DES	ESF 2.3
Third Level Access	DES	ESF 2.4
YouthReach and Travellers	DES	ESF 2.5
Garda Youth Diversion - IT Skills/Personal Development	DJ&E	ESF 2.6
Garda Youth Diversion - Additional Workers	DJ&E	ESF 2.7
Positive Actions to Promote Gender Equality	DJ&E	ESF.2.8
Equality Mainstreaming Approach	EQ AUTH	ESF 2.9
Integration of Migrants	DJ&E	ESF.2.10
Transnational Co-operation	DES	ESF 2.11
TECHNICAL ASSISTANCE		
Technical Assistance	DES	ESF 3
Positive Actions to Promote Gender Equality Technical Assistance	DJ&E	ESF 3.3

Chapter 2

2 Overview of the implementation of the Operational Programme

2.1 Introduction

In 2014, there was a decrease in the overall size of the labour force by 10,600. The number of persons in employment increased by 29,000 and the number of unemployed persons decreased by 39,600. The number of persons not in the labour force increased by 15,000. The increases in employment were in the 35-44 (20,400) and 45-54 (10,100) age groups. However, there were decreases in employment in the 25-34 (-10,600) and the 20-24 (-3,400) age groups.

CSO's Annual Average Standardised Unemployment Rates (SUR)

The SUR (Standardised Unemployment Rate) for January 2015 was 12.0%, down from 13.9% in January 2014.

SUR	2008	2009	2010	2011	2012	2013	2014
Annual average	6.4%	12.0%	13.8%	14.6%	14.7%	13.1%	11.2%

2.2 The Irish labour market in 2014

Labour Force Growth

The labour force decreased by 10,600 in the 12 months to the end of Q4 2014, resulting in **2,152,500** persons in the labour force, (compared to 2,163,100 in Q4 of 2013).

Indicator	4th Qtr 2013	% of Total (2013)	4th Qtr 2014	% of Total (2014)	Change	% Change
In Employment	1,909,800	53.09%	1,938,900	53.8%	29,100	1.5%
Unemployed	253,200	7.04%	213,600	5.9%	-39,600	-18.5%
Labour Force	**2,163,100**	**60.13%**	**2,152,500**	**59.7%**	**-10,600**	**-0.5%**
Not in Labour Force	1,434,300	39.87%	1,449,300	40.3%	15,000	1.03%
Total age 15 and over	**3,597,400**	**100%**	**3,601,900**	**100%**	**4,500**	**0.12%**

Migration

Migration has again become an important factor when looking at the Irish economic situation. The CSO figures (estimates) for April 2013 and April 2014 show that 89,000 and 81,000 people emigrated from Ireland. During 2013 and 2014, 55,900 and 60,600 people respectively immigrated to Ireland.

Table on Migration

	Apr-13	Irish	Non-Irish	Apr-14	Irish	Non-Irish
Emigration	89,000	50,900	38,100	81,900	40,700	41,200
Immigration	55,900	15,700	40,200	60,600	11,600	49,100
Net migration	-33,100	-35,200	2,100	-21,400	-29,200	7,900

Source: CSO (Population and Migrant Estimates) August 2014.

Employment

- There were 1,938,900 persons in employment at the end of Q4 of 2014, an increase of 29,000 (1.5%) in the twelve- month period from Q4 of 2013.
- In the 12 months to end of Q4 of 2014, the numbers of males in employment increased by 14,900 (+1.4%) while the number of females increased by 14,200 (+1.6%).
- The overall employment rate increased from 62.6% to 61.4% during the year.
- The overall participation rate increased from 60.1% to 59.8% in the 12 months period to the end of Q4 for 2014.
- The male participation rate increased slightly from 67.4% to 67.2% and the female participation rate increased from 52.3% to 52.4%.

Unemployment

- There were 213,600 persons unemployed at the end of Q4 for 2014, a decrease of -39,600 (-18.5%) in the year (253,200 at Q4 of 2013).
- The total number of males unemployed at the end of Q4, 2014 was 135,500, a decrease of 23,400 (-14.7%).
- The total number of females unemployed was 78,100, a decrease of 16,300 (-17.2%)
- The unadjusted unemployment rate decreased from 11.7% to 9.9% during the period.

Full-Time and Part-Time Employment

- At the end of Q4 for 2014, the numbers engaged in full-time employment **increased** by 39,600 (2.7%) to 1,492,600; up from 1,453,000 at the end of Q4 in 2013.
- The decrease in part-time employment was 10,500 (-2.3%) giving a total of 446,400.

Long –term unemployment

- The long-term unemployment figure decreased by 32,100 (-26%) to 123,400 in the 12 month period to Q4 of 2014, down from 155,500 Q4 of 2013.
- The long-term unemployment rate at the end of Q4 for 2014 had fallen to 5.7% compared to 7.2% at the end of Q4 for 2013.
- The percentage of long-term unemployed was **59.4%** out of the total unemployed at the end of Q4 for 2014, up from 61.4% a year earlier.

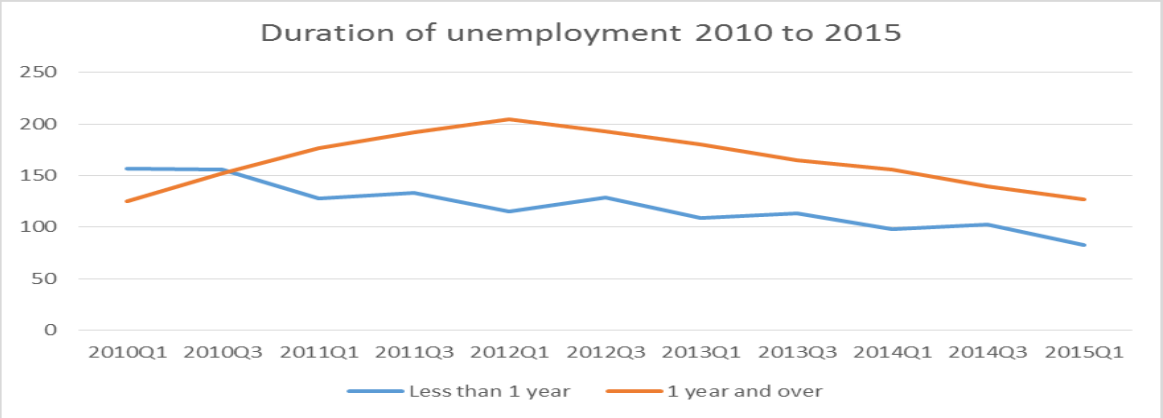
Duration of unemployment between Q1 of 2010 and Q1 of 2015

The CSO's data on the duration of unemployment for persons aged 15 and over for the years 2010 (Qtr 1) to 2015 (Qtr 1) is broken down into those persons who were unemployed for less than one year and those persons unemployed for one year and over; see Table and Chart here below. The number of persons unemployed for greater than a year has fallen from a high of 204,300 at the beginning of 2012 to 127,200 in the first quarter of 2015, similar to the level at the beginning of 2010. The number of persons unemployed for less than one year has fallen from a high of 156,600 at the beginning of 2010 to the current level of 82,500.

Duration of unemployment 2010 (Q1) to 2015 (Q1) in thousands

	2010Q1	2010Q3	2011Q1	2011Q3	2012Q1	2012Q3	2013Q1	2013Q3	2014Q1	2014Q3	2015Q1
Less than 1 year	156.6	155.5	127.6	133.1	114.9	128.5	108.8	113.7	98.3	102.4	82.5
1 year and over	125.1	152.6	177	191.7	204.3	193	180.5	165.1	156.2	139.2	127.2
Not stated	2.4	2.6	3.1	3.3	2.7	3	-	4.1	3.6	3.9	3.2
Total:	**284.1**	**310.7**	**307.7**	**328.1**	**321.9**	**324.5**	**289.3**	**282.9**	**258.1**	**245.5**	**212.9**
Percentage (%) over 1 year	44.0%	49.1%	57.5%	58.4%	63.5%	59.5%	62.4%	58.4%	60.5%	56.7%	59.7%

Source: CSO website; based on figures collated from all the Social Welfare Offices.



Youth Unemployment (15-24 years)

Indicator	Q4 2012	% of Total (2012)	Q4 2013	% of Total (2013)	Q4 2014	% of Total (2014)	Changes: 2012 and 2014
In Employment	154,400	72.35%	152,800	75.83%	152,400	29.1%	-2,000
Unemployed	59,000	27.65%	48,800	24.22%	38,800	7.4%	-20,400
In Labour Force	213,400	39%	201,500	38%	191,100	36.5%	-22,300
Not in Labour Force	333,779	61%	328,763	62%	332,800	63.5%	
Total age 15 to 24 years	**547,179**		**530,263**		**523,900**		
Employment rate %		28.2%		28.8%	29.1%		
Unemployment rate %		27.7%		24.2%	20.3%		
Participation rate %		39%		38%	36.5%		

- There were 152,400 persons in the 15 to 24 age category in employment at the end of Q4 for 2014, down by 400 since Q4 of 2013 (decrease of 2,000 since Q4 2012).
- The total number unemployed at the end of Q4 for 2014 was 38,800, a decrease of 10,000 in the 12 month period since Q4 of 2013 (decrease of 20,400 since Q4 2012).
- The total number of persons in the labour force at the end of Q4 of 2014 was 191,100, a decrease of 10,400 (-5.4%), (a decrease of 22,300 since Q4 of 2012).
- The unemployment rate for 15-24 year old decreased from 24.2% in Q4 of 2013 to **20.3%** in Q4 of 2014 (down from 27.7% at the end of 2012).
- The participation rate for 15-24 year olds decreased from 38% in Q4 2013 to 36.5% at Q4 2014 (down from 39% in Q4 of 2012).

Sectoral Employment

Sectors showing an **increase** in employment were:

- Construction (+13,100);
- Education (+7,100);
- Wholesale and retail trade; (-6,300);
- Financial, insurance and real estate (-4,700).
- Professional, scientific and technical activities (+1,900);
- Accommodation and food service (+1,800);
- Administrative and support services (+1,100);
- Information & communication (+1,000).
- Industry (+900);
- Transport and storage (+600).

Sectoral employment showed **decreases** in the following areas:

- Agriculture, forestry and fishing (-10,900);
- Human health and social work activities (-700).

Regional Comparisons

The current labour market position for the BMW and the S&E Regions are shown on the table here below for Quarter 4 of 2014.

Q4 of 2014	BMW ('000)	% of State	S&E ('000)	% of State	State ('000)
Population (15 and over)	942.6	26.2%	2659.3	73.8%	**3601.9**
Labour Force	539.0	25%	1613.5	75%	**2152.5**
In Employment	480.6	24.8%	1458.3	75.2%	**1938.9**
Unemployed	58.4	27.3%	155.2	72.7%	**213.6**
Inactive (not in Labour Force)	403.5	27.8%	1045.8	72.2%	**1449.3**

Employment decreased by -2,300 (-0.5%) in the BMW region, and increased by 31,300 (+2.5%) in the SAE region at the end of Q4 for 2014 (compared to the same time a year earlier).
Unemployment decreased in the BMW Region by -13,300 (-22.7%) in Q4 of 2014 and in the SAE Region the decrease was -26,300 (-17%).
The unemployment rate in the BMW Region at the end of Q4 for 2014 was 10.8% (12.9% in Q4 of 2013) and in the SAE Region in was 9.6% at the end of Q4 for 2014 (11.3% in Q4 of 2013).
The participation rate at Q4 of 2014 in the BMW Region was 57.2%, down by 1.4% from the rate a year earlier (58.6% in Q4 2013) and in the S&E Region, it remained static at 60.7% (60.7% in Q4 of 2013).

Main Conclusions

Below are the forecasts for the current year and the following year taken from the Department of Finance Monthly Bulletin for May 2015. While the forecasts for the current year predict about 4% growth for GDP, the forecasts for 2016 predict growth to be about 3.5%.

	GDP 2015	GDP 2016	GDP 2017
Dept of Finance	4.0	3.8	3.2
ESRI	4.4	3.7	N/A
Central Bank	3.8	3.7	N/A
EU	3.6	3.5	N/A
IMF	3.9	3.3	2.8
OECD	3.3	3.2	N/A

[*Source: Dept of Finance Monthly Economic Bulletin May 2015*]

2.2.1 Economic/financial situation

ECONOMIC GROWTH

The Economy - economic recovery in Ireland is gaining momentum and broadening.

The Department of Finance estimates that economic activity for 2014 show that annual GDP increased by 4.8 per cent while GNP rose by 5.2 per cent. According to figures published recently by the European Commission, it expects Ireland to be the joint fastest growing economy in Europe in 2015 and 2016. Importantly, domestic demand is making a positive contribution to growth for the first time since the crisis began.

Recovery is perhaps most clearly evident in the labour market with employment having increased in each of the last nine quarters, representing an increase of over 100,000 jobs since the low-point in mid-2012. Employment grew by 2.2 per cent (+41,300) over the year to Q1 2015 marking a tenth successive quarter of employment growth. This was driven by increases in full-time employment and was broadly based with gains recorded in 10 of the 14 sectors reported by the CSO. On a seasonally adjusted basis, employment increased by 0.6 per cent (+12,500) on a quarter-on-quarter basis.

Unemployment fell by 45,300 on an annual basis in Q1 2015 with falls in both long and short-term unemployed. The seasonally-adjusted unemployment rate was 9.9 per cent in Q1 2015, down from a high of 15 per cent in 2012. Employment expected to continue increasing and unemployment expected to continue to fall steadily to an annual average of 9.6 per cent in 2015.

Domestic demand is set to make a strong positive contribution to growth as well, with growing employment and rising household incomes resulting in an increase in private consumption. Over the medium term, real GDP growth of just over 3 per cent a year is anticipated, in line with trend growth of the Irish economy.

The **Central Statistics Office,** in its QNHS for Quarter 1 of 2015, released on the 21st May 2015, summarised the current position as set out in the following table:

Indicator	Quarter 1 2015	Annual change
Employed	1,929,500	+41,300
Unemployed	212,800	-45,300
In labour force	2,142,400	-4,000
Not in labour force	1,464,900	+14,700

2.3 Achievement and analysis of the progress

2.3.1 Information on the physical progress of the operational programme

2.3.1 (a) Achievements of targets and analysis of the progress

The Indicators established for the HCI-OP 2007-2013 are, as follows: -

(i) Total number of persons supported (Output Indicator)
(ii) Total number of persons successfully completing accredited programmes (Result Indicator)

The results for the year 2014 for the Operational Programme level Indicators are shown on the Table below. The first Indicator (Output Indicator) related to the "***total number of persons supported***" under the HCI-OP for the year 2014 amounted to 149,367 persons.

The second or Result Indicator for the OP, i.e. t***otal no. of persons successfully completing accredited programmes,*** totalled 66,965 for the year 2014.

TABLE showing combined Indicators for Priority 1 and Priority 2

Indicators:	Year	2007	2008	2009	2010	2011	2012	2013	2014	Cumulative Total:
Indicator 1	**Baseline (2006)**	*Baseline 115,827*			*Target: 141,292*			*Target: 149,956*		*Target: 945,459*
Output Indicator	**Total Achievement**	81,127	138,197	123,640	146,984	159,253	155,210	162,600	149,367	**1,116,378**
Total no. of persons supported	**Male**	29,808	53,309	51,701	65,426	74,666	73,280	77,586	70,462	496,238
	Female	51,319	84,888	71,939	81,558	84,587	81,930	85,014	78,905	620,140
Indicator 2	**Baseline (2006)**	*Baseline 65,949*			*Target: 64,040*			*Target: 73,362*		*Target: 393,472*
Result Indicator	**Total Achievement**	11,892	39,945	45,213	53,497	71,696	41,977	43,094	66,965	**375,022**
Total no. of persons successfully completing accredited programmes	**Male**	2,935	14,747	18,890	24,361	35,677	21,527	18,355	*31,547*	*168,572*
	Female	8,957	25,198	26,323	29,136	36,019	20,450	24,739	35,418	206,450

The number of persons supported in 2014 is less than 2013; the total for 2014 reached 149,367, (which comprised 70,462 males and 78,905 females respectively). The cumulative total for 2007-2014 has exceeded the target for the Programme, reaching **1,116,378**. The cumulative target for the Programme (945,459) has been exceeded.

In relation to the Result Indicator, "total number of persons successfully completing accredited programmes", the total for 2014 was 66,965, made up of 31,547 males and 35,418 females. The figure is up from the 2013 total as no data was provided by some Activities for 2013. The cumulative figure at the end of 2014 reached **375,022**.

2.4.2. Financial information – ESF only for 2014

	Expenditure paid out by the beneficiaries included in the payment claims sent to the Managing Authority in 2014	**Corresponding public contribution in 2014**	**Private expenditure**	**ESF Expenditure paid by the body responsible for making payments to the beneficiaries in 2014**	**Total ESF payments received to date from the Commission (Advance payments)**
Priority Axis 1 **Increasing Activation of the Labour Force** ESF	€48,302,042.00	€48,302,042.00	Nil	€48,302,042.00	€186,253,388.46
Priority Axis 2 **Increasing Participation and Reducing Inequality in the Labour Force** ESF	€27,474,342.00	€27,474,342.00	Nil	€27,474,342.00	€144,459,133.31
Priority Axis 3 **Technical Assistance** ESF	€377,474.00	€377,474.00	Nil	€377,474.00	€752,368.31
Grand Total	**€76,153,858.00**	**€76,153,858.00**	Nil	**€76,153,858.00**	**€331,464,890.08**
Total in transitional regions in the grand total	€69,118,776.00	€69,118,776.00	Nil	€69,118,776.00	€203,148,849.65
Total in non-transitional regions in the grand total	€7,035,082.00	€7,035,082.00	Nil	€7,035,082.00	€128,316,040.43
ERDF type expenditure in the grand total where the OP is co-financed by the ESF	Nil	Nil	Nil	Nil	Nil

2.4.3 Information about the breakdown of use of the funds

Categorisation of ESF Expenditure 2014

1	2	3	4	5	6
Code	**Dimension**	**Lisbon Agenda**	**ESF Expenditure only**	**ESF Expenditure only**	**ESF Expenditure only**
		Compliant	**2007-2013 ***	**2014 ***	**Cumulative (2007-14) ***
66	Implementing active and preventive measures on the labour market	Yes – 3	€97,184,920	€20,610,362	€117,795,282
69	Measures to improve access to employment and increase sustainable participation and progress of women in employment …	Yes – 3	€5,002,165	€365,672	€5,367,837
70	Specific action to increase migrants' participation in employment and thereby strengthen their social integration	Yes – 3	€1,236,059	€85,370	€1,321,429
71	Pathways to integration and re-entry into employment for disadvantaged people; combating discrimination in accessing and progressing in the labour market and promoting acceptance of diversity at the workplace	Yes –3.	€10,928,738	€3,290,146	€14,218,884
73	Measures to increase participation in education and training throughout the lifecycle…	Yes – 3.	€145,428,522	€13,908,483	€159,337,005
85	Preparation, implementation, monitoring and inspection.		€2,021,422	€156,476	€2,177,898
86	Evaluation and studies; information and communication		€121,177	€32,261	€153,438
	Totals:		**€261,923,003**	**€38,448,770**	**€300,371,773**

*** NOTE:** The expenditure figures shown on this Table have been capped at the allocation levels for each Activity.

Compliance with the Lisbon Agenda

The primary requirements under the European Commission's ´Lisbon Agenda` are

1. **Knowledge and Innovation**
2. **Attractive Place to Invest and Work**
3. **Creating More and Better Jobs**

All of the Activities contained in the HCI OP are Lisbon compliant – see column headed Lisbon Agenda Compliant in the table on page 24 above. The amount of ESF expenditure for 2014 is shown in column 5 of the Table and the total ESF expenditure from 2007 to the end of 2014 is shown in column 6. As all of the expenditure was for Lisbon related activities, the targets of Article 9(3) of Regulation 1083/2006 have been achieved in 2014.

2.4.4 Assistance by target groups in 2013 for the OP

HCI Programme - Annex XXIII Data on Target Groups for 2014			
	Male	**Female**	**Total**
NUMBER OF PARTICIPANTS PER YEAR *			
Entrants:	58,320	69,630	127,950
Completions	32,490	40,276	72,766
Leaving:	155	556	711
Carry-over to next year	39,846	44,379	84,225
BREAKDOWN OF PARTICIPANTS BY GENDER			
Participants:	73,404	79,974	153,378
BREAKDOWN OF PARTICIPANTS ACCORDING TO STATUS IN THE LABOUR MARKET			
Employed (total number of employed, including self-employed)	11,365	13,517	24,882
Self-employed	90	69	159
Unemployed (total number of unemployed including long-term unemployed)	33,723	29,981	63,704
Long-term unemployed	13,413	10,203	23,616
Inactive persons (total number of inactive persons, including those in education, training or retirement, those having given up business, the permanently disabled, those fulfilling domestic tasks or other)	28,316	36,476	64,792
Inactive persons in education or training	13,320	9,933	23,253
BREAKDOWN OF PARTICIPANTS BY AGE			
Young people (15-24)	30,309	22,359	52,668
Older workers (55-64)	9,961	9,942	19,903
BREAKDOWN OF PARTICIPANTS BY VULNERABLE GROUPS			
Minorities:	1,868	1,789	3,657
Migrants:	5,583	8,146	13,729
Disabled:	10,456	9,764	20,220
Other disadvantaged people:	12,017	13,701	25,718
BREAKDOWN OF PARTICIPANTS BY EDUCATIONAL ATTAINMENT			
Primary or lower secondary education (ISCED 1 and 2)	31,629	32,557	64,186
Upper secondary education (ISCED 3)	24,276	30,879	55,155
Post-secondary non-tertiary education (ISCED 4)	4,879	9,182	14,061
Tertiary education (ISCED 5 AND 6)	1,985	2,985	4,970

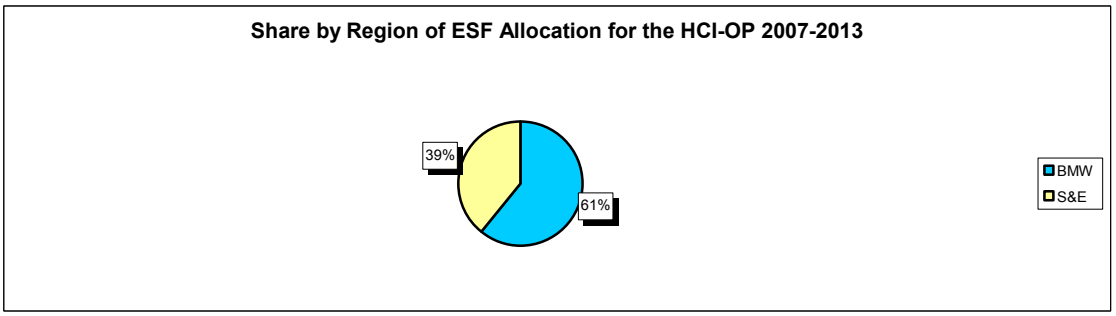
2.4.5 Assistance repaid or re-used

N/A

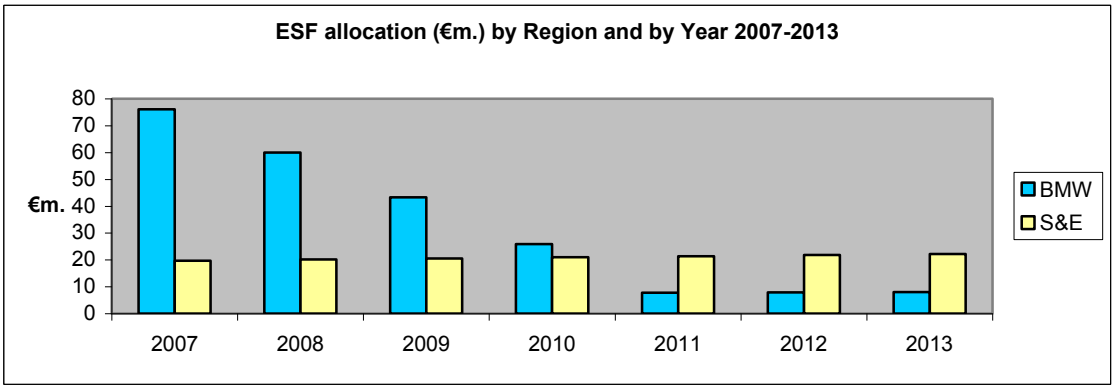
2.4.6 Qualitative analysis

The funding for the Human Capital Investment Operational Programme (HCI OP) 2007-2013 is comprised of €375 million European Social Funding (ESF) and €375 million match funding from the State for the period, giving an overall total programme fund of €751 million.

The ESF is divided between the BMW Region, €228.759 million (or 61%) and the SAE Region €146.604 million (39%).



The total ESF allocation, i.e. BMW and SAE (€375.362m) is sub-divided by year as shown on the following chart. The allocation for the first year of the programme amounted to 25.5% of the overall OP total with the BMW receiving 79% of that figure. The allocation for the first four years of the OP totalled 76.3% of the overall allocation with only 23.7% remaining for the last three years of the Programme. The allocation for the S&E region remains fixed at about €20-22 million per year.



	2007 €m.	2008 €m.	2009 €m.	2010 €m.	2011 €m.	2012 €m.	2013 €m.	Total: €m.
BMW	76.072	60.009	43.273	25.843	7.699	7.853	8.010	**228.759**
	79%	**75%**	**68%**	**55%**	**27%**	**27%**	**27%**	**61%**
S&E	19.720	20.114	20.517	20.927	21.345	21.772	22.208	**146.604**
	21%	25%	32%	45%	73%	73%	73%	**39%**
National	**95.792**	**80.123**	**63.789**	**46.770**	**29.045**	**29.626**	**30.218**	**375.362**
% of total OP	**25.5%**	**21.3%**	**17.0%**	**12.5%**	**7.7%**	**7.9%**	**8.1%**	**100%**

The table here below shows a snapshot of the expenditure at the end of 2014 and the balance remaining to be spent over the remainder of the OP. Overspend by the Activities in the SAE Region has been set (or capped) at the allocation level. This table relates to actual spend reported but does not equate to the amounts that have been included in ESF claims submitted to the Commission to date as detailed on page 29 below.

Priority	Activities	ESF ALLOCATION		ESF spent up to the end of 2014 [1]		Balance remaining	
		BMW	SAE	BMW	SAE	BMW	SAE
		€m.	€m.	€m.	€m.	€m.	€m.
PR 1	Skills Training for the unemployed	104.149	50.139	52.657	50.139	-51.493	0.000
	Back to Education Initiative	12.500	4.331	12.500	4.331	0.000	0.000
	Undergraduate Skills	9.500	11.587	9.500	11.587	0.000	0.000
	Transnational	0.398	0.382	0.000	0.000	-0.398	-0.382
	Labour Market Activation Fund	1.295	10.955	0.669	5.956	-0.626	-4.999
	LMETF (Momentum)	0.000	0.000	2.264	6.110	0.000	-2.087
	Unallocated	2.905	15.997	0.000	0.000	-2.905	-5.535
	Priority total:	**130.747**	**93.390**	**77.590**	**78.123**	**-55.421**	**-13.003**
PR 2	Disability Activation Project	5.000	0.000	3.076	0.000	-1.924	0.000
	Adult Literacy	18.830	30.050	18.830	30.050	0.000	0.000
	Third Level Access	5.900	4.285	5.900	4.285	0.000	0.000
	YouthReach and Travellers	62.354	0.000	62.354	0.000	0.000	0.000
	Garda Youth Diversion - IT Skills/Per Dev	0.178	0.295	0.129	0.387	-0.049	0.000
	Garda Youth Diversion - Additional Workers	2.772	8.236	2.535	8.040	-0.237	-0.196
	Positive Actions to Promote Gender Equality	1.236	3.050	1.331	2.616	0.000	-0.434
	Equality Mainstreaming	0.900	1.004	0.643	0.778	-0.257	-0.322
	Integration of Migrants	0.000	1.367	0.000	1.321	0.000	-0.045
	Transnational	0.634	0.416	0.000	0.000	-0.634	-0.416
	Unallocated	0.209	0.836			-0.209	-0.739
	Priority total:	**98.012**	**49.539**	**94.798**	**47.479**	**-3.310**	**-2.153**
PR 3	Technical Assistance for OP	0.000	3.000	0.000	1.658	0.000	-1.342
	Positive Actions Technical Assistance	0.000	0.674	0.000	0.674	0.000	0.000
	Priority total:	**0.000**	**3.674**	**0.000**	**2.331**	**0.000**	**-1.342**
	TOTAL OP	**228.759**	**146.604**	**172.388**	**127.933**	**-58.731**	**-16.499**

*capped at allocations.

The Table above on page 27 shows the shortfall in expenditure for all the Activities at the end of 2014. With regard to the S& E Region, records show that there is sufficient expenditure across the Priorities to meet the total allocation of €146.604 ESF when the capping is removed for the allocations by Activity. However, in relation to the BMW Region, the Table above shows a shortfall of €59 million expenditure and as demonstrated below, a shortfall remains when the capping is removed.

Therefore, focusing solely on the BMW expenditure with the capping removed, there is scope across the Programme to absorb much of the underperformance by individual Activities. However, the Programme continues to show a shortfall of just over €20 million ESF. The challenge before closure is to ensure that an additional €40 million expenditure in the BMW Region is certified in ESF claims to absorb this shortfall.

BMW expenditure for the years 2007 to 2014 – ESF

Priority	Activities	ESF Allocation	ESF spent up to the end 2014	Balance remaining
		BMW	BMW	BMW
		€m.	€m.	€m.
PR 1	Skills Training for the unemployed	104.149	52.657	-51.493
	Back to Education Initiative	12.500	15.243	2.743
	Undergraduate Skills	9.500	11.972	2.472
	Transnational	0.398	0.000	-0.398
	Labour Market Activation Fund	1.295	0.669	-0.626
	Momentum	0.000	2.264	2.264
	Unallocated	2.905	0.000	-2.905
		130.747	**82.805**	**-47.941**
PR 2	Disability Activation Project	5.000	3.076	-1.924
	Adult Literacy	18.830	20.094	1.264
	Third Level Access	5.900	10.401	4.501
	YouthReach and Travellers	62.354	87.794	25.441
	Garda Youth Diversion - IT Skills/Per Dev	0.178	0.129	-0.049
	Garda Youth Diversion - Additional Workers	2.772	2.535	-0.237
	Positive Actions to Promote Gender Equality	1.236	1.331	0.095
	Equality Mainstreaming	0.900	0.643	-0.257
	Integration of Migrants	0.000	0.000	0.000
	Transnational	0.634	0.000	-0.634
	Unallocated	0.209		-0.209
		98.012	**126.004**	**27.992**
PR 3	Technical Assistance for OP	0	0.000	0.000
	Positive Actions Technical Assistance	0	0.000	0.000
		0.000	**0.000**	**0.000**
	TOTAL OP	228.759	208.810	-19.949

Commentary on expenditure at OP level

Total expenditure for the HCI OP for the year 2014 amounted to €214.529 million.

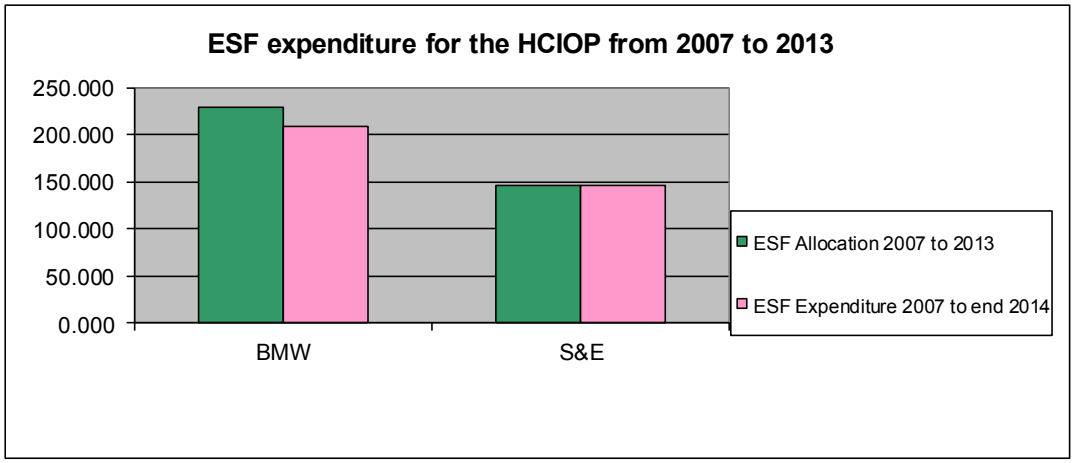
ESF expenditure for the period was €38.546 million.

Regional expenditure reached €92.916m in the BMW region (20.31% of total forecast), and in the SAE region it reached €121.612m (41.48% of total forecast).

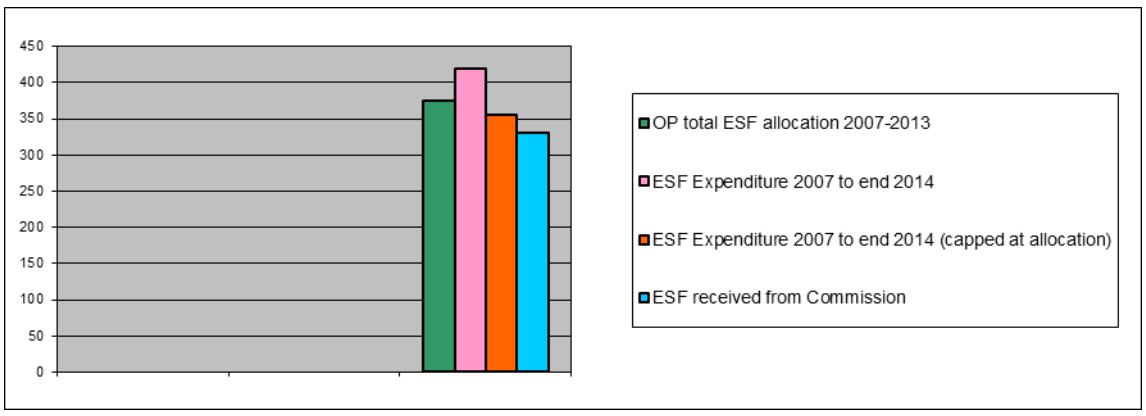
ESF expenditure for the BMW Region was €34.93m (15.27% of total forecast) and in the S&E Region the figure was €3.615m (or 2.47% of total forecast).

The table below shows

- the total ESF ***allocation*** for the period 2007 to 2013 for the OP, broken down by Region i.e., BMW €228.759m and S&E €146.604m and also
- the total ESF ***expenditure*** for the BMW was €208.489m and the S&E has been capped at the allocation €146.604m.



The second table shows the total ESF funding allocation of €375.362m for the lifetime of the Programme and the proportion of ESF spent to date €419.404m as shown on the financial tables. The expenditure figures have been capped at the maximum of the allocations per Activity to give a picture of the actual eligible expenditure €355m (94.6%) at the end of 2014. The ESF drawn down from the Commission (€331.465m) includes three advances received totalling €28.15m.



Summary of expenditure - OP Level

NATIONAL

	Total	Total	ESF	National	Private
€m	**Structural**	**Co-financed Public**		**Public**	
2007 Forecast (revised)	191.583	191.583	95.792	95.792	0.000
2007 Expenditure	215.838	215.838	45.767	170.071	0.000
% of OP Forecast	**112.66%**	**112.66%**	**47.78%**	**177.54%**	
2008 Forecast (revised)	158.246	157.246	79.123	78.123	1.000
2008 Expenditure	253.982	253.982	77.244	176.737	0.000
% of OP Forecast	**160.50%**	**161.52%**	**97.63%**	**226.23%**	
2009 Forecast (revised)	129.579	128.579	64.789	63.789	1.000
2009 Expenditure	294.319	294.319	101.435	192.884	0.000
% of OP Forecast	**227.14%**	**228.90%**	**156.56%**	**302.38%**	
2010 Forecast (revised)	93.540	92.540	46.770	45.770	1.000
2010 Expenditure	244.409	244.409	41.710	201.699	0.000
% of OP Forecast	**261.29%**	**264.44%**	**89.20%**	**442.86%**	
2011 Forecast (revised)	58.089	58.089	29.045	29.045	0.000
2011 Expenditure	217.581	217.581	26.972	190.609	0.000
% of OP Forecast	**374.356**	374.56%	**92.86%**	656.26%	
2012 Forecast (revised)	59.251	59.251	29.626	29.626	0.000
2012 Expenditure	241.679	241.679	41.901	199.779	0.000
% of OP Forecast	**407.89%**	407.89%	**141.25%**	674.35%	
2013 Forecast (revised)	60.436	60.436	30.218	30.218	0.000
2013 Expenditure	249.063	249.063	48.769	202.294	0.000
% of OP Forecast	**412.11%**	412.11%	**154.77%**	669.45%	
2014 expenditure	**214.529**	214.529	**38.546**	175.982	
% of total allocation	**28.58%**	28.69%	**10.27%**	47.26%	
Cum. OP Forecast 2007- 2013	**750.725**	747.725	**375.362**	372.362	3.000
(% of total allocation)	**(100%)**	(100%)	**(100%)**	(100%)	
Cumulative Expenditure 2007 – 2014	**1932.442**	1932.442	**420.865**	1511.576	0.000
% of total OP allocation (2007-13)	**257.41%**	**258.44%**	**112.12%**	**405.84%**	

BMW					
	Total	**Total**	**ESF**	**National**	**Private**
€m	**Structural**	**Co-financed Public**		**Public**	
2007 Forecast (revised)	152.144	152.144	76.072	76.072	0.000
2007 Expenditure	56.806	56.806	18.603	38.204	0.000
% of OP Forecast	**37.34%**	**37.34%**	**24.45%**	**50.22%**	
2008 Forecast (revised)	118.017	117.517	59.009	58.509	0.500
2008 Expenditure	71.173	71.173	23.905	47.268	0.000
% of OP Forecast	**60.31%**	**60.56%**	**40.51%**	**80.79%**	
2009 Forecast (revised)	88.545	88.045	44.273	43.773	0.500
2009 Expenditure	111.910	111.910	38.298	73.612	0.000
% of OP Forecast	**126.39%**	127.11%	**86.50%**	168.17%	
2010 Forecast (revised)	51.686	51.186	25.843	25.343	0.500
2010 Expenditure	102.055	102.055	23.682	78.373	0.000
% of OP Forecast	**197.45%**	199.38%	**91.64%**	309.25%	
2011 Forecast (revised)	15.398	15.398	7.699	7.699	0.000
2011 Expenditure	72.844	72.844	13.911	58.933	0.000
% of OP Forecast	**473.07%**	473.07%	**180.69%**	765.45%	
2012 Forecast (revised)	15.706	15.706	7.853	7.853	0.000
2012 Expenditure	91.238	91.238	28.656	62.585	0.000
% of OP Forecast	**580.90%**	580.90%	**364.90%**	796.90%	
2013 Forecast (revised)	16.020	16.020	8.010	8.010	0.000
2013 Expenditure	95.804	95.804	29.463	66.341	0.000
% of OP Forecast	**598.01%**	598.01%	**367.82%**	828.21%	
2014 Expenditure	**92.916**	92.916	**34.931**	57.985	0.000
% of OP Forecast	**20.31%**	20.38%	**15.27%**	25.52%	
Cum. Forecast 2007- 2013	**457.518**	456.018	**228.759**	227.259	3.000
(% of total allocation)	**(100%)**	(100%)	**(100%)**	(100%)	
Cumulative Expenditure 2007 – 2014	**694.974**	694.974	**208.810**	486.164	0.000
% of total OP Forecast (2007-13)	**151.90%**	**152.40%**	**91.28%**	**213.93%**	

SAE

	Total	Total	ESF	National	Private
€m	**Structural**	**Co-financed Public**		**Public**	
2007 Forecast (revised)	39.440	39.440	19.720	19.720	0.000
2007 Expenditure	159.031	159.031	27.164	131.868	0.000
% of OP Forecast	**403.22%**	**403.22%**	**137.75%**	**668.70%**	
2008 Forecast (revised)	40.229	39.729	20.114	19.614	0.500
2008 Expenditure	182.809	182.809	53.339	129.470	0.000
% of OP Forecast	**454.42%**	**460.14%**	**265.18%**	**660.08%**	
2009 Forecast (revised)	41.033	40.533	20.517	20.017	0.500
2009 Expenditure	182.409	182.409	63.137	119.272	0.000
% of OP Forecast	**444.54%**	**450.02%**	**307.74%**	**595.86%**	
2010 Forecast (revised)	41.854	41.354	20.927	20.427	0.500
2010 Expenditure	142.354	142.354	19.511	122.842	0.000
% of OP Forecast	**340.12%**	**344.23%**	**93.24%**	**601.37%**	
2011 Forecast (revised)	42.691	42.691	21.345	21.345	0.000
2011 Expenditure	144.737	144.737	14.330	130.407	0.000
% of OP Forecast	**339.03%**	**339.03%**	**67.13%**	**610.93%**	
2012 Forecast (revised)	43.545	43.545	21.772	21.772	0.000
2012 Expenditure	150.441	150.441	13.245	137.197	0.000
% of OP Forecast	**345.49%**	**345.49%**	**60.83%**	**630.14%**	
2013 Forecast (revised)	44.416	44.416	22.208	22.208	0.000
2013 Expenditure	153.259	153.259	17.306	135.953	0.000
% of OP Forecast	**345.06%**	345.06%	**77.93%**	612.18%	
2014 Expenditure	**121.612**	121.612	**3.615**	117.997	
% of total OP Forecast	**41.48%**	41.69%	**2.47%**	81.32%	
Cum. Forecast 2007- 2013	**293.207**	**291.707**	**146.604**	**145.104**	1.500
(% of total OP Forecast)	**(100%)**	**(100%)**	**(100%)**	**(100%)**	
Cumulative Expenditure 2007 – 2014	**1237.468**	**1237.468**	**212.056**	**1025.412**	
% of total OP Forecast (2007-13)	**422.05%**	**424.22%**	**144.65%**	**706.68%**	

2.4.7 PROMOTION OF EQUAL OPPORTUNITIES

Under this Operational Programme, gender mainstreaming and a more expanded wider equal opportunities focus which covers the nine grounds set out in the Irish equality legislation are now included. Under Priority 2 of this Programme, specific activities are supported which can contribute directly to meeting the objectives of pursuing equality between women and men in relation to gender equality and the National Women's Strategy. Co-funding under this Operational Programme will contribute to achieving the targets of equality, both from a gender and wider equality basis, by focusing on particular interventions in relation to Increasing Participation and Reducing Inequality in the Labour Force, Supports to Migrants, Language Skills provision and the Promotion of Equality interventions.

2.4.8 Information required by Article 10 of Regulation (EC) 1081/2006

- **Gender mainstreaming and gender specific actions**

  There are two specific ESF supported activities contained within the Priority Increasing Participation and Reducing Inequality of the Labour Force promoting Equality Mainstreaming and Gender Equality. The ***Equality Mainstreaming*** **Activity** ***(ESF 2.9)*** contributes to addressing labour market gaps for specific groups experiencing discrimination by putting in place measures to improve labour market access and participation of groups experiencing inequality across the nine grounds covered by the equality legislation (namely gender, marital status, family status, religion, race, membership of the Traveller community, sexual orientation, age and disability). It is targeted at providers of vocational education, training and labour market programmes and small to medium enterprises and will leverage trade union and employer networks. (See Progress Report in part 2 of the AIR)

  The purpose of the ***Positive Actions to Promote Gender Equality (ESF 2.8)*** Activity is to foster the engagement and advancement of women in the labour market, both as employees and as entrepreneurs, and to encourage the greater involvement of women in decision-making roles. (See Progress Report in part 2 of the AIR)

- **Increasing the participation of Migrants in employment and strengthening their social integration**

  The ESF is supporting a project - ***Social and Employment Integration of Migrants (ESF 2.10)*** - that is aimed at the most vulnerable of legally resident migrants that are having difficulty accessing employment because of language difficulties, health issues, lack of training or social skills or non-recognition of their qualifications. The overall objective is to assist the target group to become economically independent through the provision of employability and employment support structures which enable participants to prepare for and access quality mainstream training, education and employment. (See Progress Report in part 2 of the AIR).

- **Increasing the participation of Minorities in employment and strengthening their social integration**

  The ESF continued to support Senior Traveller Training (STT) programmes ***(ESF 2.5)*** provided by the Department of Education through local vocational Educational Committees through a network of VEC Senior Traveller Training Centres.

However, the separate STT Centres were phased out and the Travellers were enrolled into the other existing programmes (e.g. Youthreach programme and the BTEI courses). More detailed information is available in Priority 2 progress reports below – see Part 2 of the AIR.

- **Increasing the participation of other disadvantaged groups in employment and strengthening their social integration**

  During the 2007-2013 period, the ESF supported an Activity operating a pilot project entitled Disability Activation Project, to develop and test an employment strategy based on individual case management of people on disability welfare payments that will have the capacity to increase their employment rate.

- **Innovative activities**

  An innovative programme aimed at developing and testing a comprehensive employment strategy based on individual case management of people on disability welfare payments that will have the capacity to increase their employment rate is supported under Priority 2 of the HCIOP. This project was expanded in 2012 to introduce new initiatives.

- **Transnational/Interregional actions**

  The ESF Managing Authority, which in 2012 had joined a Learning Network on Transnational Mobility Measures for Disadvantaged Youth and Young Adults continued to be actively involved in the Network throughout 2014. While significant. Progress towards the goal of launching a common coordinated Call for Proposals[2] in respect of the project was made in 2013, it was not possible, ultimately, to achieve that goal. However, some members had advanced to launching individual calls by late 2014 and into early 2015 and the Network is currently reviewing its future role and functions in light of developments in this area at EU Commission level.

2.4.9 Compliance with Community Law

No significant problems relating to compliance with Community Law were encountered during the implementation of the HCI OP in 2014.

2.4.10 Significant problems encountered in implementation

While no Significant problems were encountered in implementation of the Programme in 2013 ongoing issues relating to internal and external audits of the Programme continue to present challenges to the effective and timely implementation of the Programme to completion.

[2] The objective of a coordinated call is to implement transnational mobility measures for disadvantaged youth and young adults more widely across the EU with support from the ESF under the new programming period 2014 to 2020. Transnational mobility measures for disadvantaged youth and young adults contribute to the objectives of the EU 2020 agenda and help deliver on the recommendations and decisions in the context of the 2012 European semester of policy coordination. They also tap into the policies and priorities set out in the Commission's proposal for a regulation on the ESF in 2014-2020 (Art 3: supporting labour mobility, Art 10: supporting transnational cooperation).

2.4.11 Changes in the context of operational programme implementation

The organisational changes arising from the dissolution of FAS and its replacement by SOLAS and absorption of functions by DSP (see above) presented many challenges to the continued effective implementation of the Programme in 2014.

2.4.12 Substantial modification under Article 57

N/A

2.4.13 Complementarity with other instruments

Article 27(5) (b) of Regulation 1083/2006 indicated that the National Strategic Reference Framework (NSRF) document may contain details on the "mechanisms for ensuring coordination between operational programmes". Ireland's NSRF sets out the arrangements that are to be put in place to meet this need.

A Monitoring Committee for the Coordination of EU Funds for the NSRF was established between ERDF, ESF, EFF and EAFRD. The Department of Finance chair the Committee and the Committee reports to the NSRF Monitoring Committee on any issues of relevance. The Committee met in October 2011 to address inter alia issues of common concern; share information; input into the Irish position in discussions at Structural Actions Working Group and to take a collaborative approach to the future of cohesion policy. The ESF Policy & Operations Unit outlined its preliminary views in relation to the proposed new draft regulations for EU Funds (more detailed discussion to take place before Member States' position is determined, consider that amendments to proposals possible, one size (CSF, Partnership Contracts etc.) won't fit all programmes). In addition, the ESF Policy & Operations Unit was of the view that Member States need to consider appropriate architecture for funding having regard to comprehensive spending review etc. There is also potential for savings and better Value For Money in programme structures with the question of whether separate MAs, CAs AAs for all funds are appropriate.

2.4.14 Monitoring arrangements

Article 13 visits

The HCI OP Managing Authority carried out a number of visits under Article 13 of Regulation 1828/2006 to the Delegated Managing Authorities (DMA)/Intermediate Bodies and Public Beneficiary bodies during 2014 in conjunction with the submission of claims for the drawdown of ESF funding under the OP. The list of bodies visited is shown in the table here below. The Authority found a high level of compliance with the Regulations and the relevant Circulars on ESF.

HCI OP Managing Authority

Activity Name:	No.	Intermediate Body /Public Beneficiary Body/Project visited:	Capacity:	No of times visited:
Third Level Access	ESF 2.4		IB	1
Undergraduate Skills	ESF 1.4		IB	1
BTEI	ESF 1.3		IB	1
Youthreach	ESF 2.5		IB	1
Skills Training for the unemployed	ESF 1.1		IB	2
GYDP	ESF 2.6/2.7	Irish Youth Justice Service	PBB	1
Skills Training for the unemployed	ESF 1.1	Solas Dundalk	PBB	1

Article 13 Activities by the DMAs/ IBs and PBBs

Activity Name:	No.	Public Beneficiary Body/Project visited:	Capacity: IB or PBB	No of visits:
Skills Training for	1.1	Athlone TC (Training Centre)	IB - SFU	1
The Unemployed		Ballina TC (Records held in Galway)	IB – SFU	1
		Dundalk TC	IB - SFU	1
		Galway TC	IB - SFU	1
		Sligo TC	IB - SFU	1
		Letterkenny TC	IB - SFU	1
		Dundalk TC	PBB	1
		Galway TC	PBB	1
		Letterkenny TC	PBB	1
		Sligo TC	PBB	1
		Athlone TC	PBB	1
Back to Education Initiative	1.3	City of Cork VEC	IB - SFU	1
		Co Mayo VEC	IB – SFU	1
		Co Carlow VEC	IB – SFU	1
		Co Galway VEC	IB – SFU	1
		Co Cork VEC	IB – SFU	1
		Co Kerry VEC	IB – SFU	1
		Co Louth VEC	IB – SFU	1
		Co Westmeath VEC	IB – SFU	1
		Co Waterford VEC	IB – SFU	1
Undergraduate Skills	1.4	Athlone IT	IB – SFU	1
		Galway Mayo IT	IB – SFU	1
		Dundalk IT	IB – SFU	1
		Higher Education Authority (HEA)	IB - SFU	1

		Athlone IT	PBB	1
		Galway Mayo IT	PBB	1
Third Level Access	2.4	Co Westmeath VEC	IB - SFU	1
		NUI Galway	IB – SFU	1
		Sligo IT	IB - SFU	1
		Letterkenny IT	IB - SFU	1
		National Access Office (at the HEA)	IB - SFU	1
		Athlone IT	PBB	1
		Galway Mayo IT	PBB	1
Youthreach	2.5	Co Laois VEC	IB – SFU	1
		Co Roscommon VEC	IB - SFU	1
		Co Cavan VEC	IB - SFU	1
		Co Mayo VEC	IB - SFU	1
		Co Louth VEC	IB - SFU	1
		Co Galway VEC	IB - SFU	1
Integration of Migrants	ESF 2.10	Office for the Promotion of Migrant Integration	IB ODU/DJE	1
Integration of Migrants	ESF 2.10	EPIC	IB ODU/DJE	1
IT/Personal Development Additional worker	ESF 2.6 & 2.7	Irish Youth Justice Service	IB ODU/DJE	1
IT/Personal Development Additional worker	ESF 2.6 & 2.7	ORB project	IB ODU/DJE	1
IT/Personal Development Additional worker	ESF 2.6 & 2.7	WEB project	IB ODU/DJE	1
Positive Actions to promote Gender Equality	ESF 2.8	Gender Equality Division	IB ODU/DJE	1
Positive Actions to promote Gender Equality	ESF 2.8	Knockanrawley Resource Centre	IB ODU/DJE	1
Positive Actions to promote Gender Equality	ESF 2.8	One Family	IB ODU/DJE	1
Positive Actions to promote Gender Equality	ESF 2.8	Pavee Point	IB ODU/DJE	1
Positive Actions to promote Gender Equality	ESF 2.8	Congress Centres Network	IB ODU/DJE	1
Positive Actions to promote Gender Equality	ESF 2.8	Ballyhoura Development	IB ODU/DJE	1
Positive Actions to promote Gender Equality	ESF 2.8	Akiwda	IB ODU/DJE	1
Positive Actions to promote Gender Equality	ESF 2.8	North Wall Community Development	IB ODU/DJE	1
GYDP - Additional Worker	2.7	SAY GYDP	PBB - Community Programmes Unit / IYJS	1
GYDP - Additional Worker	2.7	Ballymun GYDP	PBB- Community	1

			Programmes Unit / IYJS	
GYDP - Additional Worker	2.7	LAB GYDP	PBB-Community Programmes Unit / IYJS	1
GYDP - Additional Worker	2.7	New Directions GYDP	PBB-Community Programmes Unit / IYJS	1
GYDP - Additional Worker	2.7	JETS GYDP	PBB-Community Programmes Unit / IYJS	1
GYDP - Additional Worker & IT/Personal Development	2.6 & 2.7	KEY GYDP	PBB-Community Programmes Unit / IYJS	1
GYDP - Additional Worker	2.7	DAN GYDP	PBB-Community Programmes Unit / IYJS	1
GYDP - Additional Worker	2.7	WAY GYDP	PBB-Community Programmes Unit / IYJS	1
GYDP - Additional Worker & IT/Personal Development	2.6 & 2.7	WEB GYDP	PBB-Community Programmes Unit / IYJS	1
GYDP - Additional Worker & IT/Personal Development	2.6 & 2.7	ORB GYDP	PBB-Community Programmes Unit / IYJS	1
GYDP - Additional Worker & IT Personal Development	2.6 & 2.7	BRIDGE GYDP	PBB-Community Programmes Unit / IYJS	1
GYDP - Additional Worker & IT/Personal Development	2.6 & 2.7	Ballynanty GYDP	PBB-Community Programmes Unit / IYJS	1
GYDP - Additional Worker	2.7	BAN GYDP	PBB-Community Programmes Unit / IYJS	1
GYDP - Additional Worker	2.7	EYE GYDP	PBB-Community Programmes Unit / IYJS	1
GYDP - Additional Worker & IT/Personal Development	2.6 & 2.7	Kilrush GYDP	PBB-Community Programmes Unit / IYJS	1
Social and Employment Integration of Migrants	2.10	Employment of People from Immigrant Communities	PBB	1

Momentum	ESF 1.7	ITronics Ltd T/A Irish Times Training	PBB	1
Momentum	ESF 1.7	SDMG Ltd T/A Swilly Group	PBB	1
Momentum	ESF 1.7	Barrow Consultancy and Training Ltd	PBB	1
Momentum	ESF 1.7	Barrow Consultancy and Training Ltd	PBB	1
Momentum	ESF 1.7	The Irish Environmental Conservation Organisation	PBB	1
Momentum	ESF 1.7	Galway Business School Ltd	PBB	1
Momentum	ESF 1.7	KT Business Skills Ltd	PBB	1
Momentum	ESF 1.7	KT Business Skills Ltd	PBB	1
Momentum	ESF 1.7	Janet Tumulty T/A New Links Training Solutions	PBB	1
Momentum	ESF 1.7	CPL Training Ltd T/A Nifast	PBB	1
Momentum	ESF 1.7	CPL Training Ltd T/A Nifast	PBB	1
Momentum	ESF 1.7	Big Wave Media Training Ltd	PBB	1
Momentum	ESF 1.7	Big Wave Media Training Ltd	PBB	1
Momentum	ESF 1.7	Future People Ltd	PBB	1
Momentum	ESF 1.7	Future People Ltd	PBB	1
Momentum	ESF 1.7	Optimum Ltd	PBB	1
Momentum	ESF 1.7	Optimum Ltd	PBB	1
Momentum	ESF 1.7	Optimum Ltd	PBB	1
Momentum	ESF 1.7	Irish Congress of Trade Unions	PBB	1
Momentum	ESF 1.7	Irish Congress of Trade Unions	PBB	1
Momentum	ESF 1.7	Kerry ETB	PBB	1
Momentum	ESF 1.7	Kerry ETB	PBB	1
Positive Actions to Promote Gender Equality	ESF 2.8	Akina Dada wa Africa (AkiDwa)	PBB	1
		An Cosán	PBB	1
		Canal Communities Partnership	PBB	1
		Clondalkin Centre for the Unemployed	PBB	1
		Clondalkin Partnership	PBB	1
		Comhar na nOilean Teoranta	PBB	1
		Congress Centres Network	PBB	1
		COPE	PBB	1
		County Cavan VEC	PBB	1

		County Clare VEC	PBB	1
		County Kilkenny VEC	PBB	1
		County Meath VEC	PBB	1
		Knockanrawley Resource Centre	PBB	1
		National Learning Network Dublin	PBB	1
		North Leitrim Women's Centre	PBB	1
		ONE Family	PBB	1
		PAUL Partnership	PBB	1
		Pavee Point Travellers Centre	PBB	1
		Second Chance Education Project for Women	PBB	1
		SKWA Ltd	PBB	1
		S.T.E.E.R. Ireland	PBB	1
		The Carers Association	PBB	1
		Ballyhoura Development	PBB	1
		Doras Bui	PBB	1
		Nth & East Kerry Leadership TEO	PBB	1
		Bray Area Partnership	PBB	1
		Dodder Valley Partnership	PBB	1
		Merchants Quay Project	PBB	1
		Galway City Partnership	PBB	1
Skills Training for the unemployed	ESF 1.1	Dundalk Training Centre	PBB	1
		Galway Training Centre	PBB	1
		Letterkenny Training Centre	PBB	1
		Athlone Training Centre	PBB	1
		Sligo Training Centre	PBB	1
Disability Activation Project	ESF 2.2	Drumlin House - Step Right to Work	PBB	1
Disability Activation Project	ESF 2.2	Co. Roscommon Disability Support group - Disability Activation for Work Nutrition (DAWN)	PBB	1
Disability Activation Project	ESF 2.2	Peter Bradley Foundation/Acquired Brain Injury Ireland – Work4You	PBB	1
Disability Activation Project	ESF 2.2	National Learning Network Comprehensive Transition Plan for adolescents with autism/learning disabilities	PBB	1
Disability Activation Project	ESF 2.2	National Learning Network – Personal Employment Pathway	PBB	1
Disability Activation Project	ESF 2.2	Irish Association of Supported Employment – Open Door	PBB	1
Disability Activation Project	ESF 2.2	Monaghan Integrated Development Ltd. – Ability Activation North East	PBB	1
Disability Activation Project	ESF 2.2	Walkinstown Association for people with an Intellectual Disability – Providing Equal Progression routes (PEER)	PBB	1
Disability Activation Project	ESF 2.2	University of Limerick/Arthritis Ireland – Working with Arthritis – Solutions & Strategies	PBB	1
Disability Activation Project	ESF 2.2	National Learning Network – Linking In	PBB	1
Disability Activation Project	ESF 2.2	Brothers of Charity Roscommon – Open to Work Opportunities	PBB	1

Disability Activation Project	ESF 2.2	Sligo LEADER Partnership – SEED	PBB	1
Disability Activation Project	ESF 2.2	Irish Congress of Trades Union – Options programme	PBB	1
Disability Activation Project	ESF 2.2	Brothers of Charity Galway – Access to Work, Let's Get to Work, Supported Employment Intensive	PBB	1

Above is a list of verification visits carried out by the Delegated Managing Bodies, i.e. the Intermediate Bodies, shown on the table; also included are the visits by the Public Beneficiary Bodies to the Projects in 2014.

DATA COLLECTION

The MA continued to encourage IBs and PBBs to provide more meaningful, progress/indicator specific information on an ongoing basis. Decreased resources in certain areas has led to occasional difficulties in the timely receipt of the required data.

BENEFICIARIES:

The list of beneficiaries under the HCIOP can be found on the website: www.esf.ie. See also Annex 1 (page 136 below). The list of beneficiaries is updated annually.

Chapter 3 Implementation by Priority

3.1 Priority 1 – Increasing Activation of the Labour Force

ESF 1.1 - Skills Training
ESF 1.3 - Back to Education Initiative
ESF 1.4 - Undergraduate Skills
ESF 1.6 – Labour Market Activation Fund

The following objective has been set out in the Operational Programme for this Priority

OBJECTIVE
To contribute to increased skill levels in the workforce and to enhancing the productivity of the workforce

3.1.1 PHYSICAL AND FINANCIAL PROGRESS

Achievement of targets and analysis of the progress

The Indicators established for the Priority: Increasing Activation of the Labour Force in the HCI-OP 2007-2013 are *as follows: -: -*

(i) Total number of persons supported (Output Indicator)
(ii) Total number of persons successfully completing accredited programmes (Result Indicator)

(a) Priority: Increasing Activation of the Labour Force

Table showing Indicators at Priority Level (Priority No. 1) - Increasing Activation of the Labour Force

Indicators:	Year	2007	2008	2009	2010	2011	2012	2013	2014	Cumulative Total:
Indicator 1 Output Indicator **Total no. of persons supported**	**Baseline (2006)**	*Baseline 63,688*			*Target 76,300*			*Target 76,561*		*Target 461,256*
	Total Achievement	29,789	64,196	57,457	68,161	74,901	66,334	69,654	**61,669**	**492,161**
	Male	8,808	23,555	24,156	32,835	38,483	33,728	36,453	31,270	229,287
	Female	20,981	40,641	33,301	35,326	36,418	32,606	33,201	30,399	262,874
Indicator 1 Result Indicator **Total no. of persons successfully completing accredited programmes**	**Baseline (2006)**	*Baseline 51,600*			*Target 40,130*			*Target 47,019*		*Target 226,142*
	Total Achievement	9,847	15,553	26,118	28,958	41,593	33,451	14,380	29,736	**200,379**
	Male	1,897	4,196	10,646	13,371	21,638	18,586	4,954	14,968	90,789
	Female	7,950	11,357	15,472	15,587	19,955	14,865	9,426	14,768	109,590

The results for the Indicators for the year 2014 for *Priority* Increasing Activation of the Labour Force are shown on the Table above. The first Indicator (Output Indicator) related to the "total number of persons supported" under the Priority during 2014 and this target amounted to 61,669 persons, which comprised 31,270 males and 30,399 females respectively. There has been a decrease in the numbers supported under the Priority since 2013. This is probably due to the reduction in the unemployment rate (average for 2014 was 11.3%; 2013 was 14.4%). The total number trained since 2007 stands at **492,161** persons.

In relation to the second Indicator (Result Indicator), "total number of persons successfully completing accredited programmes", the total for 2014 was 29,736 made up of 14,968 males and 14,768 females. The total number of persons receiving certification under the Programme since 2007 reached **200,379**.

3.1.2 Specific Objectives Indicators within the Increasing Activation of the Labour Force Priority

The following Specific Objectives, which were introduced and agreed under the Operational Programme for the Increasing Activation of the Labour Force Priority, are listed below. The objectives are applicable to individual Activities within the Priority.

(i) To increase the number of unemployed persons acquiring training and certified training qualifications to enhance their employability prospects. Ireland's future development depends upon having a skilled workforce. In line with the Lisbon goals, Ireland needs to achieve targets for participation. FÁS' skills training for the unemployed and job seekers help to achieve these national objectives. The activity will address the need to provide unemployed persons and other job-seekers with the skills they need; firstly to gain suitable employment, secondly to be productive at work, and thirdly to progress in the future to different or more advanced work. The Labour Market Activation Fund (LMAF) will also meet the training needs of a targeted cohort of the unemployed.

(ii) To increase the supply of graduates qualified in key areas such as engineering, science and ICT, in order to address skills shortages in the economy. (Interventions under this will comprise the provision of extra undergraduate places in courses to increase graduates for key sectors of the economy). *This is fully consistent with assistance activities outlined under ESF Regulation Article 3/2 (a) (iii) - the development of human potential in research and innovation, notably through post-graduate studies and the training of researchers*).

(iii) To (a) increase the base of adults with upper second level education and/or qualifications at FETAC Levels 3 to 6, unemployed persons (b) to increase the number/base of other job-seekers with the skills they need firstly to gain suitable employment, secondly to be productive at work, and thirdly to progress in the future to different or more advanced work. (Interventions under this comprise Part Time learning programmes which are fully consistent with assistance activities outlined under ESF Regulation Article 3/1 (a) - increasing adaptability of workers, enterprises and entrepreneurs with a view to improving the anticipation and positive management of economic change).

Specific Objective 1: [3]

To increase the number of unemployed persons acquiring training and certified training qualifications to enhance their employability prospects. Ireland's future development depends upon having a skilled workforce. In line with the Lisbon goals, Ireland needs to achieve targets for participation. FÁS' skills training for the unemployed and job seekers help to achieve these national objectives. The activity will address the need to provide unemployed persons and other job-seekers with the skills they need; firstly to gain suitable employment, secondly to be productive at work, and thirdly to progress in the future to different or more advanced work. The Labour Market Activation Fund (LMAF) will also meet the training needs of a targeted cohort of the unemployed.

Indicator			2007-08	2009	2010	2011	2012	2013	2014	Cumulative Totals:
Output Indicator:	**Baseline (2006)**	*Baseline 19,659*			*Target: 46,600*			*Target: 34,600*		*Target: 208,200*
No. of unemployed persons trained	**Yearly total**		32,474	24,349	34,794	37,287	23,708	27,883	**21,826**	**202,321**
	Male		13,596	12,649	20,253	24,069	14,740	17,943	13,839	117,088
	Female		18,878	11,700	14,541	13,218	8,968	9,940	7,987	85,233
Result Indicator:	**Baseline (2006)**	*Baseline 9,830*			*Target: 26,790*			*Target: 24,220*		*Target: 115,370*
No. of unemployed persons gaining certification	**Yearly total**		19,631	12,720	15,975	26,730	n/a	5,175	**16,056**	**76,989**
	Male		9,241	7,006	9,362	6,848	n/a	3,742	10,225	51,010
	Female		10,390	5,714	6,613	9,882	n/a	1,437	5,831	9,830
Impact:	**Baseline (2006)**	*Baseline 70%*			*Target: 40%*			*Target: 50%*		*Target: 60%*
% of unemployed persons trained in employment or further education at time of follow up survey	**Yearly total**				52%	50%	n/a	n/a		50%
	Male									
	Female									

This Indicator was incorporated into the Programme as a separate Indicator pursuant to the Review in the latter part of 2011. It relates primarily to the Skills Training for the unemployed and job-seekers. The Labour Market Activation Fund (LMAF) was included for 2011 only. The LMETF (Momentum Programme) figures are included for 2013. Data for the previous years has also been inserted in relation to the Skills Training Activity.

The number of persons trained in 2014 reached 21,826 (13,839 male and 7,987 female). The cumulative total for the years 2007 to 2014 reached **202,321**.

The number of unemployed persons gaining certification in 2014 was 16,056. The cumulative total for the period reached **76,989**.

[3] The text of this Objective has been changed to reflect the fact that In-Company Training Activity is no longer in receipt of (or likely to be so in during the term of the OP) of ESF funding as advised to the 2009 PMC.

Specific objective 2

To increase the supply of graduates qualified in key areas such as engineering, science and ICT, in order to address skills shortages in the economy. (Interventions under this will comprise the provision of extra undergraduate places in courses to increase graduates for key sectors of the economy).

Indicator		2007	2008	2009	2010	2011	2012	2013	2014	Cumulative Totals:
Output Target: No of additional students enrolled	**Baseline (2006)**	*Baseline 1,500*			*Target: 1,700*			*Target: 5,961*		*Target: 35,939*
	Yearly total	3,929	4,718	4,914	5,418	5,584	*10,560*	10,284	**9,932**	**55,289**
	Male	2,792	3,502	3,422	3,991	4,145	*8,427*	8,052	7,945	42,276
	Female	1,137	1,116	1,492	1,417	1,439	*2,133*	2,232	1,987	13,013
Result Indicator: No of additional graduates on key courses	**Baseline (2006)**	Baseline 1,100			*Target: 1,300*			*Target; 1,199*		*Target: 7,389*
	Yearly total	N/a	0	1,200	1,090	1,098	*1,770*	1,841	**1,842**	**7,742**
	Male			800	813	794	*1,376*	1,327	1,319	5,643
	Female			400	277	304	*394*	514	523	2,099
Impact Indicator: No of additional graduates progressing into employment					*Target: 980*			*Target: 1,079*		*Target: 6,539*
	Yearly total			1032	980	966	*1,558*	1,620	**1,647**	**8,457**
	Male			688	735	698	*1,212*	1,168	1,177	6,148
	Female			344	245	268	*346*	452	470	2,309

In relation to *Objective No. 2* under the 'Increasing Activation of the Labour Force' Priority, which is applicable to the Undergraduate Skills Activity (ESF 1.4), the *Output Target*, i.e., the number of additional students enrolled for ICT courses for 2014 was 9,932 (7,945 male and 1,987 female), slightly down on the previous year. The end of programme target (2013) set for the Activity, have been exceeded.

The number of additional graduates on key courses in 2014 (*Result Indicator*) was 1,842 (1,319 male and 523 female), slightly down on the previous year. The cumulative total at the end of 2014 was **7,742**.

The *Impact Indicator* for 2014 reached 1,647 (1,177 male and 470 female) similar to the previous year. The cumulative total at this point reached **8,457**.

Specific Objective No. 3

To (a) increase the base of adults with upper second level education and/or qualifications at FETAC Levels 3 to 6, unemployed persons (b) to increase the number/base of other job-seekers with the skills they need firstly to gain suitable employment, secondly to be productive at work, and thirdly to progress in the future to different or more advanced work. (Interventions under this comprise Part Time learning programmes which are fully consistent with assistance activities outlined under ESF Regulation Article 3/1 (a) - *increasing adaptability of workers, enterprises and entrepreneurs with a view to improving the anticipation and positive management of economic change*).

Indicators:		2007	2008	2009	2010	2011	2012	2013	2014	Cumulative Totals:
Output: No of part-time BTEI participants	**Baseline (2006)**	*Baseline 24,728*			*Target: 28,000*			*Target: 36,000*		*Target: 217,117*
	Yearly total	25,860	27,104	28,194	27,959	32,030	32,066	31,487	**29,911**	**234,611**
	Male	6,016	6,457	8,085	8,591	10,269	10,561	10,458	9,486	69,923
	Female	19,844	20,647	20,109	19,368	21,761	21,505	21,029	20,425	164,688
Result: No of part/time BTEI participants gaining certification	**Baseline (2006)**	*Baseline 9,044*			*Target: 12,500*			*Target: 21,600*		*Target: 103,383*
	Yearly total	9,847	10,045	12,198	11,893	13,765	14,325	12,539	**11,838**	**96,450**
	Male	1,897	1,831	2,840	3,196	3,996	3,908	3,627	3,424	24,719
	Female	7,950	8,214	9,358	8,697	9,769	10,417	8,912	8,414	71,731
Impact: No of part-time BTEI participants who progress to further education or work	**Baseline (2006)**	*Baseline 15,000*			*Target: 18,200*			*Target: 9,000*		*Target: 50,948*
	Yearly total	7,833	7,238	6,591	4,806	4,766	3,736	3,267	**5,532**	**43,769**
	Male	1,594	1,439	1,574	1,350	1,356	1,077	1,047	1,820	11,257
	Female	6,239	5,799	5,017	3,456	3,410	2,659	2,220	3,712	32,512

The Objective 3 Indicator under the 'Increasing Activation of the Labour Force' Priority focuses on the part-time participants only, as they are solely funded by the ESF under this Activity.

The number of part-time participants has been increasing gradually over the duration of the Programme to 2014. The total figure for 2014 is 29,911 (9,486 male and 20,425 female), down slightly from the previous year. The cumulative total for 2007 to 2014 reached **234,611,** exceeding the cumulative target (217,117).

The number of part-time participants gaining certification has also been increasing gradually; the total for 2014 was 11,838 (3,424 male and 8,414 female). The cumulative total for 2007 to 2014 reached **96,450**, less than the cumulative target (103,383).

The number of part-time participants progressing into employment following completion of the course has increased for the first time in four years (reflecting an improvement in the economy), but still below the 2009 figure. The total for 2014 reached 5,532 (1,820 male and 3,712 female), down again from the previous year. The cumulative total for 2007 to 2014 reached **43,769,** less than the cumulative target (50,948).

3.1.3 Information by target groups

Priority 1 Annex XXIII Date on Target Groups	Male	Female	Total
NUMBER OF PARTICIPANTS PER YEAR *			
Entrants:	27,269	29,624	56,893
Completions	24,631	28,861	53,492
Leaving:	125	526	651
Carry-over to next year	13,473	13,322	26,795
BREAKDOWN OF PARTICIPANTS BY GENDER			
Participants:	31,270	30,399	61,669
BREAKDOWN OF PARTICIPANTS ACCORDING TO STATUS IN THE LABOUR MARKET			
Employed (total number of employed, including self-employed)	5,120	5,444	10,564
Self-employed	0	0	0
Unemployed (total number of unemployed including long-term unemployed)	17,974	13,314	31,290
Long-term unemployed	7,259	3,234	10,493
Inactive persons (total number of inactive persons, including those in education, training or retirement, those having given up business, the permanently disabled, those fulfilling domestic tasks or other)	8,174	11,641	19,815
Inactive persons in education or training	4,572	1,153	5,725
BREAKDOWN OF PARTICIPANTS BY AGE			
Young people (15-24)	14,765	7,094	21,859
Older workers (55-64)	5,656	4,783	10,439
BREAKDOWN OF PARTICIPANTS BY VULNERABLE GROUPS			
Minorities:	522	529	1,051
Migrants:	718	890	1,608
Disabled:	1,947	1,574	3,521
Other disadvantaged people:	3,474	2,903	6,377
BREAKDOWN OF PARTICIPANTS BY EDUCATIONAL ATTAINMENT			
Primary or lower secondary education (ISCED 1 and 2)	10,954	12,602	23,556
Upper secondary education (ISCED 3)	9,967	12,516	22,483
Post-secondary non-tertiary education (ISCED 4)	611	2,023	2,634
Tertiary education (ISCED 5 AND 6)	282	127	409

3.1.4 Significant Problems encountered and measures taken to overcome them

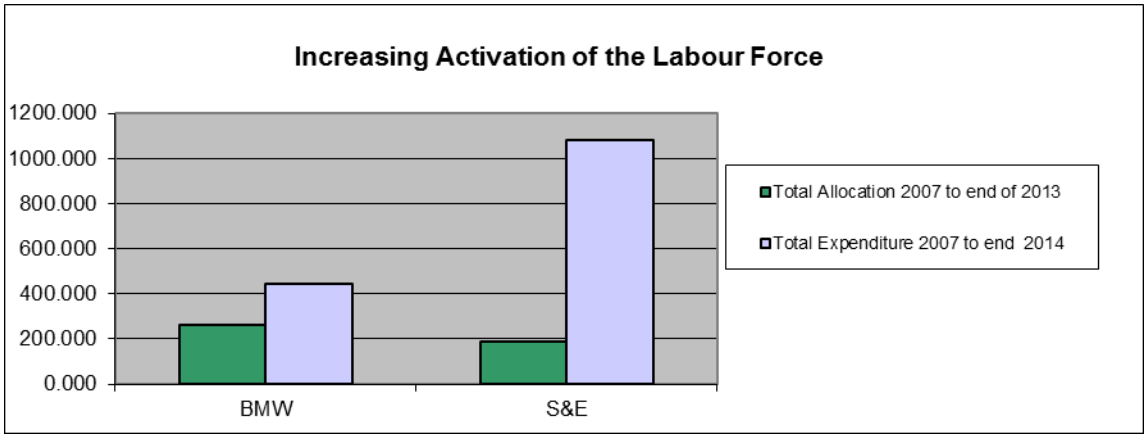
In relation to the 'Increasing Activation of the Labour Force' Priority, all four Activities are fully operational. Sec Section 2.4.10 re implementation problems encountered.

Commentary on expenditure

Total expenditure on the **Increasing Activation of the Labour Force Priority** for the year 2014 was €185.738 million (or 41.43% of total Priority forecast).

ESF expenditure for the period reached €24.15 million (10.78% of total Priority forecast).

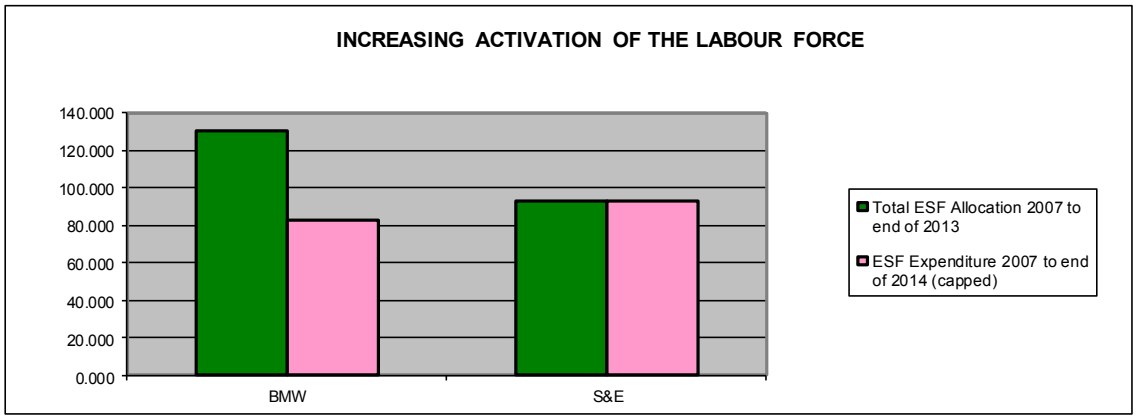
The table below shows the total Priority ***allocation*** for the period 2007 to 2013 and the total ***expenditure*** for the Priority for the period 2007 to the end of 2014.



At a regional level, total expenditure in the BMW region for the year 2014 was €68 million (26% of forecast) and in the SAE region, it was €117.7 million (or 63% of forecast). The ESF expenditure for the BMW Region was €22.488 million (or 17.2% of total Priority forecast) and in the S&E Region it was €1.78 million (or 1.78% of total Priority forecast).

The **Increasing Activation of the Labour Force Priority** is comprised of five Activities, (Skills Training; Back to Education Initiative (BTEI); Undergraduate Skills and LMAF/LMETF); in relation to the remaining Activity (Transnationality) the ESF MA is involved in a TN Network concerned with Mobility Measures for disadvantaged youths and young adults (led by the Federal Ministry of Labour and Social Affairs in Germany).

The table below shows the ESF allocation by Region for the period 2007 to the end of 2013 for the Priority, i.e. BMW €130.747m and S&E €93.390m. The ESF expenditure for the period 2007 to end 2014, the BMW was €82.805m and the S&E was €93.390m (capped at the allocation limit).



SUMMARY OF EXPENDITURE – INCREASING ACTIVATION OF THE LABOUR FORCE PRIORITY

NATIONAL

€m	Total Structural	Total Co-financed Public	ESF	National Public	Private
2007 Forecast (revised)	83.592	83.592	41.796	41.796	0.000
2007 Expenditure	160.796	160.796	18.246	142.550	0.000
% of OP Forecast	192.36%	192.36%	43.65%	341.06%	
2008 Forecast (revised)	109.578	108.578	54.789	53.789	1.000
2008 Expenditure	181.282	181.282	40.894	140.388	0.000
% of OP Forecast	165.44%	166.96%	74.64%	261.00%	
2009 Forecast (revised)	87.474	86.474	43.737	42.737	1.000
2009 Expenditure	219.989	219.989	64.270	155.718	0.000
% of OP Forecast	251.49%	254.40%	146.95%	364.36%	
2010 Forecast (revised)	55.718	54.718	27.859	26.859	1.000
2010 Expenditure	185.539	185.539	13.759	171.780	0.000
% of OP Forecast	333.00%	339.08%	49.39%	639.56%	
2011 Forecast (revised)	34.707	34.707	17.354	17.354	0.000
2011 Expenditure	184.511	184.511	11.706	172.804	0.000
% of OP Forecast	531.62%	531.62%	67.46%	995.79%	
2012 Forecast (revised)	37.619	37.619	18.809	18.809	0.000
2012 Expenditure	198.934	198.934	20.528	178.406	0.000
% of OP Forecast	528.81%	528.81%	109.14%	948.49%	
2013 Forecast (revised)	39.586	39.586	19.793	19.793	0.000
2013 Expenditure	201.635	201.635	23.055	178.580	0.000
% of OP Forecast	509.36%	509.36%	116.48%	902.24%	
2014 expenditure	**185.738**	185.738	**24.151**	161.587	
% of total OP Forecast (2007-13)	**41.43%**	**41.71%**	**10.78%**	**73.07%**	
Cum. OP Forecast 2007 -2013 (revised)	**448.274 (100%)**	**445.274 (100%)**	**224.137 (100%)**	**221.137 (100%)**	**3.000**
Cum. Expend. 2007 – 2014	**1519.567**	1519.567	**214.428**	1305.139	0.000
Cum. Expenditure as % of Forecast 2007 -2013	**338.98%**	341.27%	**95.67%**	590.19%	

BMW

€m	Total Structural	Total Co-financed Public	ESF	National Public	Private
2007 Forecast (revised)	60.656	60.656	30.328	30.328	0.000
2007 Expenditure	27.032	27.032	3.716	23.316	0.000
% of OP Forecast	44.57%	44.57%	12.25%	76.88%	
2008 Forecast (revised)	85.103	84.603	42.552	42.052	0.500
2008 Expenditure	27.258	27.258	1.948	25.311	0.000
% of OP Forecast	32.03%	32.22%	4.58%	60.19%	
2009 Forecast (revised)	60.609	60.109	30.305	29.805	0.500
2009 Expenditure	66.688	66.688	15.687	51.001	0.000
% of OP Forecast	110.03%	110.94%	51.76%	171.12%	
2010 Forecast (revised)	30.624	30.124	15.312	14.812	0.500
2010 Expenditure	65.805	65.805	5.557	60.248	0.000
% of OP Forecast	214.88%	218.45%	36.29%	406.75%	0.00%
2011 Forecast (revised)	8.106	8.106	4.053	4.053	0.000
2011 Expenditure	56.850	56.850	5.914	50.936	0.000
% of OP Forecast	701.32%	701.32%	145.92%	1256.72%	
2012 Forecast (revised)	7.814	7.814	3.907	3.907	0.000
2012 Expenditure	65.386	65.386	15.730	49.656	0.000
% of OP Forecast	836.78%	836.78%	402.61%	1270.94%	
2013 Forecast (revised)	8.580	8.580	4.290	4.290	0.000
2013 Expenditure	65.588	65.588	14.355	51.233	0.000
% of OP Forecast	764.39%	764.39%	334.60%	1194.19%	
2014 expenditure	**68.03**	68.03	**22.488**	45.542	
(As a % of total allocation)	**26.02%**	26.17%	**17.20%**	35.24%	
Cum. OP Forecast 2007 -2013 (revised)	**261.494**	259.994	**130.747**	129.247	1.500
	(100%)	(100%)	**(100%)**	(100%)	
Cumulative Expenditure 2007 – 2014	**442.966**	442.966	**82.805**	360.160	0.000
As a % of total OP Forecast (2007-13)	**169.40%**	170.38%	**63.33%**	278.66%	0.000

SAE

	Total	Total	ESF	National	Private
€m	**Structural**	**Co-financed Public**		**Public**	
2007 Forecast (revised)	22.936	22.936	11.468	11.468	0.000
2007 Expenditure	133.764	133.764	14.530	119.234	0.000
% of OP Forecast	583.21%	583.21%	126.70%	1039.72%	
2008 Forecast (revised)	24.474	23.974	12.237	11.737	0.500
2008 Expenditure	154.023	154.023	38.947	115.077	0.000
% of OP Forecast	629.33%	642.45%	318.26%	980.45%	
2009 Forecast (revised)	26.865	26.365	13.433	12.933	0.500
2009 Expenditure	153.301	153.301	48.583	104.717	0.000
% of OP Forecast	570.63%	581.45%	361.68%	809.72%	
2010 Forecast (revised)	25.094	24.594	12.547	12.047	0.500
2010 Expenditure	119.734	119.734	8.201	111.532	0.000
% of OP Forecast	477.14%	486.84%	65.37%	925.81%	
2011 Forecast (revised)	26.601	26.601	13.300	13.300	0.000
2011 Expenditure	127.661	127.661	5.792	121.869	0.000
% of OP Forecast	479.91%	479.91%	43.55%	916.27%	
2012 Forecast (revised)	29.805	29.805	14.902	14.902	0.000
2012 Expenditure	133.547	133.547	4.798	128.750	0.000
% of OP Forecast	448.07%	448.07%	32.19%	863.95%	
2013 Forecast (revised)	31.006	31.006	15.503	15.503	0.000
2013 Expenditure	136.047	136.047	8.700	127.347	0.000
% of OP Forecast	438.78%	438.78%	56.12%	821.44%	
2014 expenditure	**117.708**	117.708	**1.663**	116.045	
(as % of total OP allocation)	**61.38%**	61.86%	**1.73%**	122.94%	
Cum. OP Forecast 2007 -2013 (revised)	**186.781**	**185.281**	**93.390**	**91.890**	**1.500**
	(100%)	**(100%)**	**(100%)**	**(100%)**	
Cumulative Expenditure 2007 – 2014	**1076.601**	1076.601	**131.622**	944.979	
% of total OP Forecast (2007-13)	**576.40%**	581.07%	**140.94%**	1028.38%	

3.1.5 Qualitative Analysis by Area of Activity

ESF 1.1 - Skills Training for the unemployed and job-seekers

Training Activity in 2014

Continuity in all training activity was maintained during 2014 during the transfer to the ETB sector of the former FÁS training centre network, associated staff and provision. This task, which included training under the *Skills for the Unemployed,* was completed by mid-2014.

Key targets for the year as determined by the government were delivered the needs of priority cohorts were addressed, including persons who are long-term unemployed, those who are disadvantaged or have low standards of education or qualification and also those who have suffered job losses in sectors most impacted by the economic downturn. In 2014, a range of training opportunities within this Activity[4] were provided:

- 11,310 people who completed Specific Skills Training Programmes
- 2,382 individuals who completed Traineeships
- 2,264 participants who completed Bridging-Foundation Programmes
- 2,591 individuals who completed Local Training Initiatives
- 1,724 early school leavers who completed Foundation progression in Community Training Centres/Justice Workshops
- 41 people who completed Return to Work courses.

Developments in Specific Skills Training and Traineeships

In the first part of 2014, a proportion of activity was offered by ETBs and the remaining portion offered by SOLAS on an interim basis. See Section 2 above. From July 2014 onwards all activity was offered by the ETB sector. While the emphasis from a SOLAS perspective was on the successful transfer of the remainder of the former FAS training centre network to ETBs, a range of new and updated courses across various industry sectors continued to be offered. Many of these courses met QQI Common Award requirements, with the remainder leading to industry recognised certification.

Specific Skills Training (Long) courses take 6 months or more to complete and are designed to meet the needs of industry across a range of sectors and are fully certified leading to either a QQI award on the National Framework of Qualifications (NFQ) or are certified by a recognised accreditation body.

Specific Skills Training (Short) courses were introduced to allow individuals to quickly upgrade their skills. The majority of the programmes on offer are QQI or externally certified.

Traineeship courses typically take up to 9 months to complete. They provide occupation specific training and integrate formal training and workplace coaching with a host employer. All programmes are fully certified leading to either QQI Major Awards, ranging from a Major Level 4 to a Major Level 6 on the NFQ or certification from a recognised external accredited body.

[4] Source: SOLAS MIU Stats 2014.

Specific Skills courses offered /developed/upgraded during 2014 included:

- Virtualisation and Cloud Computing
- MTA Software and Networking Fundamentals
- Cisco certified Network Associate
- Microsoft MCSA Windows Server
- MySQL & PHP for Dynamic Websites
- Wind Turbine Maintenance Technician
- Social Media for Business
- Medical Administration
- Warehouse Operations
- Accounting Technician Ireland (1st year)
- Computerised and Manual Book-keeping
- Furniture Design and Instrument Making
- 3 D parametric Modelling – Mechanical
- Digital Media Production
- Festival Management and Sound Production
- Sport and Recreation
- Tour Guiding
- Heavy Goods Driving
- Supply Chain Logistics.

Traineeships offered/upgraded/developed included;

- IT Support Specialist Traineeship
- Software Developer Traineeship
- Beauty Therapist Traineeship
- Office Administration Traineeship
- Aircraft Maintenance Technician Traineeship

Community Based Training

Community Based Training is designed for unemployed early school leavers; people with disabilities; and unemployed people who are unable to access mainstream training. Community Based Training was accessed through Community Training Centres (CTCs) and Local Training Initiatives (LTIs) now funded and managed by ETBs. Learners are given the opportunity to take part in education and training ranging from QQI level 3 to level 5 on the NFQ. All training programmes delivered through these interventions address both the generic and vocational skills requirements of participating learners.

Community Training Centres (CTCs) are the vocational arm of the national Youthreach programme for early school leavers. They are independent, community–based organisations catering for the training and employment needs of early school leavers, primarily aged between 16 –21. The training is certified leading to recognised awards on the NFQ. The remaining CTCs provision transferred to ETBs in mid-2014 without any interruption in service provision. See section 2 above.

The Local Training Initiative programme is designed to provide opportunities for marginalised clients who are unable to access other vocational training interventions for personal, social or geographical reasons. Some projects are targeted at specific groups experiencing disadvantage such as homeless people, recovering addicts, prisoners and travellers. Target clients are primarily people under 35 years of age, with no formal qualifications or incomplete secondary level qualifications. The LTI supports many

organisations engaged in a wide variety of activities including genealogy, environment, heritage, tourism, theatre, sports and coaching.

In 2014, LTIs provided vocational training opportunities through project–based learning to assist participants achieve awards on the NFQ and to develop the capacity to progress to further training, education and work. The remaining LTI provision transferred to ETBs in mid-2014 without any interruption in service provision.

ESF 1.3 - Back to Education Initiative

During 2014 the transfer of former FÁS training centres to Education and Training Board (ETB) governance was completed.

Following a system review, a new Apprenticeship Council was launched in November 2014. The Council is tasked with the expansion of apprenticeship into new sectors of the economy. The initiative is part of the Government's Action Plan for Jobs initiative.

With employment opportunities improving throughout the year, BTEI saw a continued high level of demand for higher level courses, because of a continued up-skilling need linked to employment opportunities. Efforts were, however, on-going to ensure that course opportunities were provided to the unemployed, males and those of less than upper second level education, in line with the requirements of the BTEI programme, as identified by Government.

Specifically a process was commenced to review areas in which courses were provided and to ensure providers researched employment opportunities within their geographical areas so that course provision was linked to available employment opportunity.

The BTEI Operational Guidelines informed and gave overall direction to BTEI provision in 2014, under the broader strategic framework of the FET Strategy. The BTEI enabled providers to address the skills needs of unemployed people, in particular priority groups identified in the Government's activation agenda, and to develop part-time education and training opportunities for low-skilled people in employment. The focus on male participation as well as provision at lower levels of the NFQ (levels 3 and 4) was also maintained.

As set out above, a review was commenced to ensure that courses provided under the BTEI scheme were relevant to current and future employment opportunities and to ensure that all courses offered were fully certificated.

Continued attention was paid to prioritising the provision of integrated programmes leading to major awards (as opposed to the provision of single modules or components) through QQI.

ESF 1.4 - Undergraduate Skills

<u>EGFSN Report on ICT Skills</u>

The EGFSN report on Future Requirement for High-Level ICT Skills in the ICT Sector (summary Appendix A) was launched in June 2008 and remains the main report and background for setting the ICT graduate shortage in context.

The vacation computing camps for school students continued to be active in 2014. In 2014 the HEA provided total funding of €80,000 to 16 institutions to support vacation computing

camps. The camps were attended by approximately 1,000 students and in some cases were oversubscribed. While the main purpose of them is to promote courses in computing, they fulfil the equally important function of allowing the students to assess whether they have the interest and ability to enjoy a computing career.

ICT Action Plan

A second national ICT Skills Action Plan for 2014 - 2018 was published in March 2014. The plan includes twenty-two actions which, combined, aim to make Ireland a global leader in ICT talent through a suite of measures which will continue to increase the output of high-level graduates. The Plan recognises that both the public and private higher education sectors continue to contribute to the development of high level ICT skills in Ireland through mainstream undergraduate and post-graduate courses and, since 2011, through the targeted Springboard and ICT skills conversion initiatives. The Plan sets a target where the output of ICT graduates should reach 74% of forecasted industry demand by 2018. However, the Plan also notes that existing responses will not be enough by themselves and that a rise in the number of full-time undergraduate places on core ICT courses at Level 8 would be required to achieve the 74% target. The 22 actions listed in the Plan therefore include a call for the provision, from September 2014, of an additional 1,250 incentivised undergraduate places on core ICT courses. For the purposes of this initiative 'core ICT courses' are full-time Level 8 degree courses in the areas of Computer Science (ISCED 481); Computer Use (482) and Electronics and Automation (523).

The HEA issued a 'Call for Proposals to provide additional ICT undergraduate places in 2014' on 14 April. The Call invited proposals from publicly-funded higher education institutions to increase the number of places on courses leading to a Level 8 award in core ICT areas. The additional places are to be incentivised via a top-up amount of €1,000 per annum, in addition to the usual HEA core grant payment. This core grant resourced top-up is to be provided to providers for each additional student for the duration of his/her course. In response to the call an additional 661 places were provided by the sector.

ESF 1.6 - Labour Market Activation Fund (LMAF)

No expenditure in respect of the LMAF was included in claims submitted in 2014.

ESF 1.7 - Labour Market Education and Training Fund (LMETF)

Commentary on Activity-related progress

FÁS appointed Exodea Europe Consulting to undertake a formative evaluation of the Momentum Programme. Exodea published a number of reports to detail the four key stages of the implementation of the Momentum Programme which outlined below.

Table 3 – Key Reporting Stages Report Number	**Completion Date**	**Title**
Report 1	October 2013	Recruitment and Participant Demographics
Report 2 and 3	March 2014	Training and Placement
Report 4	November 2014	Employment and Education Outcomes
Report 5	December 2014	Momentum Programme Evaluation Report

In December 2014 Report 5 was published this is the final summary report which amalgamates the four previous interim reports, as well as looking holistically at the experience of the Programme. The report spans the operational lifetime of the Momentum Programme, commencing in January 2013 and concluding in December 2014.

The main findings of the final report are as follows:

1. The Momentum Programme has successfully addressed the challenge of long-term unemployment through the achievement of job and further education outcomes that compare favourably with long-established outcomes-based unemployment programmes in the UK and Australia.
2. The Momentum Programme has recouped €3.5 million in payments that would otherwise have been lost for non-performance of training outcomes. This represents a significant national achievement, setting a precedent for the efficient use of public funds in the labour market activation arena.
3. Over 50% of those that started the Momentum Programme had signed off the Live Register at the end of the programme (December 2014). This is a significant indicator of the direct level of success of the project and the model.
4. The focus of the Momentum Programme in bringing together training providers and employers through the job placement module has resulted in significant employment outcomes.
5. The Momentum Programme has adopted a transparent system of payment verified by validated claims at individual outcome level. This has a potentially far-reaching implication for the disbursement of public funds that should be made available on a national scale to other programmes and sectors.
6. The verifiable evidence-base provides robust data. This reflects international best practice and demonstrates the benefit that can accrue from gathering a significant array of data to support labour market activation policy and practice.
7. The participant survey data provides anecdotal evidence that success on the Programme occurred among all age groups, at all education levels and for those of all durations of unemployment.
8. Work placement proved to be a particular challenge for many providers. Preliminary analysis suggests that success attached particularly where the training was job-specific and placement was properly resourced. Less successful outcomes generally where the provider outsourced the work placement module to a third-party.
9. Training was generally well received, and anecdotal evidence through the participant survey suggests that skill levels were self-assessed to have increased on average by 20%.
10. Training providers, when faced with a new and challenging delivery model, generally responded positively and adapted well to the needs of the target population. For example, the model underestimated the level of in-programme and post-programme support that was required by the Momentum participants. Training providers are generally to be commended for demonstrating resourcefulness in overcoming this challenge.
11. Confidence-building was felt to be a critical success factor in the achievement of positive outcomes.
12. The participant profile mirrored the typical profile of the long-term unemployed population. This reflects positively on the recruitment model, which placed the DSP as decision-maker in terms of recruitment. It must be acknowledged, however, that this provided a greater level of challenge for the training providers.

In 2014 1,514 commenced on the programme bringing the cumulative starts to date to 6369. The report highlighted that to December 2014 there were just over 3,500 finishers, and that there were positive outcomes for over 1,300 (almost 40%) of this group. This is a significant indicator of the direct level of success of the project and the model.

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3.2 Priority 2 – Increasing Participation and Reducing Inequality in the Labour Force

ESF 2.2 Disability Activation Project
ESF 2.3 Adult Literacy
ESF 2.4 Third Level Access
ESF 2.5 YouthReach & Travellers
ESF 2.6 Garda Youth Diversion - IT Skills/Personal Development
ESF 2.7 Garda Youth Diversion – Additional Workers
ESF 2.8 Positive Actions to Promote Gender Equality
ESF 2.9 Equality Mainstreaming Approach
ESF 2.10 Social and Employment Integration of Migrants

The objective of this Priority as set out in the Operational Programme is:

Objective
To contribute to addressing labour market gaps for specific groups that are experiencing barriers to participation and employment including those created by gender inequality and wider inequalities

3.2.1 Physical and Financial Progress

The Indicators established for the Priority: Activation & Participation of groups outside the workforce in the HCI-OP 2007-2013 are, as follows: -

Total number of persons supported (Output Indicator)
Total number of persons successfully completing accredited programmes (Result Indicator)

(b) Priority: Increasing Participation and Reducing Inequality in the Labour Force

The results for the Indicators for the year 2014 for *Priority* ***Increasing Participation and Reducing Inequality in the Labour Force*** are shown on the Table below. The first Indicator (Output Indicator) related to the "total number of persons supported" under the Priority during 2014 and this target amounted to 87,698 persons, which comprised 39,192 males and 48,506 females respectively. The cumulative total for the 2007 to 2014 period reached **624,217**, exceeding the target (484,203).

In relation to the second Indicator (Result Indicator), "total number of persons successfully completing accredited programmes", the total was 37,229, made up of 16,579 males and 20,650 females. The cumulative total for the 2007 to 2014 period reached **174,643**, exceeding the target (167,330).

TABLE showing Indicators for Priority Level: (Priority no. 2) - Activation and Participation groups outside the workforce

Indicators:	Year	2007	2008	2009	2010	2011	2012	2013	2014	Cumulative Total:
Indicator 1 Output Indicator **Total no. of persons supported**	**Baseline (2006)**	*Baseline 52,139*			*Target: 64,992*			*Target: 73,395*		*Target: 484,203*
	Total Achievement	51,338	74,001	66,183	78,823	84,352	88,876	92,946	**87,698**	**624,217**
	Male	21,000	29,754	27,545	32,591	36,183	39,552	41,134	39,192	266,951
	Female	30,338	44,247	38,638	46,232	48,169	49,324	51,812	48,506	357,266
Indicator 1 Result Indicator **Total no. of persons successfully completing accredited programmes**	**Baseline (2006)**	*Baseline 14,349*			*Target: 23,910*			*Target: 26,343*		*Target: 167,330*
	Total Achievement	2,045	24,392	19,095	24,539	30,103	8,526	28,714	**37,229**	**174,643**
	Male	1,038	10,551	8,244	10,990	14,039	2,941	13,401	16,579	77,783
	Female	1,007	13,841	10,851	13,549	16,064	5,585	15,313	20,650	96,860

3.2.2 Significant Problems encountered and measures taken to overcome them

Arising from the review of the OP carried out in 2009, the Disability Training Activity (ESF 2.1) operated by FÁS ceased to be in receipt of ESF assistance. Funding, may however, resume on satisfactory resolution of the procurement issues involved.

Specific Objectives for Priority; Increasing Activation and Reducing Inequality in the Labour Force

The following Specific Objectives, which were introduced and agreed under the Operational Programme for the ***Increasing Activation and Reducing Inequality in the Labour Force*** Priority, are listed below. The objectives are applicable to individual Activities within the Priority.

(i) To support persons with a disability to move into employment through educational, training and employment supports.

(ii) To provide unqualified school leavers with the knowledge, skills and confidence required to participate fully in society and progress to further education, training and employment and to provide an opportunity for members of the Traveller community and others to engage in a programme of learning that affirms their cultural identity, acquire the knowledge, skills and confidence to participate fully in society and progress to further education, training and employment. (Interventions under this will take the form of training programmes delivered through Youthreach, Garda Youth Diversion Projects and Senior Traveller Training Centres for the target groups).

(iii) The aim of this objective is to provide increased access to literacy, numeracy and language tuition for adults whose skills are inadequate for participation in modern society and to increase capacity in the adult literacy service. (Interventions under this comprises literacy, numeracy and language skills training programmes).

(iv) This objective will encourage greater female participation in the workforce and support an equality mainstreaming approach across all labour market programme providers that ensures that labour market programme design and delivery accommodates diversity

and enhances access, participation and outcomes for groups experiencing labour market inequality across the nine grounds covered by equality legislation. (Interventions under this will comprise support for equality themed projects, initiatives promoting gender equality and awareness raising programmes.

(v) This objective will be to implement a series of initiatives aimed at increasing the employability and economic independence for the target group through a linked comprehensive employment program embracing all stages of preparation for employment. (Interventions under this measure will include language training around the work place, social skills training and a one on one mentoring programme that will lead to long-term placement of beneficiaries in either training or employment.

Specific objective 1 – To support persons with a disability to move into employment through educational, training and employment supports.

Indicator		2007	2008	2009	2010	2011	2012	2013	2014	Cumulative Totals:
Output:	Baseline (2006)	*Baseline 2,165*			*Target: 4,732*			*Target: 10,850*		*Target: 46,360*
No of participants supported	**Yearly total**	3,099	4,158	5,337	6,454	6,906	7,885	9,892	**10,994**	**54,725**
	Male	1,590	2,130	2,849	3,474	3,692	4,184	5,047	5,564	28,530
	Female	1,509	2,028	2,488	2,980	3,214	3,701	4,845	5,430	26,195
Result:	**Baseline (2006)**	*Baseline 1,205*			*Target: 2,452*			*Target: 7,000*		*Target: 38,799*
No of participants achieving certification	**Yearly total**	2,045	2,594	3,368	4,123	5,497	6,308	7,408	**8,720**	**40,063**
	Male	1,038	1,355	1,775	2,220	2,932	3,347	3,768	4,431	20,866
	Female	1,007	1,239	1,593	1,903	2,565	2,961	3,640	4,289	19,197
Impact:	**Baseline (2006)**	*Baseline 20%*			*Target: 20%*			*Target: 20%*		*Target: 20%*
No of participants progressing into further education, training and employment	**Yearly total**	60	48	92	101	9%		20% *	**20%**** 139	**20%**
	Male	28	23	30	47				92	
	Female	32	25	62	54				47	

**refers to ESF 2.2 (Disability Activation Projects) only.

The data included in the above table for Objective 1 - *To support persons with a disability to move into employment through educational, training and employment supports* – were provided by two Activities, namely the Disability Activation Project (ESF 2.2) and the Third Level Access Activity (part of this Activity encompasses a fund for students with disabilities- ESF 2.4).

The number of persons supported under the Fund for Students with Disabilities continued to increase over the term of the Programme. The total (*Output Indicator*) for 2014 reached 10,994 (5,564 male and 5,430 female). The cumulative total for the period 2007-2014 reached **54,725**, exceeding the target (46,360). The no of participants achieving certification in 2014 totalled 8,720. The cumulative total for the years 2007-14 reached **40,063**, exceeding the target (38,799).

Specific objective 2 – To provide unqualified school leavers with the knowledge, skills and confidence required to participate fully in society and progress to further education, training and employment and to provide an opportunity for members of the Traveller community and others to engage in a programme of learning that affirms their cultural identity, acquire the knowledge, skills and confidence to participate fully in society and progress to further education, training and employment. (Interventions under this will take the form of training programmes delivered through Youthreach, Garda Youth Diversion Projects and Senior Traveller Training Centres for the target groups.

Indicator		2007	2008	2009	2010	2011	2012	2013	2014	Cumulative Totals:
Output No.1: **1. No of participants on Youthreach & Senior Traveller Training Programmes**	**Baseline (2005/7)**	*Baseline 3,837*			*Target: 5,298*			*Target: 3,600*		*Target: 24,193*
	Yearly total	4222	4,511	4,472	4,083	3,787	3,313	3,230	**3,327**	**33,131**
	Male	1717	2,015	2,087	2,047	2,005	1,961	1,855	2,015	16,684
	Female	2505	2,496	2,385	2,036	1,782	1,352	1,375	1,312	16,447
Output No. 2: **2. No of students supported by the Student Assistance Fund**	**Baseline (2006)**	*Baseline 9,587*			*Target: 9,943*			Target: 7,500		Target: 60,867
	Yearly total	0	9,858	7,917	7,681	8,301	13,347	16,721	**15,004**	**78,829**
	Male	0	3,483	2669	3,124	3,183	6,212	6,917	6,240	31,828
	Female	0	6,375	5248	4,557	5,118	7,135	9,804	8,764	47,001
Output No. 3: **No of participants receiving support on Garda Youth diversion Projects**	**Baseline (2006)**	*N/a*			*Target: 1,184*			*Target: 1,600*		*Target: 2,588*
	Yearly total	N/I	803	49	481	806	1,144	717	**880**	**4,880**
	Male		538	31	343	576	844	540	631	3,503
	Female		265	18	138	230	300	177	249	1,377
Output No. 4: **No of youth workers recruited to provide employment support for GYD projects**	**Baseline (2006)**	*Baseline 24*			*Target: 74*			*Target: 100*		*Target: 100*
	Yearly total	N/I	28	87	92	128	120	121	**10**	**486**
	Male		12	22	24	33	36	36	4	139
	Female		16	65	68	95	84	85	6	347
Result No 1: **1. No. of participants on Youthreach & Senior Traveller Training Prog's successfully completing programme or achieving certification**	**Baseline (2005)**	*Baseline 2,266*			*Target: 3,221*			*Target: 2,196*		*Target: 13,171*
	Yearly total		2,218	1,062	1,278	1,103	1,117	1,002	**2,587**	**10,367**
	Male	-	1,145	422	512	599	626	600	1,457	5,361
	Female	-	1,073	640	766	504	491	402	1,130	5,006
Result No 2: **2. No. of students supported by the Student Assistance Fund successfully completing academic year**	**Baseline (2006)**	*Baseline 4,388*			*Target: 5,928*			*Target: 4,950*		*Target: 47,721*
	Yearly total	N/a	5,915	4,750	4,609	4,980	10,678	13,376	**12,003**	**56,311**
	Male		2070	1,592	1,869	2,219	4,970	5,533	4,992	23,245
	Female		3845	3,158	2,740	2,761	5,708	7,843	7,011	33,066
Result no 3: **3. No. participants receiving support on Garda Youth Diversion Projects successfully completing training**	**Baseline (2006)**	*Baseline 117*			*Target: 415*			*Target: 237*		*Target: 2,329*
	Yearly total	N/I					n/a	n/a	n/a	n/a
	Male									
	Female									

Indicator		2007	2008	2009	2010	2011	2012	2013	2014	Cumulative totals:
Result no 4:	**Baseline (2006)**	*0*			*Target: 4,519*			*Target: 4,800*		*Target: 23,538*
4. No. participants served by youth workers providing employment support	**Yearly total**		908	908	2,363	4,188	3,799	4,058	**4,116**	**16,268**
	Male		729	729	1,693	2,968	2,755	3,002	2,952	11,914
	Female		179	179	670	1,220	1,044	1,056	1,164	4,354
Impact No 1:	**Baseline (2005/7)**	*Baseline 2482*			*Target: 3,520*			*Target: 3520*		
1 No. participants on Youthreach and Senior Traveller Training Programmes progressing to further education/training or employment	**Yearly total**	N/a		603	766	677	705	652	**668**	**4,071**
	Male			255	322	383	403	391	368	2,122
	Female			348	444	294	302	261	300	1,949
Impact No 2:	**Baseline (2006)**	*N/a*			*N/a*			*N/a*		
2. Proportion of new entrants in full time higher education from social groups, non-manual workers and unskilled manual workers	**Yearly total**	N/a	N/a	N/a	N/a	N/a	n/a	n/a	**n/a**	**N/a**
	Male									
	Female									
Impact No 3: *	**Baseline (2006)**	*N/a*			*N/a*			*N/a*		
3. Garda Youth Diversion Impact Study to be commenced in 2007 and followed up 18 months from survey date to *Activity* impact	**Yearly total**	N/l	N/a	N/a			n/a	n/a	**n/a**	**N/l ***
	Male									
	Female									

Objective 2 under the ***Increasing Participation and Reducing Inequality in the Labour Force*** Priority relates to a number of separate Activities namely: (1) Youthreach & Travellers (ESF 2.5); (2) Third Level Access (ESF 2.4) – Student Assistance Fund only; (3) Garda Youth Diversion IT Skills/Personal Development (ESF 2.6) and (4) Garda Youth Diversion – Additional worker (ESF 2.7).

The number of participants under *Output no 1* – Youthreach - for 2014 was 3,327 (2,015 male and 1,312 female). The cumulative total to date reached **33,131**.

The number of students being supported under the Student Assistant Fund (*Output no 2*) for 2014 was 15,004 (6,240 male and 8,764 female). The cumulative total to date reached **78,829**.

The number of participants being supported under *Output No 3* GYD – IT Skills/Personal Development in 2014 was 880 (631 male and 249 female). The cumulative total to date reached 4**,880**. *Output No 4* – GYD – Additional Worker has reached the target of 100 additional workers for the projects.

Result Indicator No 1 (Youthreach & STT) for certification increased to 2,587, more than double the previous years' figures. The cumulative total to date reached **10,367**.

Result Indicator No. 2 - No. of students supported by the Student Assistance Fund successfully completing academic year – reached 12,003 (4,992 male and 7,011 female). The cumulative total to date reached **56,311**.

Result Indicator No. 3 - The number of participants served by youth workers providing employment support under GYD – IT Skills/Personal Development in 2014 was 4,116 (2,952 male and 1,164 female). The cumulative total reached **20,384**.

The *Impact Indicator* No.1 for Youthreach progressing to further education/training or employment was 668 for 2014. The cumulative total reached **4,071**.

* *The Impact Indicator No 3* is not appropriate to the GYDP participants in general, as the target group are aged 12-17 year olds. Impact is measured by completion rates, outcome analysis and pro-social behaviour leading to crime reduction.

Specific Objective 3: The aim of this objective is to provide increased access to literacy, numeracy and language tuition for adults whose skills are inadequate for participation in modern society and to increase capacity in the adult literacy service. (Interventions under this comprised literacy, numeracy and language skills training programmes).

Indicator		2007	2008	2009	2010	2011	2012	2013	2014	Cumulative Totals:
Output: **No of participants in Adult Literacy Training Programmes**	**Baseline (2005)**	*Baseline 35,000*			*Target: 42,000*			*Target: 42,000*		*Target: 340,000*
	Yearly total	44,017	53,960	47,600	54,741	56,797	57,160	60,822	**56,077**	**431,174**
	Male	17,693	21,334	19,692	23,348	23,620	24,364	26,463	24,593	181,107
	Female	26,324	32,626	27,908	31,393	33,177	32,796	34,359	31,484	250,067
Result: **No. of participants on Adult Literacy Training Programmes successfully completing programme or achieving certification**	**Baseline (2005)**	*Baseline 5,250*			*Target: 11,340*			*Target: 11,340*		*Target: 60,000*
	Yearly total	N/a	12,273	8,750	10,944	11,930	8,835	9,607	**13,116**	**75,455**
	Male		5,074	3,617	4,596	5,172	3,516	3,988	5,566	31,529
	Female		7,199	5,133	6,348	6,758	5,319	5,619	7,550	43,926
Impact: Number of participants who have progressed to other further education training and education	**Baseline (2006)**	*Baseline 14,000*			*Target: 16,800*			*Target: 16,800*		*Target: 70,000*
	Yearly total	N/a	27,990		16,601	6,645	7,352	17,240	**10,147**	**85,975**
	Male		11,476		6,972	2,791	2,941	7,242	4,059	35,481
	Female		16,514		9,629	3,854	4,411	9,998	6,088	50,494

Objective 3 under the ***Increasing Participation and Reducing Inequality in the Labour Force*** Priority relates to the Adult Literacy Activity (ESF 2.3). The number of participants for the Output Indicator for this Activity continued to exceed the annual target set for it. The number of participants for 2014 is up on the previous year to 56,077 (24,593 male and 31,484 female). The cumulative total for the number of participants under this Activity reached **431,174** by the end of 2014.

The figure for the Result Indicator - *No. of participants on Adult Literacy Training Programmes successfully completing programme or achieving certification* - is slightly down on the previous year to 24,593 (24,593 male and 31,484 female). The cumulative figure for this Indicator totalled is **181,107** by the end of 2014.

The total for the Impact Indicator in 2014 (*Number of participants who have progressed to other further education training and education*) was 10,147. The cumulative total for the Impact Indicator reached 85,975 at the end of 2014.

Specific Objective 4: This objective will encourage greater female participation in the workforce and support an equality mainstreaming approach across all labour market programme providers that ensures that labour market programme design and delivery accommodates diversity and enhances access, participation and outcomes for groups experiencing labour market inequality across the nine grounds covered by equality legislation. (Interventions under this will comprise support for equality themed projects, initiatives promoting gender equality and awareness raising programmes. Measures are fully consistent with ESF Regulation Article 3/1(c) (i).

Indicator		2007	2008	2009	2010	2011	2012	2013	2014	Cumulative Totals:
Output No. 1: Number of enterprise-level Equality Supports delivered to enable employers to develop equality policies and strategies.	**Baseline**	*New Action*			*Target: 100*			*Target: 100*		*Target: 240*
	Yearly total	86	122	36	38	0	0	0	**0**	**282**
	Male	n/a	-	-				-		-
	Female	n/a	-	-				-		-
Output no. 2: Number of sectoral projects delivered to enable employers to develop equality policies and strategies. **[ESF 2.9]**	**Baseline**	*Baseline 4*			*Target: 4*			*Target: 0*		*Target: 12*
	Yearly total					5	13	4	**4**	**26**
	Male	n/a	-	-				-		-
	Female	n/a	-	-				-		-
Output No. 3 No. of Full- (part-) time courses aimed at labour market activation. Developed under Positive Action Programmes for women **[ESF 2.8]**	**Baseline**	*New Action*			*Target: (Part time) 30*			*Target: (Part time) 30*		*Target; 175*
	Yearly total	N/I		0	184	31	29	22	**23**	**276**
	Male			0	0	0	0	0		0
	Female			0	184	31	29	22		
Output No. 4: Number of participants in full (part) time courses Aimed at labour market activation delivered under Equality for Women Measure each year **[ESF 2.8]**	**Baseline**	*New Action*			*Target: 1,500*			*Target: 1,500*		*Target: 8,000*
	Yearly total	N/I		237	4,750	2,142	1,964	795	**1,000**	**10,739**
	Male			2	4	0	0	0	0	0
	Female			235	4,746	2,142	1,964	795	1,000	10,739
Output No. 5: Number of women availing of training for entrepreneurship under Equality for Women measure **[ESF 2.8]**	**Baseline**	*New Action*			*Target: 50*			*Target: 50*		*Target: 200*
	Yearly total			61	51	891	1,069	0	**0**	**2,070**
	Male			0	0	0	0	0	0	0
	Female			61	51	891	1,069	0	0	2,070
Result No. 1: Number of equality mainstreaming actions and tools developed by grant beneficiaries at enterprise level **[ESF 2.9]**	**Baseline**	*Baseline 60*			*Target: 60*			*Target: 0*		*Target: 240*
	Yearly total	86	122	36	38	0	0	0	**0**	**282**
	Male	n/a	-	-	-	-	-	-		-
	Female	n/a	-	-	-	-	-	-		-
Result No 2:	**Baseline**	*New Action*			*Target: 0*			*Target: 4*		*Target: 12*

No. of equality mainstreaming actions and tools developed by grant beneficiaries at sectoral level [ESF 2.9]	**Yearly total**					5	13	4	**4**	**26**
	Male	n/a	-	-	-	-	-	-		-
	Female	n/a	-	-	-	-	-	-		-
Result no. 3: No. of participants under Positive Action Programmes taking up employment, or advancing to further education [ESF 2.8]	**Baseline**	*New Action*			*Target: 150*			*Target: 150*		*Target: 900*
	Yearly total				967	663	566	122	**294**	**2,688**
	Male				2	0	0	0	0	2
	Female				965	663	566	122	294	2686
Result No. 4: No. of participants achieving certification / accreditation [ESF 2.8]	**Baseline**	*New Action*			*Target: 700*			*Target: 700*		*Target: 3,500*
	Yearly total					1,404	1,047	230	**495**	**3,176**
	Male					0	0	0	0	0
	Female					1,404	1,047	230	495	3,176
Impact No. 1: No. of beneficiaries at enterprise level undertaking additional equality actions 12 months later [ESF 2.9]	**Baseline** (2006)	*Baseline: 40*			*Target: 40*			*Target: 0*		*Target: 160*
	Yearly total				7	0	0	0	**0**	**7**
	Male	n/a	-	-	-	-	-	-		-
	Female	n/a	-	-	-	-	-	-		-
Impact No. 2: No. of beneficiaries at sectoral level undertaking additional equality actions 12 months later. [ESF2.9]	**Baseline (2006)**	*New Action*			*Target: 0*			*Target: 4*		*Target: 12*
	Yearly total				n/a	5	13	4	**4**	**12**
	Male	n/a	-	-	-	-	-	-		-
	Female	n/a	-	-	-	-	-	-		-
Impact No. 3: No. of participants in labour market activation course who were still in employment or further education a year later, based on annual survey sample. [ESF 2.8]	**Baseline (2006)**	*New Action*			*Target: 50*			*Target: 50*		*Target: 325*
	Yearly total					1,838	590	484	**240**	**3,152**
	Male					0	0		0	0
	Female					1,838	590	484	240	3,152

Objective 4 under the ***Increasing Participation and Reducing Inequality in the Labour Force*** Priority relates to the Positive Actions to Promote Gender Equality Activity (ESF 2.8) and the Equality Mainstreaming Approach Activity (ESF 2.9).

Under the Positive Actions to Promote Gender Equality, the number of participants *(Output No. 3*) for 2014 was 1,000 participants, up from the previous year. The cumulative total to date reached **276**. *Result no. 4* - the number of participants achieving certification – was 495 in 2014, while the number of participants who advanced to further education or employment was 294 in 2014. The cumulative total to date reached **3,176**. *Impact Indicator No. 3* - of participants in labour market activation course who were still in employment or further education a year later – was 240 in 2014. The cumulative total to date reached **3,152**.

Output No. 1 related to the Equality Mainstreaming Approach Activity, which delivered a cumulative total of **282** Equality Supports to employers during the 2007-14 period. Under the *Result Indicator No. 2*, the number of equality mainstreaming actions and tools developed by grant beneficiaries at sectoral level in the period 2007-2014 was **26**. In relation to *Impact Indicator No.2* the number of beneficiaries at sectoral level undertaking additional equality actions between 2007 and 2014 reached **12**.

Specific Objective 5: This objective will be to implement a series of initiatives aimed at increasing the employability and economic independence for the target group through a linked comprehensive employment program embracing all stages of preparation for employment. (Interventions under this *Activity* will include language training around the work place, social skills training and a one on one mentoring programme that will lead to long-term placement of beneficiaries in either training or employment.

Indicator		2007	2008	2009	2010	2011	2012	2013	2014	Cumulative Totals:
Output: The number of individuals participating in preparation for employment programme	**Baseline**	*New Action*			*Target: 285*			*Target: 295*		*Target: 1,995*
	Yearly total	N/I	683	423	490	505	524	648	**535**	**3,809**
	Male		242	195	231	234	248	276	238	1,664
	Female		442	228	259	271	276	372	297	2,145
Result: The number of participants who complete specific training and/or individualised mentoring and are ready to enter the employment market	**Baseline (2005)**	*New Action*			*Target: 250*			*Target: 260*		*Target: 1,750*
	Yearly total	N/I	245	257	255	338	288	311	**308**	**2,002**
	Male		100	109	98	149	117	130	133	836
	Female		145	148	157	189	171	181	175	1,166
Impact: The number of participants gaining employment [Data gathered by ongoing contact with clients]	**Baseline (2006)**	*New Action*			*Target: 100*			*Target: 115*		*Target: 750*
	Yearly total	N/I	316	183	187	227	203	188	**203**	**1,507**
	Male		99	79	68	96	80	73	78	573
	Female		217	104	119	131	123	115	125	934

Objective 5 under the ***Increasing Activation and Reducing Inequality in the Labour Force*** Priority relates to the Integration of Migrants (ESF 2.10). The number of participants in the Activity has already exceeded the target set for it for 2013. The total *Output Indicator* for 2014 reached 535 (238 male and 297 female). The cumulative total to date for participants is 3,809.

The number of participants ready to enter the employment market (*Result Indicator*) was 308 for 2014. The cumulative total reached 2,002 at the end of 2014.

For the *Impact Indicator*, the number that gained employment by the end of 2014 reached 203. The cumulative total reached 1,507.

3.2.4 Information by target groups

Priority 2 Annex XXIII Date on Target Groups			
	Male	**Female**	**Total**
NUMBER OF PARTICIPANTS PER YEAR *			
Entrants:	31,051	40,006	71,057
Completions	7,859	11,415	19,274
Leaving:	30	30	60
Carry-over to next year	26,373	31,057	57,430
BREAKDOWN OF PARTICIPANTS BY GENDER			
Participants:	42,134	49,575	91,709
BREAKDOWN OF PARTICIPANTS ACCORDING TO STATUS IN THE LABOUR MARKET			
Employed (total number of employed, including self-employed)	6,245	8,073	14,318
Self-employed	90	69	159
Unemployed (total number of unemployed including long-term unemployed)	15,747	16,667	32,414
Long-term unemployed	6,154	6,969	13,123
Inactive persons (total number of inactive persons, including those in education, training or retirement, those having given up business, the permanently disabled, those fulfilling domestic tasks or other)	20,142	24,835	44,977
Inactive persons in education or training	8,748	8,780	17,528
BREAKDOWN OF PARTICIPANTS BY AGE			
Young people (15-24)	15,544	15,265	30,809
Older workers (55-64)	4,305	5,159	9,464
BREAKDOWN OF PARTICIPANTS BY VULNERABLE GROUPS			
Minorities:	1,346	1,260	2,606
Migrants:	4,865	7,256	12,121
Disabled:	8,509	8,190	16,699
Other disadvantaged people:	8,543	10,798	19,341
BREAKDOWN OF PARTICIPANTS BY EDUCATIONAL ATTAINMENT			
Primary or lower secondary education (ISCED 1 and 2)	20,675	19,955	40,630
Upper secondary education (ISCED 3)	14,309	18,363	32,672
Post-secondary non-tertiary education (ISCED 4)	4,268	7,159	11,427
Tertiary education (ISCED 5 AND 6)	1,703	2,858	4,561

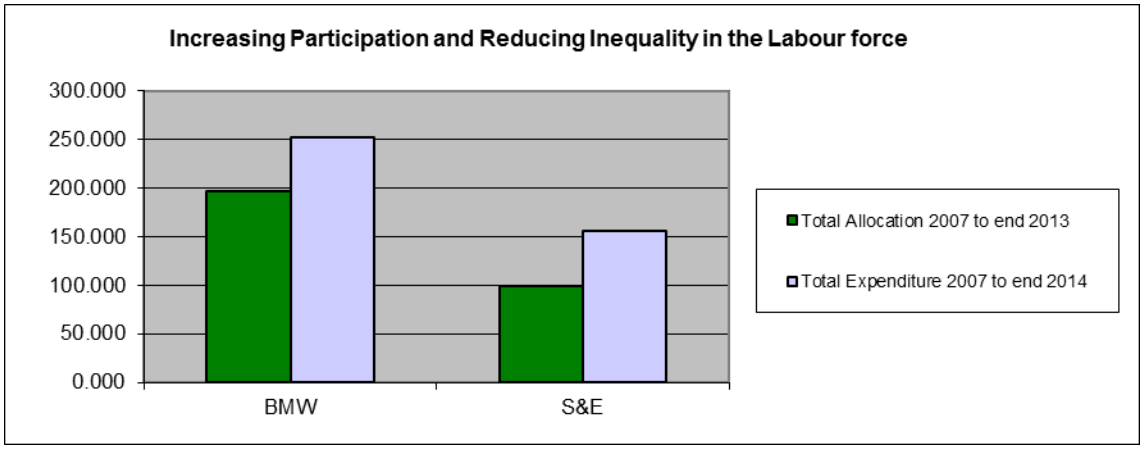
Financial Progress

Commentary on expenditure

Total expenditure on the **Increasing Participation and Reducing Inequality in the Labour Force Priority** for the year 2014 was €27.474 million (or 9.31% of total Priority forecast).

The ESF expenditure for 2014 reached €13.737 million (or 9.31% of total Priority forecast).

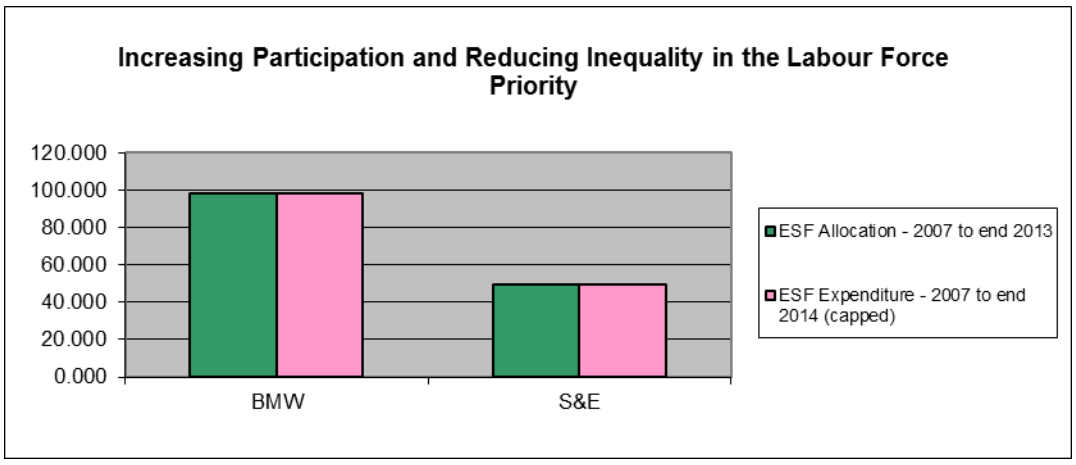
The table below shows the total ***allocation*** by Region for the period 2007 to the end of 2014 for the Priority and the total ***expenditure*** for the same period.



At a regional level, total expenditure in the BMW region for the year 2014 was €24.886 million (or 12.70% of total Priority forecast) and in the SAE Region, it reached €3.332 million (or 3.36% of total Priority forecast). The ESF expenditure for the BMW Region was €12.443 million (or 12.70% of total Priority forecast) and in the S&E Region, it was €1.666 million (or 3.36% of total Priority forecast).

The **Increasing Participation and Reducing Inequality in the Labour Force Priority** is comprised of ten Activities, nine of which have commenced operations; (Transnationality has yet to commence).

The table below shows the total ESF ***allocation*** by Region for the period 2007 to the end of 2014 for the Priority, i.e. BMW €98.012m and S&E €49.539m and the total ESF ***expenditure*** for these years, BMW capped at €98.012m and the S&E capped at €49.539m.



PRIORITY II

Summary of expenditure – Increasing Participation and Reducing Inequality in the Labour Force Priority

NATIONAL

	Total	Total	ESF	National	Private
€m	**Structural**	**Co-financed Public**		**Public**	
2007 Forecast (revised)	106.311	106.311	53.156	53.156	0.000
2007 Expenditure	55.018	55.018	27.509	27.509	0.000
% of OP Forecast	51.75%	51.75%	51.75%	51.75%	
2008 Forecast (revised)	47.348	47.348	23.674	23.674	0.000
2008 Expenditure	72.275	72.275	36.137	36.137	0.000
% of OP Forecast	152.64%	152.64%	152.64%	152.64%	
2009 Forecast (revised)	41.084	41.084	20.542	20.542	0.000
2009 Expenditure	73.450	73.450	36.725	36.725	
% of OP Forecast	178.78%	178.78%	178.78%	178.78%	0.000
2010 Forecast (revised)	37.102	37.102	18.551	18.551	0.000
2010 Expenditure	57.958	57.958	28.979	28.979	0.000
% of OP Forecast	156.21%	156.21%	156.21%	156.21%	
2011 Forecast (revised)	22.170	22.170	11.085	11.085	0.000
2011 Expenditure	32.269	32.269	16.134	16.134	0.000
% of OP Forecast	145.55%	145.55%	145.55%	145.55%	
2012 Forecast (revised)	20.993	20.993	10.497	10.497	0.000
2012 Expenditure	42.137	42.137	21.068	21.068	
% of OP Forecast	200.72%	200.72%	200.72%	200.72%	
2013 Forecast (revised)	20.094	20.094	10.047	10.047	0.000
2013 Expenditure	46.917	46.917	23.458	23.458	
% of OP Forecast	233.49%	233.49%	233.49%	233.49%	
2014 expenditure	**28.218**	28.218	**14.109**	14.109	
% of total OP Forecast (2007-13)	**9.56%**	**9.56%**	**9.56%**	**9.56%**	
Cum. Forecast 2007 -2013 (revised)	**295.103**	295.103	**147.551**	147.551	0.000
	(100%)	(100%)	**(100%)**	(100%)	
Cumulative Expenditure 2007 – 2014	**408.139**	408.139	**204.070**	204.070	0.000
As % of Forecast 2007- 2013	**(138.30%)**	138.30%)	**(138.30%)**	(138.30%)	

BMW

	Total	Total	ESF	National	Private
€m	**Structural**	**Co-financed Public**		**Public**	
2007 Forecast (revised)	91.487	91.487	45.744	45.744	0.000
2007 Expenditure	29.775	29.775	14.887	14.887	0.000
% of OP Forecast	**32.55%**	**32.55%**	**32.55%**	**32.55%**	
2008 Forecast (revised)	32.914	32.914	16.457	16.457	0.000
2008 Expenditure	43.914	43.914	21.957	21.957	0.000
% of OP Forecast	**133.42%**	**133.42%**	**133.42%**	**133.42%**	
2009 Forecast (revised)	27.936	27.936	13.968	13.968	0.000
2009 Expenditure	45.222	45.222	22.611	22.611	0.000
% of OP Forecast	**161.88%**	**161.88%**	**161.88%**	**161.88%**	
2010 Forecast (revised)	21.062	21.062	10.531	10.531	0.000
2010 Expenditure	36.250	36.250	18.125	18.125	0.000
% of OP Forecast	**172.11%**	**172.11%**	**172.11%**	**172.11%**	
2011 Forecast (revised)	7.292	7.292	3.646	3.646	0.000
2011 Expenditure	15.995	15.995	7.997	7.997	0.000
% of OP Forecast	**219.34%**	**219.34%**	**219.34%**	**219.34%**	
2012 Forecast (revised)	7.892	7.892	3.946	3.946	0.000
2012 Expenditure	25.852	25.852	12.926	12.926	0.000
% of OP Forecast	**327.56%**	**327.56%**	**327.56%**	**327.56%**	
2013 Forecast (revised)	7.440	7.440	3.720	3.720	0.000
2013 Expenditure	30.216	30.216	15.108	15.108	0.000
% of OP Forecast	**406.13%**	**406.13%**	**406.13%**	**406.13%**	
2014 expenditure	**24.886**	24.886	**12.443**	12.443	
% of total OP Forecast (2007-13)	**12.70%**	12.70%	**12.70%**	12.70%	
Cum. Forecast 2007 -2013 (revised)	**196.024**	196.024	**98.012**	98.012	0.000
	(100%)	(100%)	**(100%)**	(100%)	
Cumulative Expenditure 2007 – 2014	**252.008**	252.008	**126.004**	126.004	0.000
As % of Forecast 2007- 2013	128.56%	128.56%	128.56%	128.56%	

SAE

	Total	Total	ESF	National	Private
€m	**Structural**	**Co-financed Public**		**Public**	
2007 Forecast (revised)	14.824	14.824	7.412	7.412	0.000
2007 Expenditure	25.243	25.243	12.622	12.622	0.000
% of OP Forecast	170.29%	170.29%	170.29%	170.29%	
2008 Forecast (revised)	14.434	14.434	7.217	7.217	0.000
2008 Expenditure	28.360	28.360	14.180	14.180	0.000
% of OP Forecast	196.48%	196.48%	196.48%	196.48%	
2009 Forecast (revised)	13.148	13.148	6.574	6.574	0.000
2009 Expenditure	28.228	28.228	14.114	14.114	0.000
% of OP Forecast	214.70%	214.70%	214.70%	214.70%	
2010 Forecast (revised)	16.040	16.040	8.020	8.020	0.000
2010 Expenditure	21.708	21.708	10.854	10.854	0.000
% of OP Forecast	135.34%	135.34%	135.34%	135.34%	
2011 Forecast (revised)	14.877	14.877	7.439	7.439	0.000
2011 Expenditure	16.274	16.133	8.067	8.067	0.000
% of OP Forecast	108.44%	108.44%	108.44%	108.44%	
2012 Forecast (revised)	13.101	13.101	6.551	6.551	0.000
2012 Expenditure	16.285	16.285	8.143	8.143	0.000
% of OP Forecast	124.30%	124.30%	124.30%	124.30%	
2013 Forecast (revised)	12.654	12.654	6.327	6.327	0.000
2013 Expenditure	16.701	16.701	8.350	8.350	0.000
% of OP Forecast	131.98%	131.98%	131.98%	131.98%	
2014 expenditure	**3.332**	3.332	**1.659**	1.659	
% of total OP Forecast (2007-13)	**3.36%**	3.36%	**3.36%**	3.36%	
Cum. Forecast 2007 -2013 (revised)	**99.079**	99.079	**49.539**	49.539	0.000
	(100%)	(100%)	**(100%)**	(100%)	
Cumulative Expenditure 2007 – 2014	**156.133**	157.131	**78.066**	78.066	
As % of Forecast 2007- 2013	**165.48%**	165.48%	**165.48%**	165.48%	

3.2.5 Qualitative Analysis by Area of Activity

ESF 2.2 Disability Activation Project

Following on the introduction in 2012 of a call for proposals on a thematic basis - representing a significant re-orienteering of the measure – no other significant changes occurred in the operating environment.

Programme activity to date has been good. During the 2014 calendar year the number of 'New' participants engaged by the Projects was 983 while 347 participants left the projects. During this period some 700 participants moved into education, training or employment.

Under Strand 4 (Innovative Employer Initiatives) significant progress was made in the last 6 months of 2014 on engaging employers to provide jobs for persons with disabilities with an increase of (741) on the previous six month period from 1,480 to 2,221 employers engaged.

A plenary review event in May 2014 provided an opportunity to capture feedback from projects on barriers and enablers to transitions to employment. A common theme presented was that whilst a high level of enthusiastic and sincere corporate social responsibility driven engagement on the part of employers with the programme, this is not sufficient in its own right and there are learning and resourcing implications for employers.

The position to the end of December 2014 is that to date €5,231,112 has been paid out of the beneficiary funding approved under the programme beneficiary funds, of which €3,046,444 relates to expenditure in the calendar year 2014. Expenditure relating to the first phase of the Disability Activation Project (prior to 2012) amounted to €920,313. The overall total expenditure on the programme since 2007 is €6,151,425.

ESF 2.3 - Adult Literacy

Significant Changes in the Operating Environment

SOLAS published the first Further Education and Training (FET) strategy in May 2014. The Strategy provides a roadmap for a more integrated FET system and an overarching framework within which outcomes based funding and planning, based on robust evidence, reflect learner and enterprise needs. The FET Strategy's strategic goals include a strong focus on skills for the economy as well as active inclusion. The Strategy identifies literacy and numeracy as one of five high level strategic goals. Strategic Goal 2 includes the devising and implementation of a strategy for literacy and numeracy across FET. The actions includes improving the literacy and numeracy of the adult population, enhancing CPD provision for staff, embedding literacy and numeracy within FET provision and setting targets and objectives for literacy and numeracy programmes.

PIAAC (Programme for the Assessment of Adult Competencies)

As reported in 2013, Ireland participated in the OECD International Skills Survey, the results of which were published in October 2013. The results showed an improvement in basic literacy skills in Ireland since the previous International Adult literacy Survey (IALS) results were published in 1997. Irish participants scored below the survey average in numeracy and performed at the survey average in terms of its proportion of participants scoring at the lower levels in problem solving in technology rich environments.

17.9% of adults in Ireland scored at or below Level 1 in literacy. The PIAAC results provide information for the first time on adults whose skills are below Level 1: in Ireland, 4.3% of adults scored at this level.

Commentary on Activity-related progress

Review of Adult Literacy
As previously reported a review of adult literacy provision was published by the Department in October 2013 with the aim of informing and developing future policy and practice. Many of the review's recommendations were incorporated into 2013 revised Operational Guidelines for adult literacy. Amongst the recommendations, the report addressed the level and nature of provision recommending more intensive options, group tuition, numeracy tuition, family literacy, and distance and blended learning options.
The report's recommendations were used in part to inform the Literacy and Numeracy Strategy as part of the Further Education and Training Strategy 2014 – 2019.

Adult Literacy Operational Guidelines
The Adult Literacy Operational Guidelines were devised in conjunction with stakeholders to assist in the administration and management of the Adult Literacy programme. The guidelines were revised in 2013 following the publication of the review of the Adult Literacy programme which had commenced in late 2012. The revised Adult Literacy Operational Guidelines incorporate many of the recommendations of the review and were circulated to providers in late 2013.

Guidelines for the Administration of Initial Assessment

Following the Adult Literacy Review guidelines on the administration of initial assessment were devised in consultation with practitioners and circulated by the Department of Education and Skills in late 2014.

Expansion of the Literacy Service
The adult literacy service has expanded significantly over the last decade resulting in learner numbers increasing steadily from year to year and are now well ahead of the target of 42,000 per annum by 2009. In 2014, over 56,000 participants availed of the literacy service. There has also been a continuous increase in the number and variety of programmes on offer, which includes intensive literacy provision as well as English Language tuition for migrants. Workplace basic skills provision is also provided.

ITABE
ITABE is a 14 week programme provided nationwide through the ETB sector providing six hours of tuition per week rather than the two provided normally over a longer period. Funding of almost €2 million was provided for the Initiative in 2014. The initiative is targeted at the most socially and economically disadvantaged groups in society. Over 2,000 learners attended intensive tuition under the initiative in 2014.

Multi Media
The National Adult Literacy Agency (NALA) is funded by the Department of Education and Skills. It has successfully commissioned 14 TV series since 2000. The Family Project was NALA's 14th TV series and was broadcast during May/June of 2014. This was a six-part TV series that followed six families from around Ireland working together to overcome educational issues that affect their lives.

NALA has also developed an interactive website www.writeon.ie that allows adults the freedom to study in their own time to improve their reading, writing and number skills and which offers accreditation at QQI Levels 2 and 3. The Department of Education and Skills

continued its support of the use of multi-media to highlight and promote the literacy services available during 2014. NALA has also worked with An Post to create a number of advertisements to raise awareness about adult literacy.

Literacy and Numeracy Learning for Life Strategy
The Literacy and Numeracy Learning for Life, the National Strategy to Improve Literacy and Numeracy among Children and Young People contains a number of recommendations in relation to adult literacy, specifically in relation to the promotion of the importance of family literacy and the role parents play in their children's education. The DES is engaged in the implementation of those recommendations in conjunction with other stakeholders such as NALA, who has devised the www.helpmykidlearn.ie website as part of the Strategy to provide fun activities that parents can engage with their children to develop their literacy and numeracy skills.

ESF 2.4 Third Level Access

Ireland's second *National Plan for Equity of Access to Higher Education 2008-2013* has concluded. Following a consultation process in 2013-14[5], a new plan for 2015-2019 is being finalised by the HEA in conjunction with the Department and key stakeholders. The plan will set out the overall objectives, actions and targets needed to achieve further increases in participation to higher education by under-represented groups. Among the actions in the plan will be reviews of funding for access

The plan is advised by the objectives and performance indicators for access and lifelong learning that have been agreed by higher education institutions with the HEA as part of a strategic dialogue process. This new process is steering the implementation of the National Strategy for Higher Education to 2030 and the specific priorities for higher education set out in the Department's Higher Education System Performance Framework for 2014-2016[6]. A first report on the performance of the higher education system has been published[7].

Fund for Students with Disabilities performance: The total allocation for this funding programme in 2014-15 was €10.3m. (Provisional figures). This funding supported 10,011 students with disabilities in the further and higher education sector (most up-to-date figures). The number of approvals in 2014-15 represents an increase of +12% over the previous year when 8,809 students were approved for support. Support under this fund can be categorised under three broad headings; assistive technology, academic/personal support and transport. Supporting the participation of students with disabilities in higher education is a priority for the Department of Education and Skills and the Higher Education Authority (HEA).

A review of the Fund for Students with a Disability will be progressed as part of the next National Access Plan. This will include consideration and updating of consultations and analysis conducted as part of a previous review process on the Fund.

Student Assistance Fund performance: The total allocation for the SAF was €6.6 m in academic year 2014-15. A total of €8.35m was allocated in academic year 2013-14. The €8.35m provided 15,004 low income students with financial support (provisional total). The SAF provides assistance under a range of headings including financial support for the cost of childcare, rent and general living expenses. The fund positively impacts on the participation

[5] Towards the Development of a new National Plan for Equity of Access to Higher Education (HEA, 2014)

[6] HEA-Higher-Education-System-performance-Framework-2014-2016.pdf
[7] Higher-Education-System-Performance-First-report-2014-2016.pdf

and retention of low income students in higher education. It should be noted that this fund is not exclusively targeted at under-represented socio-economic groups in HE. Students facing temporary financial difficulties can also be supported by the Fund. Each HEI has its own application process and the fund is open to all students who meet the institution's selection criteria. A review of the Student Assistance Fund will be progressed as part of the next National Access Plan.

Equal Access Data Initiative: 2014 is the 8th year of the HEA's equal access data initiative. Information is gathered as part of registration on students' social, economic and cultural background. This data is informing work on the development of a new funding model for higher education. The equal access data collected for 2013-14 was published in February 2015 in the HEA's *Higher Education Key Facts and Figures 11/1*. The full report can be accessed here http://www.hea.ie/sites/default/files/final_key_facts_figures_2013_14.pdf

ESF 2.5 YouthReach & Travellers

Community Training Centres (CTCs) are the vocational arm of the national Youthreach programme for early school leavers. They are independent, community–based organisations catering for the training and employment needs of early school leavers, primarily aged between 16 –21. The training is certified leading to recognised awards on the NFQ. The remaining CTCs provision transferred to ETBs in mid-2014 without any interruption in service provision.

Commentary on Activity-related progress

i) Evaluations of Centres of Education

The Department's Inspectorate undertook evaluations of four Youthreach centres in 2014, two of these were published in 2014 and the other two in 2015. Copies of the evaluation reports are available on the Department of Education and Skills website www.education.ie

ii) Guidance, Counselling and Psychological Services

In 2014, €1.1 million was allocated for guidance, counselling and psychological services. Services are made available in Youthreach Centres and Community Training Centres. Centres use their allocations to prioritise from a spectrum of needs ranging from initial orientation and guidance and vocational information to psychological services.

iii) Special Educational Needs Initiative (SENI) in Youthreach

In 2014, €1.6 million was allocated to ETBs for the SENI in Youthreach. This support was introduced in 2007 and is available in 20 Youthreach centres.

iv) Quality Framework

During 2014 Youthreach centres continued to engage in the Quality Framework Initiative (QFI). The QFI involves centre development planning and internal centre evaluations.

v) Literacy Guidelines

The National Educational Psychological Service (NEPS) has developed new Literacy guidelines for Youthreach which may be accessed through this link

A total of 3327 learners were enrolled in Youthreach programmes in 2014, of which 1149 enrolled for the first time in September. 55% of learners achieved certification during 2014 and 19% progressed to other education, training or employment opportunities. 134 learners (4%) achieved a full Junior Certificate award, 306 learners (9%) achieved the Leaving Certificate Applied, 41 (1%) achieved a full Leaving Certificate, 172 (5%) achieved a full award at QQI Level 3 and 265 (8%) achieved a full award at QQI Level 4. 85 (3%) of

learners achieved component awards at QQI Levels 1 and 2, 552 (16%) achieved component awards at QQI Level 3 and a further 618 (18%) achieved component awards at QQI Level 4.

ESF 2.6 Garda Youth Diversion – IT Skills/Personal Development

In February 2014 the Action Plan "*Tackling Youth Crime, a Youth Justice Action Plan 2014-2018"* was launched by the Minister for Justice and Equality and by the Minister for Children & Youth Affairs. It builds on the work done under the first National Youth Justice Strategy 2008-2010. The Action Plan has a particular focus on performance through the implementation of evidence-based policies. The Plan sits within the recently launched National Policy Framework for children and young people and it will also form part of the *National Anti-Crime Strategy* being developed under the proposed White Paper on Crime. Implementation of the action plan is overseen by a multi-agency steering group.

The Community Programmes Unit continued to build on the capacity-building change management programme of the 100 Garda Youth Diversion Projects (GYDPs) to enable them to focus on local youth crime problems. This current phase of the change programme commenced in January 2014 under the Trial Site Initiative 2014 and trialled four components with 15 trial sites: 1) Introduction and use of full YLS/CMI 2.0 risk assessment tool which measures the risk factors for offending behaviour:- 2) introduction of measurement tools to measure 3 outcomes (impulsiveness, empathy and pro-social behaviour):- 3) Intervention training and guidance and 4) Additional participant youth crime analysis.

In late 2013 the 15 trial site projects received training in the YLSCMI 2 risk assessment tool which is an evidence based licensed risk assessment tool provided through Multi Health Systems (MHS) in Canada and started to use in the 2014 trial site initiative. Following 2 evaluations of its use in April and in July 2014, IYJS took the decision to roll out the assessment tool to all 100 projects. In October 2014 IYJS arranged for "train the trainer" training of 15 youth justice workers from the trial site initiative through the training unit of the MHS. These trainers will train youth justice workers in the other 85 projects in the use of the tool during 2015.

Continue to align resource allocation models to address local youth crime need. There is a pilot underway with the projects located in Kerry in cooperation with An Garda Síochána and Kerry Diocesan Youth Service. The pilot seeks to deliver the Garda Youth Diversion Project service across the whole of the county as opposed to the localised catchment areas the projects were located in. This pilot was evaluated towards the end of 2014 and the new service delivery type has been approved for future use in Co. Kerry. Plans are underway to replicate the service delivery type in other locations across the country.

Commentary on Activity-related progress
During 2014, a total number of 95 courses were run under this Sub Measure with 81 personal development and 14 IT courses. 881 participants benefited from the grant under this Sub Measure with 652 receiving personal development courses and 228 receiving IT courses. An extensive range of courses were provided.

The funding under this measure was made available to projects upon receipt and approval of a proposal detailing the following:

- Referral source of participants.
- Course details and rationale of how the course will enhance the employability of participants.
- Expected outcomes.
- Breakdown of costs including quotes and rationale for selecting course provider.

An amount of approximately €106,214.16 was spent during 2014 to provide these courses. Projects select the courses based on the individual needs of the project participants and which address the issues the young people face so that they are in a position to develop core competencies that are required to continue in education and/or obtain employment in the future.

ESF 2.7 Garda Youth Diversion – Additional Workers

See above section 2.6

Commentary on Activity-related progress
At the end of 2014, 126 Youth Justice Workers (including some part-time workers) in 98 projects were in place to enhance the capacity of the Garda Youth Diversion Projects and to improve the support services available to the participants. The work of the youth justice worker supports the achievement of short term and long term objectives of the projects and participants. 809 programmes were delivered in 2014 to 4,116* young people.

ESF 2.8 - Positive Actions to Promote Gender Equality

The EWM has remained a very important initiative in the context of the National Women's Strategy, which include commitments to enabling the full participation of women in society, including in employment. Moreover, it also links with the EU's Europe 2020 economic policy Strategy, in particular the need to encourage the economic engagement of women through increasing their labour market participation and thereby boosting economic growth.

Commentary on Activity-related progress

A total of 23 organisations were funded under the Equality for Women Measure (EWM) in 2014, all of which come under Strand 1 – Access to Employment. Projects received Letters of Offer at the end of May 2013 with a Grant Agreement issued in July 2013; contracts covered the period up to 30th April 2014.

Following the end of this round of funding, organisations previously successful under EWM were invited to apply for funds up to a maximum of €32,000 under a new call.
Of the 23 projects awarded funding under the 2013/2014 funding call (one of these projects never entered into contract - SECTEC), two organisations merged (South Dublin County Partnership) bringing the total number eligible to apply under the 2014/20015 call to 21.This resulted in 18 projects being awarded funding under the latest funding call for 2014/2015.

In relation to the 4 projects who did not receive funding under the current phase (2014-2015) this was because:

- Three projects did not submit an application for funding;
  1. OPEN ERT (Open Education Research and Training)
  2. Ballyhoura Development Ltd.
  3. Merchants Quay Project Ltd.
- One organisation awarded funding under the 2013/2014 round (SECTEC), did not enter into contract due to issues outside of Pobal's control and were therefore excluded from the process of applying for funding under the 2014/2015 round.

EWM Projects

EWM projects are developing innovative work to engage women in education, training, employment and enterprise. The feedback from EWM projects highlights the importance of a women-centred and targeted support programme. A women-only environment has proved crucial in developing the confidence of many women and bringing them to a place where they can access mainstream training / education initiatives; start or grow a business and advance their careers. The projects across each of the strands have benefitted a diverse target group of women across all ages and include women who have experienced domestic abuse, migrants, lone parents, Travellers, women who are long-term unemployed, offenders, ex-prisoners, women experiencing addiction issues, women in business, aspiring entrepreneurs, women in employment and professional women. Most supports aim to provide a range of 'soft skills' in combination with accredited or skills-based courses, mentoring and placements in order to remove barriers to participation or progression in employment or enterprise.

Actions undertaken by EWM projects include: accredited and non-accredited skills-based training, personal development supports and individual / group mentoring. Other supports provided by projects are tailored to the needs of the particular target group. For **Strand 1** (under which all of the 2014 projects were funded) this can include CV and interview skills preparation, work placements, career guidance, life coaching and awareness raising in relation to the labour market. In previous years, projects were also funded under two additional strands. Under **Strand 2,** the focus was on specific skill-based training inputs and networking events for women at various stages of entrepreneurship development, which include business development, marketing, idea generation, financial management, social media, financial planning, how to manage staff effectively, developing feasibility studies and business plans. For **Strand 3** projects, the focus has been on strategies to dismantle the "glass ceiling" by providing supports and mentoring to improve the promotion prospects in academic and research careers for individual women. At a macro level, organisational strategies to tackle gender inequalities, including horizontal and vertical segregation, were developed through positive actions drawing on best practice internationally. A network of universities will progress key recommendations across the sector thus extending the impact of EWM funding.

Some of the key activities undertaken across Strand 1 include:

- In 2014, **1,000 women** participated in initiatives that were funded under the 23 projects that constitute **Strand 1 (Access to Employment)**, bringing the cumulative total to 10,739. The regional breakdown for participants in 2014 is 32.0% from BMW and 68.0% from S&E. A total of 495 women achieved accreditation through certified training.
- Figures reported on the number of women who availed of training in 2014 shows an increase of (26%: 205) when compared with 2013, which reported a total of **795 women** who availed of training under **Strand 1 (Access to Employment)**, of which 230 achieved accreditation through certified training.
- It is reported that 240 (of the 795 women who availed of training under Strand 1 in 2013) were still engaged in employment or further education one year later.

ESF 2.9 - Equality Mainstreaming Approach

The Equality Authority merged with the Irish Human Rights Commission. The Irish Human Rights and Equality Commission was established on 1 November 2014. A new Chief Commissioner - Emily Logan was appointed and took up office on 1 October 2014.

Equality Mainstreaming Projects

During 2013, the Equality Mainstreaming Unit issued a call for proposals to develop equality mainstreaming projects focused on access to employment or workplace equality. The funding was intended for targeted projects which would set out to foster equality across the nine grounds covered by the equality legislation through the implementation of equality

mainstreaming strategies. A maximum of € 20,000 was made available to successful projects. All projects were required to engage with more than one project partner in order to ensure maximum equality outcomes.

The projects were required either to focus on improving access to the labour market (equal access and participation to employment, further education and training, employability programmes) for groups across the nine grounds, or on promoting equality in the workplace through a whole organisational approach or an approach across a sector or a region. Six projects were initiated during July 2013 and will be finalised in July 2014.

***The Immigrant Council of Ireland** (ICI)*
The ICI is currently leading a project on the delivery of diversity and anti-racism training to staff in the public transport sector. Transport providers will also develop ant-racism/diversity strategies for their organisations. The project has been developed in partnership with the main Dublin transport stakeholders such Dublin Bus, Irish Rail, Bus Éireann and Veolia (LUAS). An advisory committee to the project was set up with representation of management, staff and the trade unions from the three public transport companies, the Immigrant Council of Ireland and a representative of the Equality Authority.

Cavan County Council and Cavan Community Forum
These two organisations applied for a project on equality mainstreaming through communication and training in the context of strengthening and promoting the Cavan Diversity Initiative and the Cavan County Council equality action plan. The project has produced a DVD on Equality in the Workplace training which includes the voices of local people from across the nine grounds. The DVD will be promoted as a training tool through a communication strategy and a number of training events for Cavan County Council Staff and the Cavan Community Forum.

BelongTo and ICTU
BelongTo and ICTU joined forces to design, launch and promote a workplace campaign similar to the one promoted by BelongTo in secondary schools. The campaign will be branded as "Stand-Up. Don't stand for Homophobia or Transphobia in the Workplace". BelongTo have initiated the project by carrying out a needs assessment among their stakeholders and by procuring a multimedia company to develop their online campaign. BelongTo and ICTU have also established an Advisory Committee which comprises of youth representatives, trade union officials and a representative of the Equality Authority. A strategy will be put in place to promote the campaign in workplaces.

See Change - The National Stigma Reduction Partnership
See Change is a partnership of nearly 80 Irish organisations working together to challenge the stigma and discrimination associated with mental health problems. This project aims at challenging discrimination experienced by people with personal experience of a mental health issues in a workplace setting. The advisory committee set up for this project includes the Equality Authority and some of See Change partners such as IBEC (Irish Business and Employers Confederation), Business in the Community Ireland (BITCI). Suicide or Survive (SOS), Sigmar Recruitment and EHA Occupational Health. See Change have run consultations with partners and HR managers. This consultation will be followed by a legal case law review on disability, mental health and reasonable accommodation, by the provision of policy and guidance tools as well as a number of pilot training sessions within a number of companies.

Irish University Association (IUA) Equality Network
The IUA aims to develop a model of inclusive workplace practices to ensure a workplace which is positively engaged in supporting people with disabilities applying to, or working in the Third Level sector. The IUA Equality network project will audit and enhance current

policies and procedures in relation to staff with disabilities. It will also pilot a training awareness programme for managers on supporting people with disabilities, and keeping them engaged in the workforce. The content of the training will also be embedded in existing training provision to enhance diversity competence at institutional and sectoral levels. The project will also develop a publicity strategy to increase staff awareness of supports available to individuals with disabilities.

Galway Traveller Movement
The Galway Traveller Movement will carry out an initiative which builds on their 2012 equality mainstreaming project, by further promoting the usage and application of their equality impact assessment toolkit "Working for Travellers' Equality" with the Galway Education and Training Board and the Department of Social Protection. The project will also see the involvement of three Traveller Ambassadors in delivering interactive workshops to project partners' staff and in raising awareness and knowledge about Traveller culture and the barriers faced by Travellers in relation to participation in the labour market and further education programmes.

Equality Supports to Providers of Further Education and Training programmes
During 2013, EMU its programme of work with the Further Education and Training Sector, through the provision of equality supports. A call for proposals to the Further Education and Training sector was issued and equality supports were offered to facilitate the mainstreaming of equality into the planning, design and delivery of further education and training. The successful applicants selected an expert from the FET Equality Experts panel set up by the Equality Mainstreaming Unit in 2012.

Thirteen organisations have availed or are currently availing of these supports (projects are due to end in April – May 2014). The full list is contained in the Progress Report for 2013.

Equality Mainstreaming Annual Conference: Making It Real
The Equality Authority's annual conference on equality mainstreaming was held in Dublin Castle on 22 October 2013. It was officially opened by Mr Alan Shatter T.D. Minister for Justice & Equality. The theme was ***Making it Real*** and the conference showcased and shared good practice in equality mainstreaming approaches that have been applied in the further education and training sector and within organisations responsible for delivering active labour market programmes. The conference also showcased projects that have been funded to stimulate workplaces to take action on equality and to encourage employers to be planned and systematic in their approaches to workplace equality.

Publication: "Positive Duty: An Opportunity for Equality Mainstreaming"
During the Equality Mainstreaming conference, Minster Alan Shatter T.D. launched a new Equality Mainstreaming Unit publication: "**Positive Duty: An Opportunity for Equality Mainstreaming".** This publication brings together papers delivered at the 2012 Equality Mainstreaming Conference on different positive duty models in the UK, Northern Ireland and Scotland.

Public Sector Equality Learning Network
The Equality Mainstreaming Unit coordinated a meeting of the Public Sector Equality Learning Network and organised two PSELN learning events, the first on identifying and addressing incidents of discrimination and the second on providing reasonable accommodation in the workplace (June and September 2013)

Supports to Promote Workplace Equality
The Equality Mainstreaming Unit participated in the "Taking Care of Business - One Stop Shop" on October 22nd in the Printworks Conference Centre, Dublin Castle. This initiative is led by the Department of Jobs, Enterprise and Innovation. The event was a great success with

over 500 SMEs attending. Follow-up events are planned for 2014 in Limerick, Cork, Galway and Dublin.

ESF 2.10-Social & Employment Integration of Migrants

The unemployment rate in Ireland continued to improve slightly in 2014 falling to 10.7% at year end. However ESRI & Equality Authority report from 2012, confirms that migrants face higher unemployment rates than the average. Therefore in 2014 the EPIC programme continued to operate in a broadly similar environment to 2013 with a large demand from immigrants seeking support to find employment. Referral rates to the EPIC programme year on year demonstrate this need. Enabling access to the EPIC Programme by those immigrants most in need of the support, was a focus during 2014 by working to find ways to best reach and engage with organisations/groups in Ireland representing African and Indian communities. The impact of this focus was an increase in the number of immigrants from countries outside Europe accessing the EPIC programme during 2014.

One significant change from this time last year is an increase in the number of EPIC participants finding it difficult to access appropriate housing in Dublin. At year end, this was an issue for 13% of EPIC clients, and also impacted on EPIC Social Support officer time as a lot of the support services have been and continue to be overstretched.

Training
In 2014, the Pre-employment & Interview skills modules (Weeks 1 – 4 of the training) continued to focus on Pre-employment preparation with an emphasis on English for employment. A cross-cultural approach to content delivery and frequent team building exercises are followed which acknowledge the previous experiences and knowledge of participants and facilitate interaction and bonding between them.

The Living and Working in Ireland module (Weeks 5 and 6 of the training) provides up-to-date information on a variety of services and themes which help our clients understand important aspects of Irish life. The Living and Working in Ireland module of the training provided 100 presentations in co-operation with NGO's and statutory bodies to participants in topics such as access to access to health, equality and diversity, well-being and mental health awareness, employment Rights and entitlements, social welfare to work, understanding the political system and volunteering. The feedback was positive and attendees increased their awareness on resources and organizations that can help them in the future. The objective of the presentations is to increase understanding of Irish cultural landscape and integration into Irish society and to facilitate networking.

All elements of EPIC training and support have a strong focus on Motivation, as this is one of the key factors in successfully accessing employment. To support motivation during 2014, a total of 15 peer motivational talks were provided throughout the year delivered by staff members of Accenture, Alliance Worldwide Care, the Embassy of the Republic of Poland in Dublin, Veolia and by former clients in a volunteering capacity. The Peer speakers were immigrants who were at a more advanced stage in their integration journey having secured employment in Ireland. In 2014 we increased our emphasis on helping clients to manage stress and build resilience in response to an increasing level of presentation of issues of anxiety, depression and other problems. During 2014 our EPIC Social Support Officer saw homelessness/former homelessness emerge as a root cause of some of the above referred to issues.

ESF funding is acknowledged in an introductory information session for each group of participants commencing the EPIC Programme.

Promotions
Promotional activity keeps immigrants informed of the EPIC programme to ensure they know of our service and that we are meeting their needs. In 2014 we had 535 referrals. Of these referrals, 418 attended for assessment. A total of 52 organizations referred 174 participants (equivalent to 35 per cent of the referrals) to our services and from those the highest number came through the Intreo Centre Parnell Street (8 per cent), followed by the D'Olier House Employment Services Office (4 per cent), the Intreo Centre Navan Road (3 per cent) and the Intreo Centre Blanchardstown (2 per cent). A small proportion of referrals (11 per cent) came through internet searches, Facebook and websites where information about our services is displayed. The balance of 51% of referrals from EPIC clients, or their friends who have completed the EPIC programme.

During 2014, the promotion of the programme continued to focus on increasing the number of Non-EU nationals joining the services. The contact with organisations focused on vulnerable immigrants and people with refugee status, was a key part of that focus throughout the year. NGOs working with refugees as well as Intreo and Social Welfare Offices were contacted and kept informed of the programme activities during the full year. The programme was also promoted through the attendance at events, participation in job fairs, organisation of information sessions in cooperation with other organisations and the facilitation of "Taster" workshops for specific African and Indian communities. The results of this approach can be seen in the breakdown of nationalities of attendees to the services with people from 54 non-European countries engaging with the services, the highest number of countries since the programme was established. Overall since the programme started it had worked with people from 99 countries. During 2014, the ratio of European: non-European participants was 59%: 41%, a considerable shift from 66%: 34% the previous year. NB: ESF funding is acknowledged in all our promotional materials and activities.

Work placements
During 2014, a total of 12 trainees were recruited, trained and supervised in the Work Placement Scheme within the EPIC Programme during 2014. Aside of training on the job, they had the opportunity to learn more about the Irish working environment by participating in meetings to discuss topics such as conflict management, communication and motivation thereby they reflect on their own practices. Overall 58 work placements have been offered since the scheme started in 2009 and of those, 47 participants have engaged in employment or training after finishing the experience. Three additional work placements were provided in other departments of Business in the Community (BITC). Outside BITC, 12 trainees were supported into work experience placements in external companies.

Chapter 4 Horizontal Principles

4 Horizontal Principles

Under this Operational Programme gender mainstreaming and a more expanded wider equal opportunities focus which covers the nine grounds set out in the Irish equality legislation are now included. Under Priority 2 of this Programme, specific activities are supported in relation to gender equality and the National Women's Strategy, which can contribute directly to meeting the objectives of pursuing equality between women and men. Co-funding under this Operational Programme will contribute to achieving the targets of equality, both from a gender and wider equality basis, by focusing on particular interventions in relation to Activation of Groups outside the Workforce, Supports to Migrants, Language Skills provision and the Promotion of Equality interventions.

1. Gender and Wider Equal Opportunities

ESF 1.1 - Skills Training

What actions have taken place over the last year to incorporate the principle of gender and wider equal opportunities into the Activity?

(a) Ongoing Actions:

The equality objectives that were embedded in SOLAS are as follows:

- To seek formal equality; which requires action to remove any institutional barriers to entry to and participation in any ETB Training programmes or service;
- To seek equality of participation; which requires action to ensure that people are given the means and ability to exercise their rights and participate equally;
- To seek equality of outcome; which requires action to achieve equality between marginalised and non-marginalised groups by addressing the needs and aspirations specific to particular groups and monitoring outcomes; and
- To seek equality of situation; which requires action to accommodate the diversity of needs that exist because of differences between people's situation, experiences and identity.

These objectives have been maintained in the activities which remained under the SOLAS remit in 2014. SOLAS also continued to focus on developing and encouraging an equality culture and attitude for its own staff within the organisation.

Progress against Indicators:

Indicator	Baseline Position (2013)	Latest Position (2014)
% of women in Activity	38%	38%

What contribution is the measure making to the promotion of gender and wider equal opportunities?

As indicated above, the proportion of females who completed training under this activity remained the same as 2013; the gender breakdown over the cumulative period is 44% female and 56% male.

ESF 1.3 - Back to Education Initiative

What actions have taken place over the last year to incorporate the principle of gender and wider equal opportunities into the Activity?

A. Gender

(a) Ongoing Actions:

The BTEI (Part-time) provides opportunities to a wide range of adults to gain general qualifications and specific skills that enable progression to further education and training and increase participation and mobility within the labour market. The Operational Guidelines for the BTEI (Part-time) advocate strategies to promote innovation, learner centredness, equality, accessibility and inclusiveness, the recognition and accommodation of diversity, quality assurance, local consultation and an area based approach.

In the context of gender a number of actions are of note:

- Specific strategies continue to be developed by providers to encourage a higher level of male participation. These include **outreach and pre-development work** and the provision of courses that have an outdoor or craft orientation e.g. woodcraft, horticulture but which also include general basic education elements such as Communications and ICT.
- **Inter-agency work** with other statutory and voluntary organizations aims to increase the participation of long-term unemployed men.
- **Childcare support** is provided to enable participation by those with childcare needs and courses are often organised at times when children are at school.
- BTEI eligibility criteria allows for **free tuition for any adult with less than upper second level education.** This encompasses those persons with a social welfare entitlement or medical card, those not in the labour market and those in employment who have less than upper second level education. The eligibility criteria includes access to free tuition for women in the home and for persons in low paid employment who have less than upper second level education.
- The payment of a **training allowance** (including meal and travel allowances) is important to encourage the participation of some learners e.g. Young learners aged 16-20 years of age who would be eligible for such an allowance if on a full-time programme.

(b) New Actions:

The FET Strategy published by SOLAS in May 2014 identifies active inclusion as its second strategic goal. The Strategy aims to support active inclusion across all Further Education and Training programmes, as well as devising and implementing a strategy to promote literacy and numeracy across all programmes.

B. Wider Equal Opportunities (excluding gender)

(a) Ongoing Actions:

Travellers, older people, people with a disability and people within minority ethnic groups, the BTEI (Part-time) Guidelines notes these as high priority target groups. A number of specific actions include:

- Outreach and predevelopment work are common strategies when working with these four groups.
- Inter-agency work with other statutory and voluntary organizations is also a feature to address the participation of these groups.
- Programmes are provided for people with disabilities in collaboration with their support agencies. On-going integration into mainstream provision for those for whom this is appropriate is also a feature of provision.
- In some cases specialist equipment and individual support is provided for persons with a disability e.g. individual laptops, extra tuition, and transport.
- ESOL provision in outreach settings including accommodation centres was provided in 2010 as well as programmes for ethnic minority status participants.

(b) New Actions:
The reports from five development projects were disseminated during 2009 and reflected guidelines on issues concerning gender and wider equal opportunities as follows:

- ***Certification Matters:*** *Guidelines to Support Certification Outcomes through Back to Education Initiative Funded Programmes.*
- ***Delivering Accredited Programmes to Learners with Disabilities****: Guidelines for Facilitating the Successful Delivery of Back to Education Initiative Funded Programmes to Learners with Disabilities.*
- ***Widening Participation in Adult Learning:*** *Guidelines for Effective Planning and Delivery of Back to Education Initiative Outreach Provision.*
- ***Promoting Access and Progression in Adult Learning:*** *Guidelines to Enhance Cooperation between Back to Education Initiative and Adult Literacy Service Programmes.*
- ***Increasing Men's Participation in Adult Learning****: Guidelines to Enhance Men's Engagement with Back to Education Initiative Funded Programmes.*

Copies of the guidelines may be accessed under the Back to Education Initiative at www.education.ie

The guidelines reflect Irish national policy priorities as well as current EU policy, as articulated in the Commission's Communication on Adult Learning, which emphasises the need for measures to bring provision closer to adult learners in their communities and workplaces.

Curriculum **guidelines to support providers to implement a foundation programme at NFQ Level 3**, **leading to a full award at this level were completed and disseminated in 2010**. Supports to providers focused on the development of Level 3 integrated programmes, with particular reference to the core skills of Communications and Mathematics, as part of integrated programme development.

At an overall level, these reports and guidelines have helped to focus attention on the key objectives of BTEI (Part-time) and have **supported providers in the planning and delivery of programmes leading to accredited outcomes for groups named under the wider equality grounds**.

The guidelines on delivering accredited programmes to learners with disabilities have helped to promote the need to match learners to appropriate programmes in order to optimize positive outcomes.

3. Progress against Indicators:
Data collected on BTEI (Part-time) **target groups** is based on participant self-selection.

- Rates of participation by early school leavers (56%) are high when compared to other target groups as the general focus of the BTEI (Part-time) is on those with low education levels.
- The participation rate of persons with a disability (8%) remains high relative to other target groups.
- 11% of all participants in 2014 reported under Ethnic Minorities (Refugees, Asylum Seekers, Migrant Workers and ESOL students)
- The focus on **unemployed people remains strong, at 43% of the overall cohort.**

The following presents a profile of participants classified by gender and BTEI target groups for 2014:

Target Group	Participants		Total
	Male	Female	
Person with Disability:	1232	1313	2545
Substance Misuser:	240	81	321
Ex-offender:	148	21	169
Early School Leaver	3393	6997	10960
One-Parent Family:	152	3133	3285
Traveller:	164	399	563
Homeless:	100	51	151
ESOL Student:	680	1386	2066
Refugee:	89	138	227
Asylum Seeker:	161	202	363
Migrant Worker	164	399	563
Other:	3909	9951	13860

The following presents data for 2014 in relation to the 2007 baseline position of the progress indicators:

Indicator	Baseline Position	Latest Position
(1) Number of Males	2007 = 6016 23%	2014 = 9486 32%
(2) Number of Females	2007 = 19844 77%	2014 = 20425 68%
(3) Number of Persons with a Disability	2007 = 3745 14.5%	2014 = 2545 8.5%
(4) Number of Travellers	2007 = 844 3.3%	2014 = 563 2%
(5) Number from Ethnic Minorities	2007 = 2635 10%	2014 = 3219 11%
(6) Number of Older People	2007 = 5336 21%	2014 = 5503 18%

ESF 1.4 - Undergraduate Skills

What actions have taken place over the last year to incorporate the principle of gender and wider equal opportunities into the Activity?

A. Gender

All undergraduate skills programmes are open to both male and female applicants.

The courses provided under this measure include ICT, engineering and other sciences. Traditionally more males than females choose engineering and ICT related courses over other science courses. The gender balance on other science courses in the technological sector would normally be equally balanced. The Institutes of Engineers with SFI, through their Steps

Programme, continues to encourage more females onto their engineering courses. The website is http://www.steps.ie/ and there are resources for children, parents and education practitioners. Most institutes also offer taster programmes and summer courses on an ongoing basis in the area of technology. These courses are geared towards attracting both males and females at an early stage and continued to operate in 2014. For example, ITB offer the following:

Robotics Summer School
ITB runs a Robotics Summer School for children from four local Primary schools. In June each year over one hundred 5th and 6th class children from the four primary schools, as well as the Blanchardstown Youth Service, participate in the summer school. The goal of the summer school is to introduce children to the exciting and challenging worlds of information technology.

Schools Taster Programme
ITB TASTER (Taste and See That Education Rewards) programme targets transition and 5th year students. The programme is designed to give the students an experience of attending a third level institute and expose them to the opportunities available.

The programme covers modules in a number of areas - Languages, Business, Creative Digital Media, Social Care, Engineering, Computing and Sport, each one designed to give the students a flavour of life at third level.

In universities the number of additional places on the courses provided under this measure in 2014 was 3866 with 71% male and 29% female participation. In institutes of technology the number of additional places on the courses provided under this measure in 2013 was 6,067 – 5,073 male and 994 female. This indicates 84% male and 16% female participation. The difference between the sectors reflects different gender intake as a whole.

Women in Technology and Science (WITS) is an active forum supporting women in science, technology, engineering and mathematics (STEM) to reach their full potential through informed choices. Institutions are also aware of the need to properly "brand" programmes to attract female participants.

New Actions:

Attracting more students to ICT

A second national ICT Skills Action Plan for 2014 - 2018 was published in March 2014. The plan includes twenty-two actions which, combined, aim to make Ireland a global leader in ICT talent through a suite of measures which will continue to increase the output of high-level graduates.

B. Wider Equal Opportunities

The HEA's National Access Office manages two funding programmes, the Student Assistance Fund and the Fund for Students with Disabilities, which address needs that are experienced by both men and women. These programmes support the participation in third level education of people who are traditionally under-represented at this level. Under Third Level Access, funding is administered by further and higher education institutions (through the Student Assistance Fund and Fund for Students with Disabilities) to support the retention of certain target groups, namely students from lower socio-economic backgrounds, mature students, students with disabilities and those from ethnic minorities. It is managed on behalf of the Department of Education and Skills by the National Access Office and is a major contributor to the achievement of the high level goals for Education and Training.

STUDENT ASSISTANCE FUND
The Fund offers support to students who find themselves in financial hardship during their course of study. Categories of assistance under the Student Assistance Fund include rent, childcare costs, books/course materials, and living expenses. The fund is targeted equally at male and female students. The provisional number of students in receipt of funding under the Student Assistance Fund grant in 2013-14 was 15,004 of whom 8,764 or 58% were female.

FUND FOR STUDENTS WITH DISABILITIES
The Fund offers support to students with a serious sensory, physical or learning disabilities in order to participate in and complete their course of study. Categories of expenditure under the Fund for Students with Disabilities include transport, personal assistance, and assistive technology.

The Fund is equally targeted to male and female students. The number of students in receipt of funding under the Fund for Students with Disabilities in 2014-15 was 10,011 of whom 4,939 or % were female.

Progress against Indicators (where established):

Indicator	Baseline Position	Latest Position
Number of additional students enrolled on key courses (Universities)	BMW Male 438 BMW Female 117 S&E Male747 S&E Female 198	BMW Male 666 BMW Female 270 S&E Male 2206 S&E Female 723
Number of additional students enrolled on key courses (IOTs)	BMW Male 322 BMW Female 85 S&E Male 380 S&E Female 101	BMW Male 1,599 BMW Female 256 S&E Male 3,474 S&E Female 738

What contribution is the measure making to the promotion of gender and wider equal opportunities?

While the fundamental criterion governing the allocation of funds is one of need/merit rather than being gender-based, it contributes to gender mainstreaming, as defined by the European Commission, by helping ensuring that the implementation process takes adequate account of the effects on the respective situations of men and women. This is reflected in the goals and proposed action points in the *National Plan for Equity of Access to Higher Education 2008-2013* which was published in 2008. In this context, regard will be given to the impact of the funds in promoting the equality of opportunity and participation of men and women in further and higher education.

In respect of wider equal opportunities, it is a national policy goal that all citizens have equality of access to education to ensure that people from all backgrounds can participate in higher education and enter the labour market with qualifications.

The Student Assistance Fund and Fund for Students with Disabilities contribute to this goal through the provision of essential financial and academic supports to a large number of students who are either socially or economically disadvantaged or who have a disability.

Through this support the two funding programmes promote wider equality by allowing students to gain an educational qualification which facilitates their full participation in the economy and in society in general.

ESF 1.7 (LMETF) - Momentum

What actions have taken place over the last year to incorporate the principle of gender and wider equal opportunities into the Activity?

A. Gender

(a) Ongoing Actions:

Some 70% of the Momentum Programme participants were male. This accurately tracks the comparable CSO Quarterly National Household Survey, which returned 69% of those unemployed for more than one year as being male. This is also atypical to the national engagement profile for the training and education sector where female participation rates are often higher. Of the 1,514 starts in 2014 1156 were male and 358 were female. The cumulative total of starts of the programme to the end of 2014 is 6369 of which 4,606 were male and 1763 were female.

(b) New Actions:

There were no additional actions under the 2007-2013 programme in 2014.

ESF 2.2 – Disability Activation Project

What actions have taken place over the last year to incorporate the principle of gender and wider equal opportunities into the Activity?

A. Gender

The objective of the 14 projects supported under the Disability Activation project (DACT) is to explore a variety of routes towards ensuring that people with disabilities are enabled to avail of progression, education and development opportunities within the world of work. The projects address four specific strands. These four strands are:

(1) Improving Access to Employment;
(2) Progression Programmes for Young People;
(3) Support for Progression and Retention of People with an Acquired Disability; and
(4) Innovative Employer Initiatives.

The principle of equal opportunities is embedded in the DACT target group, comprising recipients of illness or disability –related income support payments.

Of the 983 people who engaged with the various projects in 2013, 492 (50 %) were male and 491 (50 %) female.

Project sponsors are encouraged to ensure equal levels of access from men and women and where there is a particular imbalance, this is followed up on by Pobal, who are responsible for the day-to-day oversight of the projects.

New Actions:

The Working with Arthritis project is accessible to all people with arthritis in the target area who meet the inclusion criteria. Recruitment of women has been more successful than recruitment of men. This reflects the profile of people with arthritis.

The NLN Personal Employment Pathway project aims to actively promote an environment in equality and strives to achieve a 50/50 ratio between male and female through its recruitment and promotion of the project. An Equality Audit was conducted on the project covering Gender breakdown, Age and Disability type. This exercise was carried out in order to identify any under representation and also to put in place (if required) actions to address these factors.

B. Wider Equal Opportunities (excluding gender)

The DACT is specifically focussed on those who are of working age and in receipt of an illness or disability-related income support payment. As such, it is directly addressing the needs of a particularly vulnerable and dis-advantaged group.

What contribution is the measure making to the promotion of gender and wider equal opportunities?

The function of the DACT project is to develop effective routes to promote and support the progression of DSP illness/disability payment recipients, who will be at risk of exclusion by virtue of their underlying disability or illness.

ESF 2.3 - Adult Literacy

A. Gender

(a) Ongoing Actions:

The gender split for learners attending literacy classes within the ETB sector has been in the ratio of 60% women and 40% men for a number of years. This ratio has seen an improvement in the participation rates of men since 2010 and this was maintained in 2014 at almost 44%. Separate Men's and Women's literacy groups have been developed and supported to reduce specific barriers that the two genders may experience.

Family literacy activities have been encouraged through the family literacy initiative. There is a higher level of female parents engaging in family literacy projects than men. These groups are aimed at educationally disadvantaged parents in an attempt to break the cycle of educational disadvantage and to enhance their involvement in their children's education.

(b) New Actions:

The FET Strategy published by SOLAS in May 2014 identifies literacy and numeracy as one of five high level strategic goals and which provides a specific implementation strategy over the period 2015 to 2019, including ensuring increased participation with regard to priority target groups and broadening access routes and the range of provision.

Outreach programmes will be made available to engage those learners for whom the primary barrier to access is the location of provision which includes specific target groups such as disadvantaged women and men living in rural isolation.

B. Wider Equal Opportunities (excluding gender)

(a) Ongoing Actions:

Adult Literacy programmes are targeted at those adults whose literacy and numeracy do not match those at level 3 on the National Framework of Qualifications. Amongst this cohort of adults are individuals and groups that experience particular and acute barriers to participation and which have been identified in the National Action Plan on Social Inclusion (2007 – 2016):

- Adults with low or no formal qualifications or low literacy levels, especially those with less than upper second level education or NFQ Levels 1-3, or equivalent
- The unemployed and in particular, the long term unemployed
- Lone Parents
- Travellers
- Migrants
- Older people
- People with a disability
- Disadvantaged women and men, particularly those living in rural isolation
- The homeless
- Ex-offenders
- Substance misusers

Adult Literacy Operational Guidelines (2013) were devised in conjunction with stakeholders to assist in the administration and management of the Adult Literacy programme. These guidelines identify those groups at whom adult literacy programmes are targeted, in particular those individuals and groups that experience particular and acute barriers to participation as outlined in the National Action Plan on Social Inclusion.
ETB Adult literacy staff participate in referral networks and partnerships with other local organisations including key community and voluntary interests in order to access disadvantaged adults.

(b) New Actions:

A review of the Adult Literacy programme was published in 2013 which resulted in revised Adult Literacy Operational Guidelines issuing to ETB's in December 2013 for implementation during 2014. The priority target cohort for adult literacy programmes are those adults with primary education or less and whose literacy and numeracy skills do not match Level 3 on the National Framework of Qualifications (NFQ). The establishment of referral protocols with key agencies will complement the existing referral systems in place in order to reach the priority target groups.

Outreach programmes will be made available to engage those learners for whom the primary barrier to access is the location of provision. Integration of basic skills support into the wider available further education and training programmes in order to target a wider cohort of adults is also prioritised.

3. Progress against Indicators:

Indicator	Baseline Position	Latest Position
Participants in adult literacy	35,000	56,000

4. What contribution is the measure making to the promotion of gender and wider equal opportunities?

In total there were 56,077 participants availing of Adult Literacy provision in 2014, of which 56% were women and 44% were men.

The numbers of men availing of literacy tuition has increased at a higher rate than women in recent years. In the period 2000 to 2013, the numbers of men has almost quadrupled whereas the increase in the number of female participants has almost trebled.

Despite efforts to encourage increased male participation and address men's specific needs, there continues to be a higher level of females amongst Adult Literacy clients with the ratio of female learners to male learners continuing to be in the region of 60:40 for a number of years. However these figures reflect the position in many other adult learning contexts, both in Ireland and at international level. In 2014, the gender breakdown on the ITABE programme was 53% men and 47% women. 67% of male participants in the ITABE programme were unemployed, demonstrating that carefully targeted programmes can improve the participation of the specific target groups prioritised in Government policy.

ESF 2.4 - Third Level Access

What actions have taken place over the last year to incorporate the principle of gender and wider equal opportunities into the Activity?

The HEA's National Access Office manages two funding programmes, the Student Assistance Fund and the Fund for Students with Disabilities, which address needs that are experienced by both men and women.

STUDENT ASSISTANCE FUND

The Fund offers support to students who find themselves in financial hardship during their course of study. Categories of assistance under the Student Assistance Fund include rent, childcare costs, books/course materials, and living expenses. The fund is targeted equally at male and female students. The provisional number of students in receipt of funding under the Student Assistance Fund grant in 2013-14 was 15,004 of whom 8,764 or 58% were female.

FUND FOR STUDENTS WITH DISABILITIES

The Fund offers support to students with a serious sensory, physical or learning disabilities in order to participate in and complete their course of study. Categories of expenditure under the Fund for Students with Disabilities include transport, personal assistance, and assistive technology. The Fund is equally targeted to male and female students. The number of students in receipt of funding under the Fund for Students with Disabilities in 2014-15 was 10,011 of whom 4,939 or % were female.

B. Wider Equal Opportunities (excluding gender)

Ireland's second *National Plan for Equity of Access to Higher Education 2008-2013* has concluded. Following a consultation process in 2013-14[8], a new plan for 2015-2019 is being

[8] Towards the Development of a new National Plan for Equity of Access to Higher Education (HEA, 2014)

finalised by the HEA in conjunction with the Department and key stakeholders. The plan will set out the overall objectives, actions and targets needed to achieve further increases in participation to higher education by under-represented groups. Among the actions in the plan will be reviews of funding for access

The plan is advised by the objectives and performance indicators for access and lifelong learning that have been agreed by higher education institutions with the HEA as part of a strategic dialogue process. This new process is steering the implementation of the National Strategy for Higher Education to 2030 and the specific priorities for higher education set out in the Department's Higher Education System Performance Framework for 2014-2016[9]. A first report on the performance of the higher education system has been published[10].

The National Access Plan 2008-13 set targets to increase participation by a number of key priority groups, including students with disabilities. The following table provides a summary of the final outcome on those targets as assessed in 2014 and published[11] as part of the consultation process on the development of a new plan for 2015 onwards.

Table 3 - Outcomes for Targets set in the National Access Plan, 2008-2013

	Base rates	**Plan Target**	**Plan Outcome**
National Participation Rate (includes mature student entrants)	55%	65%	**69%**
National Participation Rate (17-to-19-year-olds only)	44%	-	**52%**
Participation of the age cohort from non-manual socio-economic backgrounds	27%	42%	**30%**
Participation of the age cohort from semi & unskilled socio-economic backgrounds	33%	45%	**36%**
Full-time mature student entrants	12.8%	20%	**13%**
Full and part-time mature student entrants	18%	27%	**20%**
Enrolments on flexible/part-time courses	7%	17%	**16%**
Non-standard entry routes (estimate)	24%	30%	**27%**
Target for lifelong learning	7.3%	17%	**7.1%**

Students with sensory, physical and multiple disabilities (combined)	466	932	**1,302**

Progress against Indicators:

Indicator	Baseline Position	Latest Position
Number of students benefitting from the **Student Assistance Fund**	1,828 male, 2,281 female (2000/2001 figures)	6,240 male, 8,764 Female (2013/2014 figures)
Number of students benefitting from the **Fund for Students with Disabilities**	250 male, 261 female (2001/2001 figures)	5,072 Male, 4,939 Female (2014/2015 figures)

What contribution is the measure making to the promotion of gender and wider equal opportunities?

While the fundamental criterion governing the allocation of funds is one of need/merit rather than being gender-based, it contributes to gender mainstreaming, as defined by the European Commission, by helping ensuring that the implementation process takes adequate account of

[9] HEA-Higher-Education-System-performance-Framework-2014-2016.pdf
[10] Higher-Education-System-Performance-First-report-2014-2016.pdf
[11] Towards the Development of a new National Plan for Equity of Access to Higher Education (HEA, 2014)

the effects on the respective situations of men and women. This is reflected in the goals and proposed action points in the *National Plan for Equity of Access to Higher Education 2008-2013* which was published in 2008. In this context, regard will be had to the impact of the funds in promoting the equality of opportunity and participation of men and women in further and higher education.

In respect of wider equal opportunities, it is a national policy goal that all citizens have equality of access to education to ensure that people from all backgrounds can participate in higher education and enter the labour market with qualifications.

The Student Assistance Fund and Fund for Students with Disabilities contribute to this goal through the provision of essential financial and academic supports to a large number of students who are either socially or economically disadvantaged or who have a disability. A provisional total of 25,015 students were supported by the two programmes in the 2013/14 academic year compared to 25,730 in the 2012/13 academic year.

Through this support the two funding programmes promote wider equality by allowing students to gain an educational qualification which facilitates their full participation in the economy and in society in general.

Age Profile of participants

Fund for Students with Disabilities 2014-15

	Male:	Female:	Total:
Young people (15-24)	4,265	4,185	8,450
Older workers (55-64)	46	29	75

Student Assistance Fund 2013-14

	Male:	Female:	Total:
Young people (15-24)	3,961	6,086	10,047
Older workers (55-64)	299	273	572

Breakdown of participants by vulnerable groups

Fund for Students with Disabilities 2014-15

	Male:	Female:	Total:
Minorities:			
Migrants:			
Disabled:	5,072	4,939	10,011
Other disadvantaged people:			

Student Assistance Fund 2013-4

	Male:	Female:	Total:
Minorities:			
Migrants:			
Disabled:			
Other disadvantaged people:	6,240	8,764	15,004

ESF 2.5 - Youthreach and Travellers

A. Gender

(a) Ongoing Actions:

All actions in the Youthreach programme are informed by the following key principles;

- ACCESS – through the provision of a programme at a variety of levels to meet the needs of early school leavers presenting on the programmes;
- RECOGNITION – through the provision of national certification
- PROGRESSION – to further levels of education and training
- SUPPORTS – to help sustain participants in the programme in order that they may derive maximum benefit from them

Since its inception the training programme has promoted a policy of equal opportunity for learners. It is recognised that educational disadvantage results from a variety of factors and programmes are tailored to accommodate the individual needs of participants. Support services including childcare and counselling is provided. In 2014 40% of Youthreach learners were female and 60% were male.

Wider Equal Opportunities (excluding gender)

(a) Ongoing Actions:

As set out above in Section A, all actions in the Youthreach programme are informed by the following key principles;

- ACCESS – through the provision of a programme at a variety of levels to meet the needs of early school leavers presenting on the programmes;
- RECOGNITION – through the provision of national certification
- PROGRESSION – to further levels of education and training
- SUPPORTS – to help sustain participants in the programme in order that they may derive maximum benefit from them

Since its inception the training programme has promoted a policy of equal opportunity for learners. It is recognised that educational disadvantage results from a variety of factors and programmes are tailored to accommodate the individual needs of participants. Support services including childcare and counselling is provided. 5% of the young women and 2% of the young men participating in Youthreach in 2014 were lone parents. This has led to the demand for specialised programmes within the Youthreach setting to cater for their needs. Parenting programmes for both males and females and programmes addressing gender roles in personal development classes have also been developed in Youthreach.

The programme runs for between six and nine months depending on the needs of the group. On completion, the participants are reintegrated back into the Youthreach programme where they are supported and encouraged to go on and achieve certification at a variety of different levels. In the measure there is a recognition that groups such as Travellers, people with disabilities and participants in disadvantaged areas may have distinct needs which must be respected and reflected in an educational context. In 2014, 382 or 11% of all learners in Youthreach were Travellers.

Note also that Youthreach age and qualification criteria for admission to the programme may be widened in the case of the following groups –

- lone parents
- referrals from the National Rehabilitation Board
- learners who have been released from detention
- learners whose personal circumstances are such that a foundation education and training programme is the most appropriate option for them to pursue qualifications and
- Drug Court participants

In addition, support services are provided in recognition of the practical, emotional and social problems experienced by many of the participants. The aim is to increase the capacity of the centres to cater for the needs of participants and to provide links with community based health and social services.

Continuing Professional Development
Staff in Youthreach continue to have access to Continuing Professional Development through their ETB, with specific funding provided for this purpose.

Progress against Indicators:

Indicator	Target 2013	Latest Position
No. of participants	3,600	3,603 approved places 3,323 enrolled on 31/12/14
Programme completion and achieving certification	2,196	2,574 (77% of those enrolled)
Progression	710	682 (20% of those enrolled)

What contribution is the measure making to the promotion of gender and wider equal opportunities?

Male and female participation in the Youthreach programme has generally been approximately equal, although in recent years the number of male learners has been increasing and the figure was 2015 or 60% at the end of 2014. This may be due to a reduction in the apprenticeship programme which traditionally attracted males. The measure ensures that both males and females who have left school with no qualifications have a second chance to gain access, participate in and benefit from education of sufficient quality to allow them to find employment or to progress to further education and training.

Education plays a key role in the provision of equality of opportunity and determines to a large extent the life chances of people. Youthreach is designed as part of an integrated strategy to address education disadvantage in the context of a continuum of provision

ESF 2.6 Garda Youth Diversion – IT Skills/Personal Development

What actions have taken place over the last year to incorporate the principle of gender and wider equal opportunities into the Activity?

A. Gender

(a) Ongoing Actions:

Access to projects / participation in projects:
The purpose of GYDPs is to engage referred young people who have offended, or are at risk of offending. Therefore, the gender of those referred cannot be predetermined.

Research informs us that placing young people in the criminal justice system can be counterproductive. Therefore, using statistical evidence from An Garda Síochána we are conscious of the negative effect of girls being admitted into the system given the high ratio of boys to girls committing offences.

It is important to note that the youth justice worker is in a position to tailor the programmes to meet the needs of the individual male or female participants. In some instances this involves working with single sex participant groups as participants may feel more comfortable discussing certain topics in such settings. It has been noted that some projects have run single sex programmes, such as beauty and hairdressing or build a bike because only that gender showed an interest in attending.

In 2014 880 participants attended Sub Measure 2.6 courses, of which 249 (28%) were female.

(New Actions:
There have been no new actions undertaken in relation to Gender.

B. Wider Equal Opportunities (excluding gender)

Ongoing Actions:

Statistics from 2014 relating to Wider Equal Opportunities (excluding gender):
Age

13 years and under	84 (9.5%)
14 to 15 year olds	282 (32%)
16 year olds	198 (27%)
17 and over	250 (33%) 31*

(b) New Actions:
There have been no new actions undertaken in relation to Wider Equal Opportunities.

Progress against Indicators (where established):

Indicator	Baseline Position	Latest Position
• Inclusion of females in Sub Measure 1 courses • Inclusion of minority groups in Sub Measure 1 courses	• 33% of participants on courses were female in 2008* • 14% of participants on courses were from minority groups in 2008	• 28% of participants on courses were female in 2014 • 12 % of participants on courses were from minority groups in 2014 and of this minority group 39.5 % were female

What contribution is the measure making to the promotion of gender and wider equal opportunities?

Referral to participate in a GYDP is defined in the Operational Requirements for Garda Youth Diversion Projects. It is the role of the Referral Committee to consider who is suitable for inclusion in a GYDP having regard to the project's Annual Plan and optimising the impact of the work of the project. The majority of referrals to a project will come from local Garda

information sources and priority will be given to those considered suitable and admitted on to the Garda Juvenile Diversion Programme. The committee may also consider referrals made from other sources e.g. social workers, schools, residents, the Project Committee and self-referral. All project participants must be nominated through the Referral Committee. Participants are categorised on the basis of primary referrals – those who have committed a crime, have been cautioned by the Gardaí and are on the statutory Diversion Programme and, secondary referrals – those young people deemed at risk of being involved in anti-social or criminal behaviour. From early in 2011 Gardaí and youth justice workers were trained in the use of a risk assessment tool -Youth Level of Service – Case Management Inventory - Screening Version (YLS-CMI-Sv). The tool risk assesses those referrals in terms of their likelihood to be involved in criminogenic need factors. This tool was rolled out across projects during 2011 and complements the decision making process in accepting referrals into projects.

Referral committees cannot therefore alter or influence the gender of participants on GYDPs. In 2013, 25% of participants were female. Once referred to a GYDP access to programmes is equally available to all participants regardless of gender or minority background.

Whilst the gender of the participants cannot be influenced by IYJS, it is the aim of the Garda Youth Diversion Projects to demonstrate to participants that it is of more benefit to them in the long term to be a positive contributor to society both socially and economically. Participants, both male and female, are actively encouraged to complete their education and to gain employment so that they may widen their levels of experience beyond participating in criminal and/or anti-social behaviour.

ESF 2.7 Garda Youth Diversion – Additional Workers

What actions have taken place over the last year to incorporate the principle of gender and wider equal opportunities into the Activity?

A. Gender

(a) Ongoing Actions:
Employment:

In 2014, Garda Youth Diversion Projects (GYDPs) continued to employ additional workers. At the end of 2014 there was 98 projects with full time equivalent youth justice worker posts filled under this measure, consisting of 109 staff (includes part-time workers and some workers leave posts and others are hired). Of this, 75 were female and 34 were male. There are 38 individual Community Based Organisations (CBOs) managing GYDPs. They continue to be advised of their obligations under equal opportunities legislation in the recruitment of suitably qualified persons.

Access to projects / participation in projects:
Research informs us that placing young people in the criminal justice system and/or in proximity to higher risk offenders can be counterproductive. Therefore, using statistical evidence from An Garda Síochána we are conscious of the negative effect of girls being admitted into the system given the high ratio of boys to girls committing offences.

The purpose of GYDPs is to engage referred young people who have offended or are at risk of offending, therefore the gender of those referred cannot be pre-determined and boys and young men have higher rates of offending. However, the youth justice worker is in a position to tailor the programmes to meet the needs of the individual male or female participants. In

some instances this involves working with single sex participant groups as participants may feel more comfortable discussing certain topics in such settings.

(b) New Actions:
No new actions to report.

B. Wider Equal Opportunities (excluding gender)

(a) Ongoing Actions:
The purpose of GYDPs is to engage referred young people who have offended, or are at risk of offending. Therefore, specific target groups of those referred cannot be predetermined. The age of those participating is predetermined i.e. those in the 12 to 17 year old age group.

More broadly, some projects run courses to address racism and equal opportunites. The employment of the ESF worker gives more time to the projects to address such issues. For example, FAN GYDP reported that the employment of the ESF worker allowed them to run an 'Identity, Stereotyping and Inequality' course on issues such as discrimination, homophobia, racism and sexism. "We have had to challenge most participants on a regular basis in regards to the discriminatory and offensive language that they use. Although this process has been quite difficult and at time caused high tensions between participants and youth justice workers, it has led to a reduction of offensive language by participants in the youth centre and has also resulted in some participants becoming more considerate towards other people's opinions and emotions. The process of challenging discriminatory and offensive behaviour focused on dispelling myths about migrants and asylum seekers, showing respect to women, understanding and respecting different sexualities, not using homophobic or racist terms and understanding the effects of bullying. Although we have noticed some improvements, we recognise that challenging opinions and behaviours in a youth work context is a continual process".

(b) New Actions:
IYJS have no new actions to report.

Progress against Indicators (where established):

Indicator	Baseline Position	Latest Position
• Equal Opportunity Employment • Referral of females to GYDPs • Referral of minority groups to GYDPs	• 77% of youth justice workers in employment through ESF were female in 2009 • 20% of participants were female in 2009 • 8% of participants were minority groups in 2009	• 69% of youth justice workers in employment through ESF were female in 2014 • 28% of participants were female in 2014 • 13% of participants were minority groups in 2014 of which 30% were female

What contribution is the measure making to the promotion of gender and wider equal opportunities?

Employment:
The Community Based Organisations which run the projects are required to follow appropriate recruitment procedures to ensure suitably qualified persons (male or female) are employed. Community Based Organisations cannot therefore alter or influence the gender of those employed. The majority of ESF workers in situ in 2014 were female, as shown above.

Access to projects / participation in projects:
(As set out in HCIOP Gender Equality 2.6 report - for ease of access information is repeated here).

Referral to participate in a GYDP is defined in the Operational Requirements for Garda Youth Diversion Projects. It is the role of the Referral Committee to consider who is suitable for inclusion in a GYDP having regard to the projects Annual Plan and optimising the impact of the work of the project. The majority of referrals to a project will come from local Garda information sources and priority will be given to those considered suitable and admitted on to the Garda Juvenile Diversion Programme. The committee may also consider referrals made from other sources e.g. social workers, schools, residents, the Project Committee and self-referral. All project participants must be nominated through the Referral Committee.

Participants are categorised on the basis of primary referrals – those who have committed a crime, have been cautioned by the Gardaí and are on the statutory Diversion Programme and, secondary referrals – those young people deemed at risk of being involved in anti-social or criminal behaviour.

Referral committees cannot therefore alter or influence the gender of participants on GYDPs. In 2014, 28% of participants were female, as shown above. Once referred to a GYDP, access to programmes is equally available to all participants regardless of gender or ethnic background.

ESF 2.8 - Equality for Women

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

- The Equality Women Measure 2009-2013 provides an opportunity to address areas of inequality within the labour force, decision-making roles within the work-place and enterprise.

- The strategic aim of the EWM is: "to advance the role of women in the Irish economy and in decision making at all levels in accordance with the National Women's Strategy 2007 – 2016". The objectives of the Measure in 2014 were to make funding available to support positive actions which:

  Support women to access appropriate education, training and development opportunities to enhance their access to employment;
  Support the development and the delivery of customised education, training and/or wider support programmes to enable progression to the labour market;
  Provide opportunities for up-skilling and skills renewal to enable newly unemployed women to enhance their skills and employability.

The project outputs for 2014 refer to 22 of the 23 projects that were funded under EWM 2014, from the period 1st Jan 2014 to end of April 2014 (for the 2013/2014 funding round) and for 18 of these projects for the period 17 Oct 2014 to 31st Dec 2014 (under the 2014/2015 funding round). Activities provided by projects under Strand 1(access to employment) include accredited and non-accredited skills-based training and one to one mentoring, together with a range of other support interventions relevant to the target client base. This may include personal development, CV and interview skills preparation, work placements, career guidance, and life coaching for labour market activities.

The following table shows the number of participants in the 2014 EWM programme:

Strand	Numbers of 2014 participants
1	1,000
Total	1,000

Some of the key activities undertaken across Strand 1 include:

- In 2014, **1,000 women** participated in initiatives that were funded under the 23 projects that constitute **Strand 1 (Access to Employment)**, bringing the cumulative total to 10,739. The regional breakdown for participants in 2014 is 32.0% from BMW and 68.0% from S&E. A total of 495 women achieved accreditation through certified training.
- Figures reported on the number of women who availed of training in 2014 shows an increase of (26%: 205) when compared with 2013, which reported a total of **795 women** who availed of training under **Strand 1 (Access to Employment)**, of which 230 achieved accreditation through certified training.
- It is reported that 240 (of the 795 women who availed of training under Strand 1 in 2013) were still engaged in employment or further education one year later.

The EWM in 2014 also supported an initiative on women's entrepreneurship. Over 300 women delegates attended a two day conference on National Women's Enterprise Day (NWED), a development event for women entrepreneurs organised by Limerick City Enterprise Board, with the support of the Department of Justice and Equality. NWED aims to inspire, activate and assist women across Ireland in running their own business. The conference presented opportunities for women to hear from leading entrepreneurs, as well as avail of mentoring sessions.

Progress against Indicators (where established):
In 2013/2014, the diversity of women who have benefitted under the Measure included (Note - these data are not mutually exclusive):

- 573 unemployed women
- 316 early school leavers
- 312 who have completed secondary education and have no further qualifications
- 102 young people
- 137 older people
- 20 Minorities
- 126 Migrants
- 49 Women with disabilities
- 450 Others[12]

What contribution is the measure making to the promotion of gender and wider equal opportunities?

The main focus of EWM projects is to enhance and bolster specific skills development of women for progression to employment, career advancement, enterprise development, education or training. Therefore as a positive action programme it has a strong correlation with the promotion of gender equality. Additionally there is also an emphasis on addressing the lack of confidence, low self-esteem and fear of failure with participants.

[12] Disadvantaged women including lone parents, women with substance misuse, domestic violence, mental health difficulties, LGBT community, offenders and ex-offenders

It is important that women with low skill levels can access training and education in order to increase their chances of employment. As the labour market conditions worsen, training and education will only become more vital, as women with low skills will find it increasingly difficult to obtain employment. Women are also disproportionately concentrated in low-pay occupations, with fewer options for advancement. This evidence shows that the EWM has a clear rationale in order to bridge inequality gaps and increase the labour market representation of women. Impact indicators include:

- Of the 8,944 women participants who took part in 'access to employment' EWM projects in the 2009-2012 period, 25.4% entered employment or further education;
- 67% reported that they would most likely not have obtained the job they were in, if they had not participated in the EWM; and
- 30% of those who entered training/education stated that their participation would most likely not have happened if they had not participated in the EWM

EWM projects are developing innovative work to engage women in education, training, employment and enterprise. The feedback from EWM projects highlights the importance of a women-centred and targeted support programme. A women-only environment has proved crucial in developing the confidence of many women and bringing them to a place where they can access mainstream training / education initiatives; start or grow a business and advance their careers. They use a variety of techniques and methodologies to build capacity, mentor and support the participation of women across a broad spectrum, from very marginalised and sometimes vulnerable women.

The projects have benefitted a diverse target group of women across all ages and include women who have experienced domestic abuse, migrants, lone parents, Travellers, women who are long-term unemployed, offenders, ex-prisoners, women experiencing addiction issues, women in business, aspiring entrepreneurs, women in employment and professional women. Most supports aim to provide a range of 'soft skills' in combination with accredited or skills-based courses, mentoring and placements in order to remove barriers to participation or progression in employment or enterprise.

ESF 2.9 - Equality Mainstreaming Approach

What actions have taken place over the last year to incorporate the principle of gender and wider equal opportunities into the Activity?

A. Gender

(a) Ongoing Actions:

Equality Mainstreaming Projects

During 2014 EMU continued its programme of equality mainstreaming work. It should be noted that this programme of supports is focused on supporting organisations to take action across the nine grounds covered by the equality legislation. However, activities funded often include a specific focus on gender issues or on gender as a horizontal issue across other groups experiencing inequality such as older women or Traveller women.

The following are some of the highlights from projects:-

The Immigrant Council of Ireland delivered a project with a focus on diversity and anti-racism training to staff in the public transport sector. Transport providers developed anti-racism/diversity strategies for their organisations. The project was developed in partnership with the main Dublin transport stakeholders such Dublin Bus, Irish Rail, Bus Éireann and

Veolia (LUAS). The Anti-Racism and Diversity Resource Pack for the Transport Sector was launched on 26th June 2014.

Cavan County Council delivered a project on equality mainstreaming through communication and training in the context of strengthening and promoting the Cavan Diversity Initiative and the Cavan County Council equality action plan. The project has produced a DVD on Equality in the Workplace training which includes the voices of local people from across the nine grounds. The DVD will be promoted as a training tool through a communication strategy and a number of training events for Cavan County Council Staff and the Cavan Community Forum. The DVD was launched on 20th June 2014.

BelongTo and ICTU joined forces to design, launch and promote a workplace campaign. The campaign was called "Stand-Up. Don't stand for Homophobia or Transphobia in the Workplace". BelongTo carried out a needs assessment among their stakeholders and then developed an online campaign. An on-line video "Stand-Up. Say No to Homophobia and Transphobia in the Workplace Your Union will stand up with you" was launched on 17hMay 2014 at the IBOA house.

See Change is a partnership of nearly 80 Irish organisations working together to challenge the stigma and discrimination associated with mental health problems. This project was aimed at challenging discrimination experienced by people with personal experience of a mental health issues in a workplace setting. The advisory committee set up for this project included the Equality Authority and some of See Change partners such as IBEC (Irish Business and Employers Confederation), Business in the Community Ireland (BITCI). Suicide or Survive (SOS), Sigmar Recruitment and EHA Occupational Health. See Change produced a case law review report on mental health in the workplace and a mental health policy template for employers. A training module based on these reports was devised and delivered to a group of employers.

Irish University Association (IUA) Equality Network 's project - Connect-ability- developed a model of inclusive workplace practices to ensure a workplace which is positively engaged in supporting people with disabilities applying to, or working in the Third Level sector. The IUA Equality network project carried out an audit on current policies and procedures in relation to staff with disabilities. The Connect-ability project focused on disability and retention in the workplace and targeted managers and line managers with policy guidance, information and training. The launch of the project was held in September 2014 in combination with a dissemination event for the Public Sector Equality Learning Network.

Equality Supports to Providers of Further Education and Training programmes
During 2014, thirteen organisations availed of equality supports. The supports included equality mainstreaming training, equality action planning, revision of admissions policies and reasonable accommodation policies, disability-specific initiatives and consultation with students and staff in relation to equality issues. Education and Training Boards, Colleges of Further Education and Community Education providers availed of these supports.
The organisations are as follows:-

- FESS – Further Education Support Services
- Co. Dublin VEC currently Dublin and Dun Laoghaire Education and Training Board)
- Dun Laoghaire VEC (currently Dublin and Dun Laoghaire Education and Training Board)
- Co. Limerick VEC (currently Limerick and Clare Education and Training Board)
- Co. Westmeath VEC (currently Longford and Westmeath Education and Training Board) Co. Clare VEC (currently Limerick and Clare Education and Training Board)
- Cavan -Monaghan Education and Training Board

- Aontas Community Education Network
- St Catherine's Community Services, Carlow
- Longford Women's Link
- Carlow Institute of Further Education
- Cavan Institute
- Coláiste Dhúlaigh College of Further Education

Public Sector Equality Learning Network
The Public Sector Equality Learning Network continued to meet during 2014. A learning event was held on 4th June on Equality Data Monitoring with inputs from the Equality Authority, Pavee Point, University College Dublin and the Public Appointments Service. A second learning event event was held on 30th September 2014 in Wynn's Hotel. The focus of this event was on sharing the learning and applying the tools developed by two disability mainstreaming projects carried out by the IUA Equality Network and See Change.

Equality Mainstreaming Conference
The annual Equality Mainstreaming Conference was held in Dublin Castle on 14 October 2014. Over 250 delegates attended. "Equality in Action" – a publication describing the programme of work funded from 2009 to 2013 in the Further Education and Training Sector was launched.

(b) New Actions:
None

B. Wider Equal Opportunities (excluding gender)

(a) Ongoing Actions:
As above

Progress against Indicators:

Indicator	Baseline Position	Latest Position
Number of enterprise-level Equality Supports delivered to enable employers to develop equality policies and strategies	0	282

ESF 2.10 - Integration of Migrants

What actions have taken place over the last year to incorporate the principle of gender and wider equal opportunities into the Activity?

A gender sensitive approach is undertaken by the Programme with particular regard given to those with primary responsibility for childcare, the vast majority of whom are women.

- Due to budget constraints, provision of a childcare subsidy ceased in 2012, our Psychosocial support officer assists single parents to access affordable childcare and in instances of particular hardship, to access small grants from other organisations.
- Overall flexibility of the Programme. Its part-time structure takes into account the need of women to care for their children
- Flexibility of the Training and Employment Officers in meeting their clients which takes into account the client's childcare responsibilities.

B. Wider Equal Opportunities (excluding gender)

(a) Ongoing Actions:

The EPIC programme provides equal access to all migrants who are legally entitled to work in Ireland and is specifically designed to support them to have equal access to employment, work placement, training and education opportunities. The programme provides participants with knowledge and information about Irish society to help increase integration. During 2014 a new presentation on 'Understanding the Irish Political System' was introduced.

The 9 grounds continue to be covered with EPIC participants within our EPIC Training Programme. The 9 grounds are part of BITC organisational policy and are respected by EPIC Programme staff in their work with EPIC participants.

(b) New Actions:

During 2014 resources were focussed on reaching more vulnerable immigrants, by linking in with organisations from the African and Indian communities, who face more barriers to employment, which resulted in an increase in the number of immigrants from those communities taking part in the EPIC Programme.

Progress against Indicators:

Indicator	Baseline Position (2011)	Latest Position (2014)
Male / Female ratio of clients participating in EPIC programme	Female – 157 (62%) Male – 98 (38%)	Female – 175 (57%) Male – 133 (43%)
Male / Female ratio of clients placed in employment or training/education by EPIC	Female – 119 (64%) Male – 68 (36%)	Female – 125 (62%) Male – 78 (38%)

What contribution is the measure making to the promotion of gender and wider equal opportunities?

All EPIC data on clients and the outcomes of the programme includes information on gender breakdown.

The EPIC Programme feeds directly into the goals of the National Action Plan for Social Inclusion 2007-2016 – Building an inclusive Society. All metrics are tracked along gender lines to monitor outcomes and levels of participation. During 2014, 57% of those who engaged with EPIC were women. The EPIC Programme considers gender sensitivities in dealing with the client group. Although EPIC no longer provide a childcare subsidy to lone parents due to budget restrictions, the programme supports lone parents to access low cost childcare, and in hardship cases helps them to access small grants from other organisations. The part time nature of the EPIC programme and flexibility in scheduling meetings goes some way to supporting the needs of women to care for their children. EPIC is age inclusive of all eligible adults. The Programme is flexible in its approach to dealing with the unique situations individuals can find themselves in. This is particularly true in relation to women who are experiencing domestic difficulties or have been the victims of human trafficking. During 2014, EPIC continued to work with a number of clients referred by agencies working with the victims of human trafficking, refugees etc. Additionally the programme provides extra support to clients coming through long term residence in Direct Provision centres which have a significant impact on their employability.

2. Social Inclusion

ESF 1.1 - Skills Training

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

(a) Ongoing Actions:

The Corporate Plan for SOLAS 2014-2016 sets out its vision, mission, core principles and high-level goals. The six high-level goals are linked to a programme of priority actions identified through policy, research and consultation.

SOLAS believes that the high-level goals are necessary, credible, achievable, and reflect a realistic assessment of the evidence and the current and projected FET environment in which SOLAS will operate.

One of the key goals (Goal 2) is "Supporting active Inclusion". SOLAS will ensure that funding is targeted at those groups most in need and that FET delivery supports individuals to progress in learning. SOLAS will develop options for integrating and embedding literacy and numeracy skills in mainstream FET provision, and will enable learners to achieve recognition and accreditation wherever possible. The following list of strategic objectives will be key to achieving the organisations high level goal of "Supporting Active Inclusion":

Strategic Objective 1 – Ensure effective targeting of provision and outcomes for priority groups.
Strategic Objective 2 – Identify and address barriers to participation.
Strategic Objective 3 – Support new forms of delivery and awareness-raising activity to increase engagement with literacy and numeracy provision.
Strategic Objective 4 – Embed basic skills provision within mainstream FET provision.
Strategic Objective 5 – Increase the opportunities for learners to achieve accreditation in order to support progression.

People with a disability

- In 2014, 80 people who were in receipt of a disability payment completed FÁS programmes with an additional 1,458 people completing Specialist Training Programmes.

Age Profile

- The number of young people under the age of 20 completing training programmes in 2014 was 3,553 of which 39% were female.
- A further 4,809 young people aged between the ages of 20-24 completed training programmes in 2014 of which 39% were female
- 1,915 people over the age of 50 completed training programmes in 2014, of which 41% were female.

What contribution is the Activity making to the promotion of social inclusion?

The development of the Further Education and Training Strategy 2014 - 2019 includes specific actions relating to active inclusion. In particular, a strategy for the promotion of literacy and numeracy in all further education and training programmes is laid out.

The training programmes delivered under the Activity addressed the needs of priority cohorts, including persons who are long-term unemployed, those who are disadvantaged or have low standards of education or qualification and those who have suffered job losses in sectors most impacted by the economic downturn. Community Training Centres offered provision for early school leavers. Local Training Initiative programmes provided opportunities for marginalised people who are unable to access other training interventions for personal, social or geographical reasons.

ESF 1.3 - Back to Education Initiative

(a) Ongoing Actions:

The overall aim of the Back to Education Initiative (Part-time) is to increase the participation of young people and adults with less than upper second level education in range of flexible learning options. A high priority is to target individuals and groups that experience particular and acute barriers to participation and the Operational Guidelines for the BTEI (Part-time) identify a number of specific target groups including disadvantaged men and women, lone parents, homeless people, substance misusers, ex-offenders. The Guidelines also set out principles to underpin planning and provision at local level which include innovation, learner centredness, equality, accessibility and inclusiveness, the recognition and accommodation of diversity, quality assurance, local consultation and an area based approach. Provision and delivery (e.g. timing, location, duration, methodologies and learner supports) are adapted to meet a wide range of learner needs.

With regard to social inclusion a number of actions are particularly of note:

- Providers engage in a wide local consultation process on an annual basis to identify priorities for course provision. This consultation process involves the target groups of the BTEI (Part-time), the local community, groups and organisations representative of particular interest groups.
- Outreach and predevelopment strategies are used to recruit and encourage participation by those least likely to take part in educational programmes.
- Guidance and mentoring are integrated into programmes to support completion and progression.
- The payment of a **training allowance** (including meal and travel allowances) is important to encourage the participation of some learners e.g. young learners aged 16-20 years of age who would be eligible for such an allowance if on a full-time programme.
- Childcare support is provided to enable participation by those with childcare needs and courses are often organised at times when children are at school.
- Flexible budget management enables providers to consider specific strategies to meet special needs e.g. building in extra tuition, use of artistic and other creative elements to encourage and support participation.
- BTEI eligibility criteria allows for **free tuition for any adult with less than upper second level education.** This encompasses those persons with a social welfare entitlement or medical card, those not in the labour market and those in employment who have less than upper second level education. The eligibility criteria includes access to free tuition for women in the home and for persons in low paid employment who have less than upper second level education.

(b) New Actions:
The FET Strategy published by SOLAS in May 2014 identifies active inclusion as its second strategic goal. The Strategy aims to support active inclusion across all Further Education and

Training programmes, as well as devising and implementing a strategy to promote literacy and numeracy across all programmes.

As previously reported, the reports from five development projects were disseminated during 2009 and reflected guidelines on social inclusion issues to support providers working with learners from a broad range of target groups. **During 2014,** these reports continued to provide support to providers in relation to the roll out of programmes with a strong social inclusion ethos. The reports are as follows:

- ***Certification Matters:*** *Guidelines to Support Certification Outcomes through Back to Education Initiative Funded Programmes.*
- ***Delivering Accredited Programmes to Learners with Disabilities****: Guidelines for Facilitating the Successful Delivery of Back to Education Initiative Funded Programmes to Learners with Disabilities.*
- ***Widening Participation in Adult Learning:*** *Guidelines for Effective Planning and Delivery of Back to Education Initiative Outreach Provision.*
- ***Promoting Access and Progression in Adult Learning:*** *Guidelines to Enhance Cooperation between Back to Education Initiative and Adult Literacy Service Programmes.*
- ***Increasing Men's Participation in Adult Learning****: Guidelines to Enhance Men's Engagement with Back to Education Initiative Funded Programmes.*

The guidelines on outreach have particular relevance to social inclusion. They highlight key issues in outreach work, the primary purpose of which is to widen access for new and non-traditional adult learners, particularly those who do not usually avail of educational provision.

The guidelines reflect Irish national policy priorities as well as current EU policy, as articulated in the Commission's Communication on Adult Learning, which emphasises the need for measures to bring provision closer to adult learners in their communities and workplaces.

Awards at Levels 1 and 2 on the National Framework of Qualifications have particular relevance for a key target group within BTEI, **people with disabilities**.

3. Progress against Indicators:

In total there were 29911 participants in courses under the BTEI (Part-time) in 2014, of which 68**% were women and 32% were men. Data for 2014 continue to demonstrate a strong focus on social inclusion, with the percentage of participants with less than upper second level education, dependent on social welfare support, increasing to 55% from 49% in 2013, as set out in the table below:**

Indicator: Number participating with less than upper second level education and dependent on social welfare support	**Male**	**Female**	**Total**	**% of participants**
Baseline Position 2007			15054	58%
2008	4115	10784	14899	55%
2009	4764	9540	14304	51%
2010	5307	9261	14568	52%
2011	6232	10116	16348	51%
2012	6216	9606	15822	49%
2013	6202	9234	15435	49%
2014	**6100**	**10541**	**16641**	**55%**

The table below shows the **education level and social welfare/economic status** of participants in 2014 as expressed through the BTEI (Part-time) funding categories. **58% of participants had less than upper second level education:**

BTEI (Part-time) Funding Category	Participants		Total
	Male	Female	
Category 2A: Persons in receipt of jobseeker payments or means tested social welfare payments and holders of medical cards and their dependents with less than upper second level education	5,540	8,700	**14,240**
Category 2B: Persons in receipt of jobseeker payments or means tested social welfare payments and holders of medical cards and their dependents with upper second level education	2,922	8,411	**11,333**
Category 3: Persons in employment or not in the labour market with less than upper second level education	791	2,252	**3,043**
Category 4: All others with upper second level education	233	1,062	**1295**
Total	**9,486**	**20,425**	**29,911**

ESF 1.4 - Undergraduate Skills

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

(a) Ongoing Actions:

Entry to undergraduate skills programmes is through the CAO process. Inclusion and access issues within these ICT courses are supported *under the complementary but separate third level access measure.*

The core objective of Ireland's Third-Level Access Measure continues to be to promote and facilitate social inclusion of under-represented student groups in further and higher education. The measure comprises of the Fund for Students with Disabilities and the Student Assistance Fund, both of which play a key role in widening participation. The funds are a key driver of increased participation and retention of students who have additional educational needs arising from a disability; students who are socio-economically disadvantaged; and students who are returning to education as first time, mature students (+23).

Last year thousands of students from the key target groups were supported in their studies with assistance from the Fund for Students with Disabilities or the Student Assistance Fund. The Fund for Students with Disabilities provides institutions with specific funding to support to people with disabilities. The supports provided are key to the inclusion of these students in higher education. Typical supports include assistive technologies and personal or academic support (e.g. personal assistance, study skills). The Student Assistance Fund allows institutions to provide financial support to students who require it. The fund provides funding to contribute to the costs of rent, childcare and other living expenses which are essential for the participation of students from socio-economically disadvantaged backgrounds.
Ireland's second *National Plan for Equity of Access to Higher Education 2008-2013* has concluded. A new plan for 2015-2019 is being finalised by the HEA in conjunction with the Department and key stakeholders. The plan will set out the overall objectives, actions and targets needed to achieve further increases in participation to higher education by under-represented groups. The plan is advised by the objectives and performance indicators for access and lifelong

learning that have been agreed by twenty-six higher education institutions with the Higher Education Authority (HEA) as part of the strategic dialogue process. This new process is steering the implementation of the National Strategy for Higher Education to 2030 and the specific priorities for higher education set out in the Department of Education and Skills (DES) Higher Education System Performance Framework for 2014-2016[13]. A first report on the performance of the higher education system has been published[14].

The following table provides a summary of progress on targets in the 2008-13 plan:

	Base rates	**Plan Target**	**Plan Outcome**
National Participation Rate (includes mature student entrants)	55%	65%	**69%**
National Participation Rate (17-to-19-year-olds only)	44%	-	**52%**
Participation of the age cohort from non-manual socio-economic backgrounds	27%	42%	**30%**
Participation of the age cohort from semi & unskilled socio-economic backgrounds	33%	45%	**36%**
Full-time mature student entrants	12.8%	20%	**13%**
Full and part-time mature student entrants	18%	27%	**20%**
Enrolments on flexible/part-time courses	7%	17%	**16%**
Non-standard entry routes (estimate)	24%	30%	**27%**
Target for lifelong learning	7.3%	17%	**7.1%**
Students with sensory, physical and multiple disabilities (combined)	466	932	**1,302**

(b) New Actions:

- The next National Access Plan is being finalised (2015 onwards).
- Reviews of the Fund for Students with a Disability and Student Assistance Fund will be progressed as part of the next National Access Plan. This will include consideration and updating of consultations and analysis conducted as part of a previous review process on the Fund for Students with Disabilities.

Progress against Indicators (where established):

Indicator	Baseline Position			Latest Position		
Number of additional students enrolled on key courses (Universities)		Male	Female		Male	Female
	BMW	438	117	BMW	666	270
	S&E	747	198	S&E	2,206	723
Number of additional students enrolled on key courses (IOTs)	BMW	322	85	BMW	1,599	256
	S&E	380	101	S&E	3,474	738

What contribution is the Activity making to the promotion of social inclusion?
The National Office provides a detailed report on social inclusion and data provided in this report encompasses the undergraduate skills programme.

[13] HEA-Higher-Education-System-performance-Framework-2014-2016.pdf
[14] Higher-Education-System-Performance-First-report-2014-2016.pdf

Inclusion and the creation of a more inclusive society are identified as one of the major challenges facing Ireland. Of particular importance is the need for equality of access to educational opportunities, having regard to the fact that the lack of educational experience and related qualifications militates against one's ability to participate fully in the economy, in employment and in society. As Ireland seeks to compete in the global knowledge economy the supply of graduates from groups traditionally associated with higher education will not be sufficient to meet demand. Ireland will therefore need to attract more students from traditionally underrepresented groups in order to enhance the national skills profile.

The Higher Education Authority (HEA), National Access Office, on behalf of the Department of Education and Skills, provides advice to the Department of Education and Skills on national policy for equality of access to higher education. This includes the development of National Access Plans and the monitoring and reporting on progress on the implementation of those plans, including the achievement of set targets and outcomes.

The HEA also, on behalf of the Department, is responsible for the administration of two funding programmes to support equity of access to higher education: the Student Assistance Fund and the Fund for Students with Disabilities

- The Student Assistance Fund is intended to tackle disadvantage by providing financial support to disadvantaged students who require additional financial support to enable them to fully benefit from their third-level studies. A gross allocation of € 8.35 million was approved in 2013-14 and a total of 15,004 students benefited from the Fund.

- The Fund for Students with Disabilities provides students with supports and services to enable them to access, to participate and to complete their course of study. A gross allocation of approximately €10.3 million was approved in 2014-15 supporting 10,011 students.

The HEA, in its administration of these funding programmes, provides financial support to students from under-represented groups studying in further and higher education, thereby promoting and enhancing social inclusion.

What contribution is the Activity making to the promotion of social inclusion?

A significant contribution is the provision of opportunities to learn through part-time mode in a wide range of locations and settings and at a variety of times. This accommodates provision for those who find full-time programmes inaccessible and are least likely to take part in courses in formal education settings. A high priority is to target individuals and groups that experience particular and acute barriers to participation and the Guidelines for the BTEI (Part-time) identify a number of specific target groups, including Travellers, Migrants and people with disabilities.

Data for both certification and progression are disaggregated by gender. In 2014, 41% of women participants and 36% of male participants achieved certification. The data also demonstrate that providers continue to maintain a strong focus on recruitment of unemployed people: 43% of participants in 2014 were unemployed.

ESF 2.2 – Disability Activation Project

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

(a) Ongoing Actions:

The principle of social inclusion is embedded in the DACT target group. Participants are drawn from the population of DSP illness/disability claimants, principally those in receipt of a means-tested payment (typically Disability Allowance) and can be classified as economically inactive. This group can experience difficult social conditions such as isolation, lack of autonomy, mental health issues. They also have a higher risk of poverty and experience a greater degree of social exclusion. Programme activities help to increase confidence and therefore increase the participants' ability to go into further education, training and ultimately secure employment. The project has also helped to increase employers' awareness of the potential of employing people with disabilities thereby promoting their social inclusion.

What contribution is the Activity making to the promotion of social inclusion?

The function of the DACT project is to develop effective routes to promote and support the progression of DSP illness/disability payment recipients into education, training and employment, who are at risk of social exclusion by virtue of their underlying disability or illness.

ESF 2.3 - Adult Literacy

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

(a) Ongoing Actions:
The literacy programme is provided free of charge to disadvantaged adults with low levels of literacy. The level of participation in literacy tuition by adults has increased annually from 5,000 in 1997 to 56,077 in 2014.

Specific initiatives were introduced to provide a broad range of literacy tuition options for learners. A 14 week intensive literacy and basic education programme, targeted at the most disadvantaged groups, was developed in 2006 in conjunction with NALA and the ETBI. The initiative, in which six hours of tuition is provided per week instead of the usual two hours, is delivered by ETBs throughout the country. Over 2,000 learners availed of the programme in 2014.

Funding is also provided for specially targeted literacy programmes, such as literacy for deaf people, literacy for people with dyslexia, literacy for Irish speakers and workplace literacy.

(b) New Actions:

The FET Strategy which was launched in May 2014 identifies literacy and numeracy as one of five high level strategic goals and provides a specific implementation strategy over the period 2015 to 2019, including ensuring increased participation with regard to priority target groups and broadening access routes and the range of provision.

SOLAS is currently engaging with ETBs in relation to the roll out of the literacy and numeracy strategy.

3. Progress against Indicators:

Indicator	Baseline Position	Latest Position
Participants in adult literacy provision	35,000	56,077

What contribution is the Activity making to the promotion of social inclusion?

The revised Operational Guidelines for Adult Literacy has placed a renewed emphasis on adults whose literacy and numeracy skills do not match Level 3 on the NFQ. Within this target group, priority is being given to unemployed adults and those with only a primary education or less and includes those individuals and groups that experience particular and acute barriers to participation.

The participation levels of men has increased at a faster rate than that of women between the years 2000 and 2013. The overall rate of participation between men and women continues to be at a ratio in the region of 40% to 60%. Since 2010 the male participation rate has increased from 40% to 44%.

Targeted provision of certain client groups such as men only, women only, family learning, workplace, travellers, deaf people, Irish speakers and people with dyslexia is also provided. Outreach activities are also undertaken to address specific groups that would not generally avail of tuition. An expanded range of provision and development of linkages with other agencies dealing with social disadvantage has also taken place to improve the quality of the service provided.

ESF 2.4 - Third Level Access

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

The core objective of Ireland's Third-Level Access Measure continues to be to promote and facilitate social inclusion of under-represented student groups in further and higher education. The measure comprises of the Fund for Students with Disabilities and the Student Assistance Fund, both of which play a key role in widening participation. The funds are a key driver of increased participation and retention of students who have additional educational needs arising from a disability; students who are socio-economically disadvantaged; and students who are returning to education as first time, mature students (+23).

Last year thousands of students from the key target groups were supported in their studies with assistance from the Fund for Students with Disabilities or the Student Assistance Fund. The Fund for Students with Disabilities provides institutions with specific funding to support people with disabilities. The supports provided are key to the inclusion of these students in higher education. Typical supports include assistive technologies and personal or academic support (e.g. personal assistance, study skills). The Student Assistance Fund allows institutions to provide financial support to students who require it. The fund provides funding to contribute to the costs of rent, childcare and other living expenses which are essential for the participation of students from socio-economically disadvantaged backgrounds.

Ireland's second *National Plan for Equity of Access to Higher Education 2008-2013* has concluded. A new plan for 2015-2019 is being finalised by the HEA in conjunction with the Department and key stakeholders. The plan will set out the overall objectives, actions and targets needed to achieve further increases in participation to higher education by under-represented groups. The plan is advised by the objectives and performance indicators for access and lifelong learning that have been agreed by twenty-six higher education institutions with the Higher Education Authority (HEA) as part of the strategic dialogue process. This new process is steering the implementation of the National Strategy for Higher Education to 2030 and the specific priorities for higher education set out in the Department of Education and Skills (DES) Higher

Education System Performance Framework for 2014-2016[15]. A first report on the performance of the higher education system has been published[16].

The table (see Table on page 42 above) provides a summary of the final outcome on those targets as assessed in 2014 and published[17] as part of the consultation process on the development of a new plan for 2015 onwards.

(b) New Actions:

- The next National Access Plan is being finalised (2015 onwards)
- Reviews of the Fund for Students with a Disability and Student Assistance Fund will be progressed as part of the next National Access Plan. This will include consideration and updating of consultations and analysis conducted as part of a previous review process on the Fund for Students with Disabilities.

Progress against Indicators (where established):

Indicator	Baseline Position	Latest Position
Number of students benefitting from the **Student Assistance Fund**	1,828 male, 2,281 female (2000/2001 figures)	6,240 male, 8,764 Female (2013/2014 figures)
Number of students benefitting from the **Fund for Students with Disabilities**	250 male, 261 female (2001/2001 figures)	5,072 Male, 4,939 Female (2014/2015 figures)

What contribution is the Activity making to the promotion of social inclusion?

Inclusion and the creation of a more inclusive society are identified as one of the major challenges facing Ireland. Of particular importance is the need for equality of access to educational opportunities, having regard to the fact that the lack of educational experience and related qualifications militates against one's ability to participate fully in the economy, in employment and in society. As Ireland seeks to compete in the global knowledge economy the supply of graduates from groups traditionally associated with higher education will not be sufficient to meet demand. Ireland will therefore need to attract more students from traditionally underrepresented groups in order to enhance the national skills profile.

The Higher Education Authority (HEA), National Access Office, on behalf of the Department of Education and Skills, provides advice to the Department of Education and Skills on national policy for equality of access to higher education. This includes the development of National Access Plans and the monitoring and reporting on progress on the implementation of those plans, including the achievement of set targets and outcomes.

The HEA also, on behalf of the Department, is responsible for the administration of two funding programmes to support equity of access to higher education: the Student Assistance Fund and the Fund for Students with Disabilities

- The Student Assistance Fund is intended to tackle disadvantage by providing financial support to disadvantaged students who require additional financial support to enable them to fully benefit from their third-level studies. A gross allocation of € 8.35 million was approved in 2013-14 and a total of 15,004 students benefited from the Fund.

[15] HEA-Higher-Education-System-performance-Framework-2014-2016.pdf
[16] Higher-Education-System-Performance-First-report-2014-2016.pdf
[17] Towards the Development of a new National Plan for Equity of Access to Higher Education (HEA, 2014)

- The Fund for Students with Disabilities provides students with supports and services to enable them to access, to participate and to complete their course of study. A gross allocation of approximately €10.3 million was approved in 2014-15 supporting 10,011 students.

The HEA, in its administration of these funding programmes, provides financial support to students from under-represented groups studying in further and higher education, thereby promoting and enhancing social inclusion.

ESF 2.5 - Youthreach and Travellers

(a) Ongoing Actions:

Ongoing actions to incorporate the principle in the measure include:

1. Training allowances
2. Travel and meal allowances
3. Accommodation allowances
4. Eligibility for free childcare under the Childcare in Education and Training Scheme (CETS), operated by the Department of Children and Youth Affairs (DCYA).
5. Guidance, counselling and psychological services
6. Access for staff to continuing professional development
7. Availability of National Co-ordinator.
8. Flexibility in the management and curriculum of the centres
9. A learning environment which is safe, structured and challenging
10. A process which is both participant centred and participant led, where the programme followed reflects learners identified interests and needs.
11. Methodology/pedagogy which begins with the young person
12. An emphasis on recognising and rewarding achievement rather than reinforcing failure
13. Programmes organised on the basis of a curricular matrix in which each teacher or trainer is implementing a range of trans-disciplinary curricular objectives (such as communication skills development, health and safety).

(b) New Actions:

The closure of separate Traveller Training Centres was completed in June 2012. However Travellers are free to access the full range of part time and full time Further Education programmes such as – Adult Literacy, Community Education, Back To Education Initiative (BTEI), Youthreach, VTOS and PLC.

In 2014 **382** Travellers participated in the Youthreach programme (11% of cohort) and **563** Travellers participated in BTEI courses (2% of cohort).

Progress against Indicators:

Indicator	Target 2013	Latest Position
No. of participants	3600	3603 approved places 3323 enrolled on 31/12/14
Programme completion and achieving certification	2196	2574 (77% of those enrolled)
Progression	710	682 (20% of those enrolled)

What contribution is the Activity making to the promotion of social inclusion?

Education plays a key role in the promotion of equality of opportunity and determines to a large extent the life chances of people. Youthreach is designed as part of an integrated strategy to address educational disadvantage in the context of a continuum of provision. The measure ensures that young people who have left school with no qualifications have a second chance to gain access, participate in and benefit from education of sufficient quality to allow them to find employment or to progress to further education and training. Support services are provided in recognition of the practical, emotional and social problems that many of the participants have. Their aim is to increase the capacity of the centres to cater for the needs of their participants and to provide links with community based health and social services.

Educational Status of Participants

	Male:	Female:	Total:
Primary or lower secondary education (ISCED 1 and 2)	1651	1324	2975
Upper secondary education (ISCED 3) (not completed or Leaving Certificate Applied)	66	87	153
Post-secondary non-tertiary education (ISCED 4)	N/A	N/A	N/A
Tertiary education (ISCED 5 AND 6)	N/A	N/A	N/A

89% of Youthreach participants in 2014 had only achieved lower secondary education and 25% had only completed primary education. An analysis of learner target group profile also demonstrates a strong focus on social inclusion in the programme. As stated above, 11% of participants in 2014 were Travellers. 7% of participants had disabilities, 5% were ex-offenders, 3% were lone parents, 4% were homeless and a further 3% were in care.

ESF 2.6 Garda Youth Diversion – IT Skills/Personal Development

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

(a) Ongoing Actions:
Projects continue to work with the same goals outlined in the progress report.

All the activities of the Garda Youth Diversion Projects (GYDPs) have an impact on social inclusion. In general, projects operate in disadvantaged areas and where there are higher crime patterns. Across the range of locations served by Garda Youth Diversion Projects there is a high degree of diversity in relation to the breadth and intensity of risks faced by young people. As an example, one project worker identified the following needs in their targeted group of young people: "offending behaviour, anti-social attitude/value system, education and/or employment difficulties, poor cognitive/social skills, poor empathy, literacy and poor numerical skills, anti-social peer network, alcohol and drug use, leisure/recreational issues, personality/behaviour problems, difficult family circumstances for example low family income and poor housing, poor parenting skills, criminal and anti-social parents and siblings, parental conflict and disrupted families". These are all factors in social exclusion and young people referred to the GYDPs will all experience at least one, and more frequently, multiples of these risk factors.

The participants of the IT/personal development courses in 2014 are therefore predominantly from areas that would be classified as being socially excluded where there are significant numbers of early school leavers, anti-social behaviour and underage drinking and/or drug

abuse. The personal development element of the funding tackles the development needs of project participants.

As set out in the Progress Report the courses approved are designed to provide the participant with the opportunity to assess their own behaviour and to think beyond short term gratification and to aim for long term goals in education and employment. Along with developing employable competencies such as team work, self- accountability, responsibility and creative thinking, the courses also enhance the youth's ability to be considerate of others, see the rewards of acting within the law and to move beyond collective/group thinking to making considered decisions.

(b) New Actions:
There have been no new actions undertaken in relation to Social Inclusion.

Progress against Indicators (where established):

Indicator	Baseline Position	Latest Position
• Unwillingness to reflect on own offending behaviour	• Unwillingness to reflect on own offending behaviour	• Participants given opportunity to change behaviour patterns
• Performance at school	• 86% of total participants attending formal education at primary and second level in 2008	• 92% of total participants attending formal education at primary and second level in 2014 with 2% in employment.
• Reflection on effect of offending behaviour on peers and neighbourhood	• Social acceptance of offending behaviour on peers and neighbourhood	• Heightened awareness of civic responsibility
• Certified qualification to enable entry or further progression into the workforce	• Participants are often early school leavers or have limited engagement with the education system	• Participants have gained a qualification and/or are more willing to return to school and gain qualifications
• Participation of minority groups in Sub Measure 1 courses	• 14% of participants on courses were from minority groups in 2008	• 11% of participants on courses were from minority groups in 2014

What contribution is the Activity making to the promotion of social inclusion?

<u>Access to projects / participation in projects:</u>
Referral to participate in a GYDP is defined in the Operational Requirements for Garda Youth Diversion Projects. The majority of referrals to a project will come from local Garda information sources and priority will be given to those considered suitable and admitted on to the Garda Juvenile Diversion Programme. The committee may also consider referrals made from other sources e.g. social workers, schools, residents, the Project Committee and self-referral. All project participants must be nominated through the Referral Committee.

Participants are categorised on the basis of primary referrals – those who have committed a crime, have been cautioned by the Gardaí and are on the statutory Diversion Programme and,

secondary referrals – those young people deemed at risk of being involved in anti-social or criminal behaviour. From early in 2011 Gardaí and youth justice workers were trained in the use of a risk assessment tool -Youth Level of Service – Case Management Inventory - Screening Version (YLS-CMI-Sv). The tool risk assesses those referrals in terms of their likelihood to be involved in criminogenic need factors. Referral committees cannot therefore alter or influence the social or ethnic composition of participants on GYDPs. In 2014, 4.6% of participants on Sub Measure 2.6 courses were from ethnic minorities, as shown above. The statistics gathered for youth crime in 2012 through the projects demonstrate the following:

Of the 880 participants under this measure in 2014, the majority were from socially disadvantaged areas, with 64.2% from RAPID areas. The Revitalising Areas by Planning, Investment and Development (RAPID) programme aimed at improving the quality of life and the opportunity available to residents of the most disadvantaged communities in Irish cities and towns. It aims, in a focused and practical way, to reduce the deprivations faced by residents of disadvantaged communities. It attempts to do this through targeting significant State resources at the needs of disadvantaged areas).

Once referred to a GYDP, access to programmes is equally available to all participants regardless of gender or ethnic background. Whilst the background of the participants cannot be influenced by IYJS, it is the aim of the projects to demonstrate to participants that it is of more benefit to them in the long term to be a positive contributor to society both socially and economically. It continues to be reported that a number of participants of the projects are returning to the project as volunteers to help other disadvantaged youths in the area.

ESF 2.7 Garda Youth Diversion – Additional Workers

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

(a) Ongoing Actions:

As outlined in the Progress Report for 2.7, IYJS, in consultation with its stakeholders, designed a capacity measurement form for projects to capture the added value arising from the employment of the additional worker. The data captured provides a project by project picture of the service delivery pre ESF worker and post ESF worker. It also provides case study examples of the impact of the additional worker.

The youth justice workers design and deliver programmes that will encourage the young person to reengage with schools and State services, develop long term achievable goals, become more informed of the effects of drugs and alcohol and, in general, become proactive members of society. In order to achieve this, the youth justice worker engages with the young people in one-to-one sessions, group work, drug awareness programmes, personal development and/or IT courses, educational/employment support and strengthening families programmes.

(b) New Actions:

No new actions to report.

Progress against Indicators (where established):

Indicator	Baseline Position	Latest Position
• Unwillingness to reflect on own offending behaviour	• 908 participants referred in 2008 were in programmes delivered by the additional youth justice worker	• 809 programmes were delivered in 2014 to 4,116 young people by the additional youth justice worker
• Lack of individual support to participants	• 40 youth justice workers recruited in 2008 to improve support to participants	• There were 126 separate employments of youth justice workers across 98 projects to improve support to participants
• Performance at school	• 284 participants attaining second level education in 2008	• **1,849** participants in primary or lower secondary education and 1,740 participants engaged in upper second level education in 2014
• Certified qualification to enable entry or further progression into the workforce	• Participants are often early school leavers or have limited engagement with the education system	• Participants have gained a qualification and/or are more willing to return to school and gain qualifications

What contribution is the Activity making to the promotion of social inclusion?

All the activities of the Garda Youth Diversion Projects (GYDPs) have an impact on social inclusion. In general, projects operate in disadvantaged areas and where there are higher crime patterns. Across the range of locations served by Garda Youth Diversion Projects there is a high degree of diversity in relation to the breadth and intensity of risks faced by young people. As an example, one project worker identified the following needs in their targeted group of young people: "offending behaviour, anti-social attitude/value system, education and/or employment difficulties, poor cognitive/social skills, poor empathy, literacy and poor numerical skills, anti-social peer network, alcohol and drug use, leisure/recreational issues, personality/behaviour problems, difficult family circumstances for example low family income and poor housing, poor parenting skills, criminal and anti-social parents and siblings, parental conflict and disrupted families". These are all factors in social exclusion and young people referred to the GYDPs will all experience at least one, and more frequently, multiples of these risk factors.

Access to projects / participation in projects:
Referral to participate in a GYDP is defined in the Operational Requirements for Garda Youth Diversion Projects.

Needs / Outcomes:
As outlined above, the work undertaken by the additional youth justice worker promotes social inclusion to a large extent. Often the work involves one to one sessions that not only allow the youth to reflect on their offending behaviour, but to also develop a sense of their own ambitions and long term goals.

The youth justice worker may also work directly with the families of the participants to provide them with the tools and knowledge to become positive influences in their child's life. The Strengthening Families Programme, in particular, continues to be successful in helping the families to understand how their behaviour/actions impact the family and also future generations.

ESF 2.8 - Equality for Women

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

Throughout 2014 EWM projects focussed on improving women's access to and participation in employment, education and training. This work is based on the need to break down the many barriers facing women, including structural barriers that prevent women from participating fully in society. EWM project activity equip women with targeted skills, knowledge and enhanced confidence to access employment and in doing so, to positively influence their quality of life and economic and social wellbeing.

- It is important that women with low skill levels can access training and education in order to increase their chances of employment. As the labour market conditions worsen, training and education will only become more vital, as women with low skills will find it increasingly difficult to obtain employment. Women are also disproportionately concentrated in low-pay occupations, with fewer options for advancement. This evidence shows that the EWM has a clear rationale for continuation in order to bridge inequality gaps and increase the labour market representation of women. The EWM provides opportunities to women who are experiencing social exclusion.

The project outputs for 2014 refer to 22 of the 23 projects that were funded under EWM 2014, from the period 1st Jan 2014 to end of April 2014 (for the 2013/2014 funding round) and for 18 of these projects for the period 17 Oct 2014 to 31st Dec 2014 (under the 2014/2015 funding round). Actions undertaken by EWM projects include: accredited and non-accredited skills-based training, personal development supports and individual/group mentoring. Other supports provided by projects are tailored to the needs of the particular group. For Access to Employment projects this can include CV and interview skills preparation, work placements, career guidance, life coaching and awareness raising in relation to the labour market.

- In 2014, **1,000 women** participated in initiatives that were funded under the 23 projects that constitute **Strand 1 (Access to Employment)**, bringing the cumulative total to 10,739. The regional breakdown for participants in 2014 is 32.0% from BMW and 68.0% from S&E. A total of 495 women achieved accreditation through certified training.
- Figures reported on the number of women who availed of training in 2014 shows an increase of (26%: 205) when compared with 2013, which reported a total of **795 women** who availed of training under **Strand 1 (Access to Employment)**, of which 230 achieved accreditation through certified training.
- It is reported that 240 (of the 795 women who availed of training under Strand 1 in 2013) were still engaged in employment or further education one year later.

The projects across the strand has benefitted a diverse target group of women across all ages and include women who have experienced domestic abuse, migrants, lone parents, Traveller women, women who are long-term unemployed, offenders, ex-prisoners and women experiencing addiction issues.

Progress against Indicators (where established):
Positive actions, undertaken under the individual strands of the Equality for Women Measure, are targeted at a broad range of women in Irish society. In 2014 the total number of women who have benefitted under the Measure included (Note – these data are not mutually exclusive):

- 573 unemployed women
- 316 early school leavers
- 312 who have completed secondary education and have no further qualifications
- 102 young people
- 137 older people
- 20 Minorities
- 126 Migrants
- 49 Women with disabilities
- 450 Others[18]

A recent evaluation study undertaken by the Department of Justice and Equality on the impact of the EWM programme made the following findings:

- A total of 8,944 participants took part in Strand 1 projects of the EWM (2009-2012) and immediately after leaving the projects, 25.4% of these participants entered employment or further education and 11.7% achieved certification or accreditation:
- 67% reported that they would most likely not have obtained the job they were in, if they had not participated in the EWM;
- 30% of those who entered training/education stated that would most likely not have happened if they had not participated in the EWM;
- Strand 1 has also fulfilled the objective to build the social skills of participants. Of the respondents who are currently still unemployed, 40 % feel confident about being able to enter employment in the future due to the training;

The above results indicate that the EWM is achieving its objectives and targets.

What contribution is the Activity making to the promotion of social inclusion?
The Equality for Women Measure in 2014 supported the delivery of initiatives by a range of different types of organisations and community groups and in doing so has ensured that the needs of women on the ground are fully taken into account within programme and project development. All of these organisations and groups have gained a greater awareness and understanding of the needs of women experiencing multiple forms of disadvantage and of the value of delivering local initiatives in response to these needs.

Research by Pobal who administer the EWM projects on behalf of the Department of Justice and Equality, discovered that EWM participants believed that the programme was instrumental in supporting women back into education and employment, thereby addressing the social inclusion objective.. The research also identified a number of elements associated with the EWM projects which are conducive to the promotion of inclusivity within groups:

- The ethos of the EWM projects was cited by a significant number of research participants as being pivotal to the success of the project. The initial sessions of the local projects were regarded as particularly pivotal in setting the tone for the projects and in promoting positive thinking;

[18] Disadvantaged women including lone parents, women with substance misuse, domestic violence, mental health difficulties, LGBT community, offenders and ex-offenders

- The provision of opportunities for women to take the first step towards the labour market through engagement with the EWM local projects was seen as crucial. These were opportunities that many of the participants would not have otherwise had;
- The creation of a 'safe place' where listening and a caring dimension is created and valued was regarded as central to the creation of the right environment for building confidence and achieving aims;
- EWM participants reported about the importance of a woman-only environment where many of the participants had shared experiences and objectives;
- The support and encouragement of co-ordinator and tutors was essential;
- Socialising and celebration of achievement was also deemed important;
- For some of the local projects, being based in existing support organisations/initiatives (CDP,LESN) was also important as it provided back up support during and beyond the project and signposting to other supports. Opportunities were also provided for participants to get involved in other activities outside the project which benefitted participants and also added to social inclusion;
- The group learning nature was crucial in creating sustainable ways of working collectively, often leading to 'buddy' learning and peer support. The affirmation from other women was crucial to the development of confidence and self-esteem and to challenging fear of failure. At the same time, individual back up support and mentoring was also considered crucial in order to work with people at their own pace; and
- Role models as learning strategies were seen as important for participants. Seeing how other women were able to achieve success was central to demystifying success and encouraging participants to seek their own progression.

Identify any issues arising that need to be drawn to the attention of the Managing Authority, the Equal Opportunities and Social Inclusion Co-ordinating Committee or other Departments.[19]

The type of challenges encountered by EWM projects in 2014 are varied but can be categorised as below:

- **Uncertainty in the current economic climate** has left many women cautious about taking on employment that is temporary and insecure. Many feel compelled to seek this type of work to help them meet the demands of their family life, however, most of this work is unskilled, offer little career progression and upskilling opportunities and in many cases leaves women uncertain about their future prospects.
- **Lack of confidence, poor self-esteem and fear of failure** remain a challenge for all project participants, regardless of socio-economic background. Projects reported that participants were affected by a multiple of issues which hindered active participation. This required additional support from the co-ordinator. Confidence building and gender specific 'soft' supports, particularly for participants who are marginalised and isolated e.g. sole carers, lone parents, long-term unemployed, migrant women should be factored into programmes on an ongoing basis.
- Projects identified that the **diversity of participants' general standard of education**, in relation to literacy/numeracy, presented a challenge in reaching goals. Some participants' level of English was weaker than others; and as a result they found it difficult to cope with the requirements (of essay writing for instance), and progress was very slow. This can present difficulties for tutors who try to tailor training to

[19] The issues could relate to specific implementation concerns e.g. collection of data, or could relate to more general findings concerning the principle in question e.g. a particular policy in another department is obstructing your Activity from promoting the principle.

balance the needs of those more educationally disadvantaged while keeping the advanced learners stimulated. This is not always an option particularly for accredited training programmes. **Additional learning supports** need to be factored into any initiative targeting women who are marginalised.

- A **shortage of affordable and flexible childcare** was identified as a major obstacle to many women participating in training and also considering employment/self-employment**.** Without suitable childcare and social welfare supports it is quite unrealistic to expect lone mothers to access the labour market effectively. Accessing employment or education will remain a key barrier for many women, particularly lone parents, who will remain in a 'poverty trap'.
- **Care work remains a predominantly female role**, which impacts on a woman's ability to participate in employment/training. Some projects identified that women dropped out of courses to meet childcare needs or were unable to enrol unless the courses were offered on a part-time basis. Balancing the caring roles of participants with the demands of any programme presents a real challenge, as women's education remains secondary to their 'gendered' caring role.
- The issues around engaging **women experiencing issues of homelessness and substance misuse**. Participants affected by these two barriers proves to be an ongoing challenge. Homelessness is a barrier to engagement and success as without an address access to social welfare is restricted and as a result presents barriers in addition to those already being experienced.
- In rural areas **transport continues to pose a barrier**; whilst projects endeavour to provide training in central locations, access to accredited training courses outside the main urban areas is difficult. Some projects identified that they would be in favour of opening the programme up to women from all parts of the country but the costs involved in travelling make it prohibitive for most women. Therefore, projects looking to engage women in 'new' areas have not yet yielded much success.

ESF 2.9 - Equality Mainstreaming Approach

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

(a) Ongoing Actions:

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

It is targeted at providers of vocational education, training and labour market programmes and small to medium enterprises and will leverage trade union and employer networks. It supports the development of equality mainstreaming approaches within institutions responsible for the delivery of further education and training and labour market programmes.

Equality Mainstreaming Projects

All projects approved for funding under the 'Call for Proposals for Equality Mainstreaming Projects' in 2013 were completed. The highlights from projects is outlined on page 50-52 (in the Gender & Equal Opportunities Section).

ESF 2.10 - Integration of Migrants

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

(a) Ongoing Actions:
The EPIC Programme works to support eligible adults from both outside the EU and from within the EU to empower and motivate them to seek employment and/or training/education, (one of the key indicators relating to integration) thus facilitating them in their journey towards enhanced integration within Irish society. Motivation was a key focus in EPIC during 2014. To support motivation during 2014, a total of 15 peer motivational talks were provided throughout the year delivered by staff members of Accenture, Alliance Worldwide Care, the Embassy of the Republic of Poland in Dublin, Veolia and by former clients in a volunteering capacity. The Peer speakers were immigrants who were at a more advanced stage in their integration journey having secured employment in Ireland. In 2014 we increased our emphasis on helping clients to manage stress and build resilience in response to an increasing level of presentation of issues of anxiety, depression and other problems. During 2014 our EPIC Social Support Officer saw homelessness/former homelessness emerge as a root cause of some of the above referred to issues. The typical EPIC clients with mental health concerns have a mild problem rather than a diagnosed mental illness and referrals by our EPIC Social Support Officer are often preventative solutions such as volunteering, holistic treatments or social activities.

In order to ensure the EPIC Programme is targeted at the most vulnerable immigrants living in Dublin, during 2014 work commenced to focus bringing the Programme to those immigrants most in need of the EPIC Programme support, by working to find ways to best reach and engage with organisations/groups in Ireland representing African and Indian communities. The impact of this focus was an increase in the number of immigrants from countries outside Europe accessing the EPIC programme during 2014.There is no financial cost to the EPIC participants and apart from the above; the only other eligibility criterion is a level of English which facilitates participation in the programme, and a requirement that applicants be living in Ireland for at least 6 months. Where potential participants do not pass the English language assessment, we use our English Language Referral Service to support applicants to improve their English to an acceptable level, allowing them to reapply to participate in the EPIC programme.

The EPIC programme actively targets organisations working in Ireland with disadvantaged immigrants who face many of the above barriers, identifying and providing information to African, Asian, Middle Eastern, Caribbean, Latin-American and European organisations. We ensure that our information dispersal has a significant reach, using inter-alia, editorials and articles in specialised media including native language newspapers and promotions in libraries, colleges and appropriate events. During 2014 we have significantly increased the usage of FACEBOOK for promotions, information, and have amassed over 1000 ‘likes’ during the course of 2014.

EPIC’s “Living and Working in Ireland” module runs over a two week period providing valuable information on services in Ireland, including but not limited to the under-noted:

Social Welfare to Work: Intercultural awareness in the workplace: Access to health: Access to Education, Professional Qualifications and Transferable Skills: Motivation: Wellbeing and managing stress. 2014 saw the introduction of a presentation on ‘The Political System in Ireland’.

During 2014 100 Living and Working in Ireland presentations took place within the EPIC Programme training.

EPIC structure incorporates support from a dedicated Psychosocial Support Officer. In 2014 the EPIC psychosocial support officer met with approximately 267 EPIC clients for a one off introductory meeting at the start of their pre-employment course, with follow up meetings as appropriate. The main issues presenting related to Social Welfare (19%) followed closely by mental health (21%) slightly up on last year. One significant change this year is an increase in people finding it difficult to access appropriate housing in Dublin, with 13% of EPIC clients presenting with housing related issues. As part of this service, the support officer links in with many additional support organisations including St. Vincent de Paul, Free legal Aid, Focus Ireland, Crosscare and Citizens Information.

(b) New Actions:

- Ongoing development of English Language Referral Service to facilitate EPIC applicants in sourcing English Language training to get them to a level whereby they can be re-assessed for inclusion in the EPIC programme
- Enhanced focus on working with Business to provide 'work experience placements' to proactively challenge the barrier of lack of Irish work experience on a migrant's CV, thus facilitating the client on his/her journey towards employment. Expansion of number of work placements to EPIC participants within companies who are members of BITCI, within BITCI and also in other companies.
- More active use of EPIC Facebook page during 2014 to post information about events and activities that promote social integration. The number of likes amassed by Facebook at end 2014 was over 1000.
- Development of an EPIC group on Linked In to facilitate sharing of information on companies, job opportunities and information to increase employability skills.
- Set up of Linked in 'Job Motivator' to provide support, information in relation to the many aspects of looking for a job in Ireland.
- The EPIC training was revised on an ongoing basis during 2014 to meet our clients' needs
- Continuing the KPMG Financial Services Mentoring programme for EPIC clients. This was taken up by 4 EPIC clients and continues at the end of 2014
- Enhanced drive to link in with Business to build new/maintain existing links with businesses who support the EPIC programme through skills sharing workshops, work placements, peer talks, and other activities etc – BT, CPL, Mercury, Accenture, KPMG, eBay, Bank of Ireland, Veolia and others.
- Introduction of 'Well being and managing stress' presentations into the EPIC training programme
- Focus on promoting EPIC to organisations and individuals working with non-EU migrants to increase participation

Progress against Indicators (where established):

Indicator	Baseline Position (2014 Targets)	Latest Position (31st Dec 2014)
Referrals	300	535
Engaged	270	308
Employment Placements	105	110
Training/Education Placements	105	93
Total Placements	210	203

Definitions:-

Referrals	Immigrants who contacted the programme for assessment
Engaged	Clients who participated in the EPIC programme
Employment Placements	EPIC clients who were placed in employment
Training/Education Placements	EPIC clients who were placed in training or education

What contribution is the Activity making to the promotion of social inclusion?

The EPIC Programme feeds directly into the goals of the National Action Plan for Social Inclusion 2007-2016 – Building an inclusive Society. All metrics are tracked along gender lines to monitor outcomes and levels of participation. During 2014 57% of those who engaged with EPIC were women, 43% were men. The part time nature of the EPIC programme and flexibility in scheduling meetings goes some way to supporting the needs of women to care for their children. EPIC is age inclusive of all eligible adults. Where needed, EPIC supports parents to access low cost childcare and external grants to help childcare costs in hardship cases.

Chapter 5

5. Coherence and Concentration

Links with the European Employment Strategy and the National Reform Programme

The Employment Guidelines (2005-2008)

- **Guideline No.17:** Implement employment policies aiming at achieving full employment, improving quality and productivity at work, and strengthening social and territorial cohesion
- **Guideline No.18:** Promote a lifecycle approach to work
- **Guideline No.19:** Ensure inclusive labour market, enhance work attractiveness, and make work pay for job-seekers, including disadvantaged people, and the inactive
- **Guideline No.20:** Improve matching of labour market needs
- **Guideline No.21:** Promote flexibility combined with employment security and reduce labour market segmentation, having due regard to the role of the social partners
- **Guideline No.22:** Ensure employment-friendly labour cost developments and wage-setting mechanisms
- **Guideline No.23:** Expand and improve investment in human capital
- **Guideline No.24:** Adapt education and training systems in response to new competence requirements

TABLE No. 2											
Priority	**No.**	**2014 Total Expend. (€m)**	**2014 ESF Expend. (€m)**	**Employment Guidelines**							
				NO.17	**NO.18**	**No.19**	**NO.20**	**NO.21**	**NO.22**	**NO.23**	**NO.24**
Increasing Activation of the Labour Force											
Skills Training	1.1	155,736,000	18,300,000	**X**						**X**	**X**
Back to Education Initiative	1.3	4,331,318	2,165,659	**X**						**X**	**X**
Undergraduate Skills	1.4	2,750,000	1,375,000	**X**						**X**	**X**
Labour Market Education and Training Fund	1.7	4,620,724	2,310,362	**X**						**X**	**X**
Increasing Participation and Reducing Inequality in the Labour Force											
Disability Activation Project	2.2	3,046,444	1,523,222	**X**		**X**				**X**	**X**
Adult Literacy	2.3	5,032,384	2,516,192	**X**						**X**	**X**
Third Level Access	2.4	3,000,000	1,500,000	**X**						**X**	**X**
YouthReach and Travellers	2.5	12,703,264	6,351,632	**X**						**X**	**X**
Garda Youth Diversion - IT Skills/Personal Development	2.6	106,656	53,328	**X**		**X**				**X**	**X**
Garda Youth Diversion – Additional Workers	2.7	3,427,192	1,713,596	**X**		**X**				**X**	**X**
Positive Actions to Promote Gender Equality	2.8	569,032	284,516	**X**	**X**					**X**	**X**
Equality Mainstreaming Approach	2.9	162,312	81,156	**X**	**X**					**X**	**X**
Social & Employ Integration of Migrants	2.10	170,740	85,370	**X**		**X**				**X**	**X**
Technical Assistance Priority											
OP Technical Assistance	3.0	377,474	188,737								
Technical Assistance for Positive Actions to Promote Gender Equality	3.3	0	0								
TOTAL:		**196,033,540**	**38,448,770**								

Ireland's National Reform Programme sets out, *inter alia,* the key labour market policies that will contribute to the achievement of the Lisbon Agenda. It states that Ireland will focus in particular on two major challenges:

1) ensuring an adequate supply of labour to meet the needs of the economy and to sustain economic growth. Labour will be supplied through a number of sources: the underlying population increase; increased participation by the unemployed and other groups outside the labour force, and migration.

2) maintaining a strong focus on education and training, including lifelong learning and training for those in employment to ensure the development of a high skilled, adaptable workforce.

The Activities contained in the HCI OP continue to provide various means through which these objectives have been pursued.

Chapter 6 Technical Assistance

TECHNICAL ASSISTANCE PRIORITY

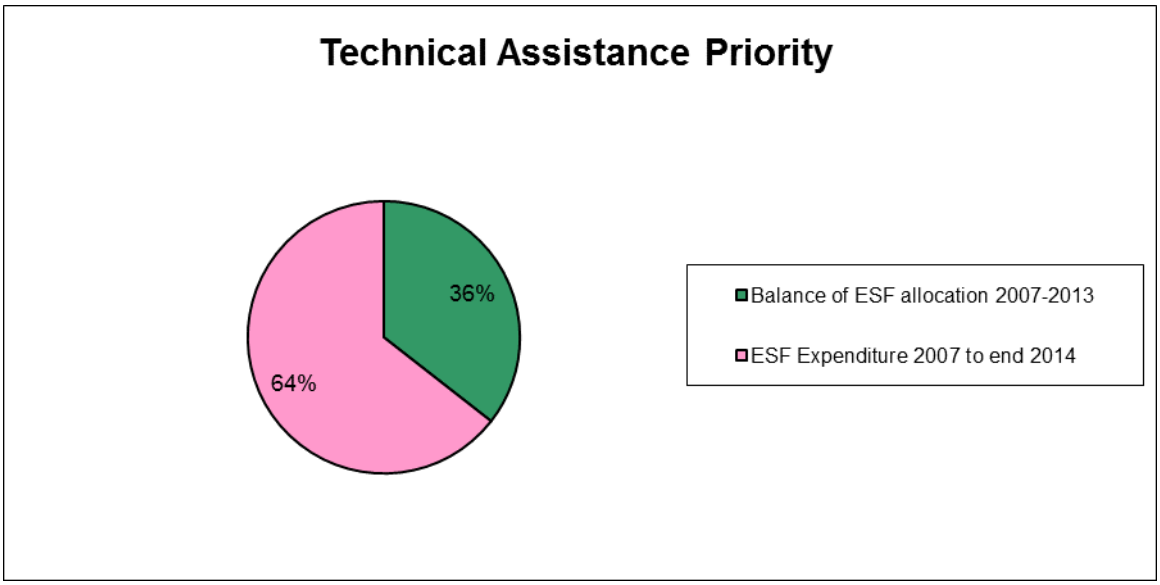
3.0 Technical Assistance

The Technical Assistance Priority covers certain costs in relation to certain areas of activity including the costs of the Audit Authority (ESF Financial Control Unit, DES); Monitoring Committee meetings; management, monitoring, implementation and control of the OP; evaluations and activity level/thematic evaluations; seminars; the computer-based integrated data management system; Information and publicity, document printing and other costs; Transnational activities; and participation in ESF-related activities nationally and at EU level.

Total expenditure on the **Technical Assistance Priority** for the year 2014 was €0.572 million (or 7.79% of the overall forecast for the OP).

The ESF expenditure for the period was €0.286 million (7.79% of forecast for the OP).

The table below shows the ESF ***allocation*** for the Priority for the period 2007 to the end of 2014 (€4.735m) and the total ESF ***expenditure*** to the end of 2014 (€ 2.368m). This equates to 60.47% of the total expenditure for the period.



Summary of expenditure - Technical Assistance Priority

NATIONAL & SAE

	Total	Total	ESF	National	Private
€m	**Structural**	**Co-financed Public**		**Public**	
2007 Forecast (revised)	1.680	1.680	0.840	0.840	0.000
2007 Expenditure	0.024	0.024	0.012	0.012	0.000
% of OP Forecast	1.43%	1.43%	1.43%	1.43%	
2008 Forecast (revised)	1.320	1.320	0.660	0.660	0.000
2008 Expenditure	0.425	0.425	0.213	0.213	0.000
% of OP Forecast	32.22%	32.22%	32.22%	32.22%	
2009 Forecast (revised)	1.020	1.020	0.510	0.510	0.000
2009 Expenditure	0.880	0.880	0.440	0.440	0.000
% of OP Forecast	86.28%	86.28%	86.28%	86.28%	
2010 Forecast (revised)	0.720	0.720	0.360	0.360	0.000
2010 Expenditure	0.912	0.912	0.456	0.456	0.000
% of OP Forecast	126.66%	126.66%	126.66%	126.66%	
2011 Forecast (revised)	1.213	1.213	0.606	0.606	0.000
2011 Expenditure	0.802	0.802	0.401	0.401	0.000
% of OP Forecast	66.10%	66.10%	66.10%	66.10%	
2012 Forecast (revised)	0.639	0.639	0.320	0.320	0.000
2012 Expenditure	0.609	0.609	0.304	0.304	0.000
% of OP Forecast	95.29%	95.29%	95.29%	95.29%	
2013 Forecast (revised)	0.756	0.756	0.378	0.378	0.000
2013 Expenditure	0.511	0.511	0.255	0.255	0.000
% of OP Forecast	67.57%	67.57%	67.57%	67.57%	
Jan to Dec 2014 Expenditure	**0.572**	0.572	**0.286**	0.286	
% of OP Forecast	**(7.79%)**	(7.79%)	**(7.79%)**	(7.79%)	
Cum. Forecast 2007 -2013 (revised)	**7.348**	7.348	**3.674**	3.674	0.000
	(100%)	(100%)	**(100%)**	(100%)	
Cum. Expenditure 2007 – 2014	**4.735**	4.735	**2.368**	2.368	
% of total OP Forecast (2007-13)	**64.44%**	64.44%	**64.44%**	64.44%	

Chapter 7

Information and Publicity

This chapter seeks to assess the results of the information and publicity measures in terms of visibility and awareness of operational programmes and the role played by the Community" (Art. 4 (2), of the implementing Regulation).

The ESF contribution continues to be highlighted at all award ceremonies in projects co-funded by the ESF and appropriate media coverage is sought on these occasions.

The ESF MA again devoted considerable time and resources to continuing to highlight the role of the ESF in Ireland e.g., by the publication of Newsletters and publicity material disseminated to the IBs and also to project level. The ESF website www.esf.ie was updated regularly throughout 2014.

Publicity

Activities under the OP are complying with the publicity requirements (both national and EU). The ESF Managing Authority has continued to emphasise to Intermediate Bodies the necessity to comply with their Publicity obligations under the OP.

The support of the ESF and the Exchequer is acknowledged on all relevant publications and material. The EU flag was permanently displayed outside the ESF MA's premises in Marlborough Street, Dublin, 1 during 2014.

ESF WEBSITE:

The ESF website continues to be the main source of information on the ESF in Ireland. The website contains all the relevant information in relation to eligibility and compliance with the EU Commission's requirements for European Social Funding.

In 2014, there were a total of 10,204 visitors to the ESF website, demonstrating its use as a source of information on the ESF in Ireland.

- The Human Capital Investment Operational Programme 2007-2013
- All the current EU Regulations pertaining to the 2007-2013 round of funding. The EU Regulations in relation to the previous round, 2000-2006, are also available there.
- ESF Certifying Authority, Department of Education and Skills Circular 1/2012 (Replacing ESF Certifying Authority, Circular 1/2008) - *Eligibility rules for the European Social Fund (ESF) 2007-2013 under the National Strategic Reference Framework*
- The ESF Circulars for use by the Intermediate Bodies, the Public Beneficiary Bodies and the Projects - *Eligibility rules for the European Social Fund (ESF) 2007-2013 under the National Strategic Reference Framework*
- The Department of Finance Circular on eligibility of expenditure and compliance: *Circular 12/2008 Financial Management and Control Procedures for the EU Structural Funds Programmes 2007-2013*

- The National Strategic Reference Framework
- ESF Guidelines on Publicity: http://www.esf.ie/en/publicity_info_guidelines.aspx
- The relevant ESF and National Logos: http://www.esf.ie/en/logos.aspx
- All the documentation from the Monitoring Committee meetings held from 2007 to 2014 can be found on the website also at the following link: http://www.esf.ie/en/hci_monitoring_meetings.aspx. The documentation from the previous round (2000-2006) is available too.
- The current list of Beneficiaries for 2014 is available on the website at: http://www.esf.ie/en/hci-overview.aspx
- The ESF Newsletter for the years 2008 - 2014 are available on the website at: http://www.esf.ie/en/publicity_newsletter.aspx .

THE ESF NEWSLETTER 2014

The sixth issue of the ESF Newsletter highlighted some of the achievements of the ESF in Ireland. The articles showed the variety of projects that benefited from the ESF during the year.

ESF CALENDAR

The Managing Authority again produced its ESF (desk) Calendar in 2014. The calendar contained photos of twelve projects representing all the Activities under the HCI OP. The calendar continues to be popular amongst IBs and PBBs

INFORMATION AND PUBLICITY INDICATORS

Indicator Type	Indicator	Baseline 2007	Mid-term 2010 (per annum)	2007-2014	2014	Final Target 2014 (per annum)
Output (Key management indicator)	Number of People requesting/accessing Information (Website/Public Information Office)	0	5,000 hits		10,204	10,000 hits
Output	Number of high profile annual information activities	1 activity	1 activity	1 (2007)		1 activity
Output	Number of seminars /presentations?	1 activity	2 activity	1 (2008) 1 (2009) 1 (2010)		2 activity
Output	Number of ESF publications produced	1 item	2 items	1 Guidelines on Publicity Newsletter (2008; 2009; 2010; 2011; 2012) 1 Calendar ESF Projects (2010; 2011; 2012)	1 Newsletter (2014) 1 Calendar (2014)	2 items
Output	Number of articles on ESF	1 item	2 items		3	2 items

Publication: Northside People West
Date: Wednesday, May 28, 2014
Page: 3
Extract: 1 of 2
Circulation: 45,000
Author: Jack Gleeson
Headline: Euro jobs chief visits Ballymun

Euro jobs chief visits Ballymun

Jack Gleeson

ONE of Europe's most influential figures when it comes to jobs visited Dublin last week to see first hand the Youth Guarantee pilot project in Ballymun.

The EU-wide initiative is providing up to €8 billion for jobs, training and education for under 25s and Ballymun was selected as one of just 18 areas across Europe to pilot the scheme.

Last week European Commissioner for Employment, Social Affairs and Inclusion, László Andor, was welcomed to Ballymun by Minister for Social Protection, Joan Burton to see how the project was working on the ground.

The guarantee is designed to ensure all under 25s receive a good quality offer of employment, continued education, an apprenticeship or a traineeship within four months of leaving formal education or becoming unemployed.

It was developed in response to the youth unemployment crisis across Europe where an estimated 7.5 million young people aged 15-24 are not employed, not in education and not in training.

Commissioner Andor and Minister Burton worked closely to secure the agreement of Member States on the Youth Guarantee during Ireland's Presidency of the European Council in 2013.

The selection of Ballymun for a pilot project was seen as a major boost for what is one of the areas hardest hit in Ireland by unemployment.

During his visit Commissioner Andor recalled what he described as "the invaluable drive and commitment" of Minister Burton to adopt the Youth Guarantee.

"I thank Ireland for the important concrete steps it has already taken to implement the scheme," he said.

"The Youth Guarantee pilot project in Ballymun, one of the 18 that the Commission is currently co-financing, is an ambitious project, and one that will give us valuable experience on how to develop the Youth Guarantee not only in Ireland but in all Member States.

"It is also an inspiring example of how Ireland has set to good use available funding from the European Social Fund. I now encourage the Irish authorities to continue their good work to put the guarantee into effect."

Minister Burton said Commissioner Andor had been instrumental in the development of the Youth Guarantee.

"I'm delighted to welcome him to Ballymun to see the pilot project at first hand," she said.

"In Ireland, we have made good progress in reducing unemployment generally, including youth unemployment, but we have much more to do. The Guarantee is central to that process, and is about ensuring young jobseekers have the work, training and education opportunities they need."

Earlier this year Minister Burton launched an implementation plan setting out how the Guarantee will be implemented nationwide over the course of 2014 and 2015.

"The very encouraging work undertaken in Ballymun to date will provide important lessons for us in implementing the Guarantee in other parts of the country so that our young jobseekers get the chance to build the best possible futures for themselves, their families and their communities," she continued.

The Ballymun pilot involves an initial group engagement at the local Intreo office, the Department's 'one stop shop' service where jobseekers get income and employment supports in the one place.

Jobseekers are then referred to the local Employment Service for a one-to-one interview with a career guidance worker where a personal progression plan is agreed.

Based on an assessment of needs, the person will be guaranteed an offer of basic skills development, further education or training, work experience or employment within four months.

All people under 25 on the Live Register in the Ballymun area are eligible for the pilot.

Over the course of this year, processes and programmes will be progressively rolled out to ensure that young unemployed across Ireland who have a low probability of finding employment without significant support will receive a Youth Guarantee offer within four months.

LIST OF BENEFICIARIES 2014

Total Public Funding Allocated under European Social Fund	Name of Intermediate Body and Public Beneficiary Body	Operation	Location/Name of Beneficiary
PRIORITY ONE: Increasing Activation of the Labour Force			
€346,379,016	FÁS	Skills Training	Dublin CC
		Skills Training	Fingal
		Skills Training	Dun-Laoghaire Rathdown
		Skills Training	South Dublin
		Skills Training	Co Clare
		Skills Training	Co Limerick
		Skills Training	Limerick City
		Skills Training	Carlow
		Skills Training	Waterford City
		Skills Training	Wexford
		Skills Training	Cork City
		Skills Training	Co Cork
		Skills Training	Kerry
		Skills Training	Cavan
		Skills Training	Donegal
		Skills Training	Leitrim
		Skills Training	Louth
		Skills Training	Monaghan
		Skills Training	Sligo
		Skills Training	Laois
		Skills Training	Longford
		Skills Training	Offaly
		Skills Training	Westmeath
		Skills Training	Co Galway
		Skills Training	Galway City
		Skills Training	Mayo
		Skills Training	Roscommon
€33,661,496	Dept of Education and Skills/	Back to Education Initiative	Carlow VEC
	Vocational Education Committees (VEC)	Back to Education Initiative	Cavan VEC
		Back to Education Initiative	Clare VEC
		Back to Education Initiative	Cork City VEC
		Back to Education Initiative	Co. Cork VEC
		Back to Education Initiative	Donegal VEC
		Back to Education Initiative	Dublin City VEC

		Back to Education Initiative	**Co. Dublin VEC**
		Back to Education Initiative	**Dun Laoghaire VEC**
		Back to Education Initiative	**Co. Galway VEC**
		Back to Education Initiative	**Galway City VEC**
		Back to Education Initiative	**Kerry VEC**
		Back to Education Initiative	**Kildare VEC**
		Back to Education Initiative	**Kilkenny VEC**
		Back to Education Initiative	**Laois VEC**
		Back to Education Initiative	**Leitrim VEC**
		Back to Education Initiative	**Limerick City VEC**
		Back to Education Initiative	**Co. Limerick VEC**
		Back to Education Initiative	**Longford VEC**
		Back to Education Initiative	**Louth VEC**
		Back to Education Initiative	**Mayo VEC**
		Back to Education Initiative	**Meath VEC**
		Back to Education Initiative	**Monaghan VEC**
		Back to Education Initiative	**Offaly VEC**
		Back to Education Initiative	**Roscommon VEC**
		Back to Education Initiative	**Sligo VEC**
		Back to Education Initiative	**Tipperary North Riding VEC**
		Back to Education Initiative	**Tipperary South Riding VEC**
		Back to Education Initiative	**Co. Waterford VEC**
		Back to Education Initiative	**Westmeath VEC**
		Back to Education Initiative	**Wexford VEC**
		Back to Education Initiative	**Wicklow VEC**
€37,173,804	**Dept of Education and Skills/**	**Undergraduate Skills**	**Athlone Institute of Technology**
	Higher Education Authority (HEA)	**Undergraduate Skills**	**Dundalk Institute of Technology**
		Undergraduate Skills	**Galway Mayo Institute of Technology**
		Undergraduate Skills	**National University of Galway**
		Undergraduate Skills	**Letterkenny Institute of Technology**
		Undergraduate Skills	**Sligo Institute of Technology**
		Undergraduate Skills	**Blanchardstown Institute of Technology**
		Undergraduate Skills	**UCC**
		Undergraduate Skills	**Cork Institute of Technology**
		Undergraduate Skills	**Carlow Institute of Technology**
		Undergraduate Skills	**DCU**
		Undergraduate Skills	**Dun Laoghaire Institute of Art and Design**
		Undergraduate Skills	**DIT**
		Undergraduate Skills	**Limerick Institute of Technology**
		Undergraduate Skills	**University of Limerick**
		Undergraduate Skills	**National University of Ireland Maynooth**
		Undergraduate Skills	**Tallaght Institute of Technology**
		Undergraduate Skills	**Tralee Institute of Technology**
		Undergraduate Skills	**Trinity College**
		Undergraduate Skills	**Waterford Institute of Technology**

		Undergraduate Skills	**Tipperary RBDI**
€ 29,500,000	**Dept of Education and Skills/**	**(1) Labour Market Activation Fund and (2) LMETF (Momentum)**	**Not available yet**
	Labour Market Activation Fund		
PRIORITY: Increasing Participation and Reducing Inequality in the Labour Force			
€10,000,000	**Dept of Social Protection**	**Disability Activation Project**	**Mullingar, Co. Westmeath**
€97,760,084	**Dept of Education and Skills/**	**Adult Literacy**	**Carlow VEC**
	Vocational Education Committees (VEC)	**Adult Literacy**	**Cavan VEC**
		Adult Literacy	**Clare VEC**
		Adult Literacy	**Cork City VEC**
		Adult Literacy	**Co. Cork VEC**
		Adult Literacy	**Donegal VEC**
		Adult Literacy	**Dublin City VEC**
		Adult Literacy	**Co. Dublin VEC**
		Adult Literacy	**Dun Laoghaire VEC**
		Adult Literacy	**Galway City VEC**
		Adult Literacy	**Co. Galway VEC**
		Adult Literacy	**Kerry VEC**
		Adult Literacy	**Kildare VEC**
		Adult Literacy	**Kilkenny VEC**
		Adult Literacy	**Laois VEC**
		Adult Literacy	**Leitrim VEC**
		Adult Literacy	**Limerick City VEC**
		Adult Literacy	**Co. Limerick VEC**
		Adult Literacy	**Longford VEC**
		Adult Literacy	**Louth VEC**
		Adult Literacy	**Mayo VEC**
		Adult Literacy	**Meath VEC**
		Adult Literacy	**Monaghan VEC**
		Adult Literacy	**Offaly VEC**
		Adult Literacy	**Roscommon VEC**
		Adult Literacy	**Sligo VEC**
		Adult Literacy	**Tipperary North Riding VEC**
		Adult Literacy	**Tipperary South Riding VEC**
		Adult Literacy	**Waterford City VEC**
		Adult Literacy	**Co. Waterford VEC**
		Adult Literacy	**Westmeath VEC**
		Adult Literacy	**Wexford VEC**
		Adult Literacy	**Wicklow VEC**

€20,370,980	Dept of Education and Skills/	Third Level Access	Athlone Institute of Technology
	National Access Office (NAO)	Third Level Access	Dundalk Institute of Technology
		Third Level Access	Galway-Mayo Institute of Technology
		Third Level Access	Letterkenny Institute of Technology
		Third Level Access	Sligo Institute of Technology
		Third Level Access	Co. Cavan VEC
		Third Level Access	Galway City VEC
		Third Level Access	Co. Longford VEC
		Third Level Access	Co. Louth VEC
		Third Level Access	Co. Monaghan VEC
		Third Level Access	Co. Sligo VEC
		Third Level Access	Co. Leitrim VEC
		Third Level Access	Co. Mayo VEC
		Third Level Access	Co. Roscommon VEC
		Third Level Access	Co. Laois VEC
		Third Level Access	St. Brigids Secondary School
		Third Level Access	Monaghan Institute of Education
		Third Level Access	St. Josephs Athlone
		Third Level Access	Loretto College Donegal
		Third Level Access	Moate Business School
		Third Level Access	St. Angelas
		Third Level Access	Portumna Community School
		Third Level Access	Carndonagh Community School
		Third Level Access	Co. Donegal VEC
		Third Level Access	St Louis Secondary School
		Third Level Access	Sacred Heart Sec School Westport
		Third Level Access	Carrick on Shannon Community School
		Third Level Access	St. Marys Secondary School Ballina
		Third Level Access	Cork Institute of Technology
		Third Level Access	DIT
		Third Level Access	Dun Laoghaire Institute of Art & Design
		Third Level Access	Tallaght Institute of Technology
		Third Level Access	Tipperary Institute of Technology
		Third Level Access	Tralee Institute of Technology
		Third Level Access	Waterford Institute of Technology
		Third Level Access	UCD
		Third Level Access	UCC
		Third Level Access	TCD
		Third Level Access	NUIM
		Third Level Access	DCU
		Third Level Access	St. Patrick College Drumcondra
		Third Level Access	UL
		Third Level Access	Mary Immaculate College
		Third Level Access	Royal College of Surgeons
		Third Level Access	National College of Art and Design
		Third Level Access	Law Society of Ireland
		Third Level Access	Co. Carlow VEC
		Third Level Access	Cork City VEC

		Third Level Access	**Co. Cork VEC**
		Third Level Access	**Co. Dublin VEC**
		Third Level Access	**Dublin City VEC**
		Third Level Access	**Dun Laoghaire VEC**
		Third Level Access	**Co. Kilkenny VEC**
		Third Level Access	**Limerick City VEC**
		Third Level Access	**Co. Wexford VEC**
		Third Level Access	**Co. Meath VEC**
		Third Level Access	**Co. Tipperary SR VEC**
		Third Level Access	**Co. Limerick VEC**
		Third Level Access	**Waterford City VEC**
		Third Level Access	**Co. Kerry VEC**
		Third Level Access	**Co. Wicklow VEC**
		Third Level Access	**Cashel Community School**
		Third Level Access	**Kilrush Community School**
		Third Level Access	**St. Patrick College Carlow**
		Third Level Access	**Central College Limerick**
		Third Level Access	**Donahies Community School**
		Third Level Access	**St. Marys School for Deaf Girls**
		Third Level Access	**Miltown Institute of Education**
		Third Level Access	**National College of Ireland**
		Third Level Access	**Church of Ireland College**
		Third Level Access	**Marino Institute of Education**
		Third Level Access	**Froebel College**
		Third Level Access	**St. Catherines College**
		Third Level Access	**Mater Dei Institute of Education**
		Third Level Access	**Pontifical University**
		Third Level Access	**Killybegs Tourism College**
		Third Level Access	**Co. Kildare VEC**
		Third Level Access	**Shannon College of Hotel Management**
		Third Level Access	**Co. Waterford VEC**
		Third Level Access	**St. Patricks College Thurles**
		Third Level Access	**Institute of Technology Blanchardstown**
		Third Level Access	**Institute of Technology Carlow**
		Third Level Access	**Co. Tipperary NR VEC**
		Third Level Access	**Gorey Community School**
		Third Level Access	**Limerick Institute of Technology**
		Third Level Access	**NUIG**
		Third Level Access	**St. Cuans College**
€124,707,646	**Dept of Education and Skills/**	**Youthreach & Travellers**	**Cavan VEC**
	Vocational Education Committees (VEC)	**Youthreach & Travellers**	**Donegal VEC**
		Youthreach & Travellers	**Galway City VEC**
		Youthreach & Travellers	**Co. Galway VEC**
		Youthreach & Travellers	**Laois VEC**
		Youthreach & Travellers	**Leitrim VEC**
		Youthreach & Travellers	**Longford VEC**

		Youthreach & Travellers	**Louth VEC**
		Youthreach & Travellers	**Mayo VEC**
		Youthreach & Travellers	**Monaghan VEC**
		Youthreach & Travellers	**Offaly VEC**
		Youthreach & Travellers	**Roscommon VEC**
		Youthreach & Travellers	**Sligo VEC**
		Youthreach & Travellers	**Westmeath VEC**
€946,000	**Dept of Justice and Equality/**	**Garda Youth Diversion**	**HUB, Carlow Town**
	Irish Youth Justice Services	**Garda Youth Diversion**	**Cavan 365, Cavan Town**
		Garda Youth Diversion	**Ennis Youth, Ennis**
		Garda Youth Diversion	**Kilrush, Clare**
		Garda Youth Diversion	**BAP, Ballincollig, Cork**
		Garda Youth Diversion	**Bandon, Cork**
		Garda Youth Diversion	**Douglas West, Cork**
		Garda Youth Diversion	**FAYRE, Farranree, Cork**
		Garda Youth Diversion	**Feabhas, Cobh, Cork**
		Garda Youth Diversion	**GAP, Cork City**
		Garda Youth Diversion	**Knocknaheeney/Holyhill, Cork City**
		Garda Youth Diversion	**Mallow, Cork**
		Garda Youth Diversion	**MAY, Blackrock**
		Garda Youth Diversion	**TACT, Togher, Cork**
		Garda Youth Diversion	**Youghal, Cork**
		Garda Youth Diversion	**Falcarragh, Donegal**
		Garda Youth Diversion	**LEAF, Raphoe, Donegal**
		Garda Youth Diversion	**ABLE, Dublin 10**
		Garda Youth Diversion	**APT, Dublin 24**
		Garda Youth Diversion	**BEST, Dublin 9**
		Garda Youth Diversion	**The Castle, Ballyogan/Cabinteely**
		Garda Youth Diversion	**BOOST, Dublin 24**
		Garda Youth Diversion	**Cabra Step Up, Dublin 7**
		Garda Youth Diversion	**CODY, Dublin 10**
		Garda Youth Diversion	**CLAY, Crumlin**
		Garda Youth Diversion	**DAN, Dublin 8**
		Garda Youth Diversion	**DIME, Dublin 1**
		Garda Youth Diversion	**Ballymub, Dublin 11**
		Garda Youth Diversion	**FAN, Dublin 11**
		Garda Youth Diversion	**EFFORT, Dublin 11**
		Garda Youth Diversion	**GRAFT, Dublin 22**
		Garda Youth Diversion	**HAY, Dublin 1**
		Garda Youth Diversion	**JAY, Dublin 24**
		Garda Youth Diversion	**KEY, Dublin 24**
		Garda Youth Diversion	**LAB, Dublin 18**
		Garda Youth Diversion	**MOST, Dublin 1**
		Garda Youth Diversion	**NICKOL, Dublin 1**
		Garda Youth Diversion	**ORB, Dublin 15**
		Garda Youth Diversion	**Bru, Dublin 12**
		Garda Youth Diversion	**SAY, Dublin 18**
		Garda Youth Diversion	**SWAN, Store Street**
		Garda Youth Diversion	**SWIFT, Dublin 22**
		Garda Youth Diversion	**JETS, Swords**

		Garda Youth Diversion	**The Valley, Dublin 22**
		Garda Youth Diversion	**WEB, Dublin 15**
		Garda Youth Diversion	**Woodale, Dublin 17**
		Garda Youth Diversion	**Kilmore West, Dublin 5**
		Garda Youth Diversion	**YEW, Dublin 16**
		Garda Youth Diversion	**Liberties Club, Dublin 8**
		Garda Youth Diversion	**BÁN, Ballybane, Galway**
		Garda Youth Diversion	**Junction, Ballinasloe, Galway**
		Garda Youth Diversion	**Treo Nua, Tuam, Galway**
		Garda Youth Diversion	**MEAS (Westside Galway) Galway City**
		Garda Youth Diversion	**An t-Oilean, Castleisland, Kerry**
		Garda Youth Diversion	**BAPADE, Killarney, Kerry**
		Garda Youth Diversion	**Connect 7, Tralee, Kerry**
		Garda Youth Diversion	**Just Us, Tralee, Kerry**
		Garda Youth Diversion	**MY, Tralee, Kerry**
		Garda Youth Diversion	**NK10, Listowel, Kerry**
		Garda Youth Diversion	**The Bridge, Celbridge, Kildare**
		Garda Youth Diversion	**The Curragh, The Curragh, Kildare**
		Garda Youth Diversion	**COMPASS, Kilkenny City**
		Garda Youth Diversion	**BLOCK, Portlaoise, Laois**
		Garda Youth Diversion	**PORT, Portarlington, Laois**
		Garda Youth Diversion	**Ballynanty, Limerick City**
		Garda Youth Diversion	**CCYDG, Moyross, Limerick City**
		Garda Youth Diversion	**King's Island, Limerick City**
		Garda Youth Diversion	**Southside Youth Initiative, Limerick City**
		Garda Youth Diversion	**West Limerick, Newcastle West, Limerick**
		Garda Youth Diversion	**Irishtown, Limerick City**
		Garda Youth Diversion	**LEAP, Longford Town**
		Garda Youth Diversion	**Boyne,Drogheda, Louth**
		Garda Youth Diversion	**CABLE, Drogheda, Louth**
		Garda Youth Diversion	**High Voltage, Dundalk, Louth**
		Garda Youth Diversion	**TEAM, Dundalk, LOUTH**
		Garda Youth Diversion	**YAB, Ballina, Mayo**
		Garda Youth Diversion	**CYAP, Castlebar, Mayo.**
		Garda Youth Diversion	**NYPD, Navan, Meath**
		Garda Youth Diversion	**SMART, Trim, Meath**
		Garda Youth Diversion	**Monaghan NYP, Monaghan**
		Garda Youth Diversion	**ACORN, Edenderry, Offaly**
		Garda Youth Diversion	**SUB, Birr, Offaly**
		Garda Youth Diversion	**FUSION, Tullamore, Offaly**
		Garda Youth Diversion	**RADM Roscommon Town**
		Garda Youth Diversion	**YAPS, Sligo Town**
		Garda Youth Diversion	**EDGE,Carrick-On-Suir, Tipperary**
		Garda Youth Diversion	**CYD, Clonmel, Tipperary**
		Garda Youth Diversion	**RAY, Roscrea, Tipperary**
		Garda Youth Diversion	**TAR, Tipperary Town, Tipperary**
		Garda Youth Diversion	**BALL, Lisduggan, Waterford.**
		Garda Youth Diversion	**DAY, Dungarvan, Waterford**
		Garda Youth Diversion	**PACT, Waterford City**
		Garda Youth Diversion	**SWAY, Waterford City**

		Garda Youth Diversion	TYRE, Tramore, Waterford
		Garda Youth Diversion	ALF, Athlone, Westmeath
		Garda Youth Diversion	EYE, Mullingar, Westmeath
		Garda Youth Diversion	Slaney, Enniscorthy, Wexford.
		Garda Youth Diversion	Treoin, New Ross, Wexford
		Garda Youth Diversion	SAFE, Coolcotts, Wexford
		Garda Youth Diversion	New Directions, Bray, Wicklow
		Garda Youth Diversion	WAY, Wicklow Town
€22,015,734	Dept of Justice and Equality/	Garda Youth Diversion	HUB, Carlow Town
	Irish Youth Justice Services	Garda Youth Diversion	Cavan 365, Cavan Town
		Garda Youth Diversion	Ennis Youth, Ennis
		Garda Youth Diversion	Kilrush, Clare
		Garda Youth Diversion	BAP, Ballincollig, Cork
		Garda Youth Diversion	Bandon, Cork
		Garda Youth Diversion	Douglas West, Cork
		Garda Youth Diversion	FAYRE, Farranree, Cork
		Garda Youth Diversion	Feabhas, Cobh, Cork
		Garda Youth Diversion	GAP, Cork City
		Garda Youth Diversion	Knocknaheeney/Holyhill, Cork City
		Garda Youth Diversion	Mallow, Cork
		Garda Youth Diversion	MAY, Blackrock
		Garda Youth Diversion	TACT, Togher, Cork
		Garda Youth Diversion	Youghal, Cork
		Garda Youth Diversion	Falcarragh, Donegal
		Garda Youth Diversion	LEAF, Raphoe, Donegal
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		Garda Youth Diversion	DAN, Dublin 8
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		Garda Youth Diversion	Poddle Close, Dublin 12
		Garda Youth Diversion	SAY, Dublin 18
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		Garda Youth Diversion	JETS, Swords

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		Garda Youth Diversion	**CCYDG, Moyross, Limerick City**
		Garda Youth Diversion	**King's Island, Limerick City**
		Garda Youth Diversion	**LSCYI, Limerick City**
		Garda Youth Diversion	**West Limerick, Newcastle West, Limerick**
		Garda Youth Diversion	**Irishtown, Limerick City**
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		Garda Youth Diversion	**WAY, Wicklow Town**
€10,402,410	**Dept of Justice and Equality**	**Positive Actions to Promote Gender Equality**	**An Cosán**
			Ballyhoura Development
			Ballymun Job Centre Co- operative
			Bray Area Partnership
			CPLN Area Partnership
			Canal Communities
			Clondalkin Centre for the unemployed Ltd
			Co Clare VEC
			Co Carlow VEC
			Co Cavan VEC
			Comhar na nOiléan Teoranta
			Congress Centres Network/ICTU
			County Meath VEC
			County Offaly VEC
			Dodder Valley Partnership
			Doras Buí
			Galway City Partnership
			Going For Growth (2009 and 2010)
			Kilkenny VEC
			Knockanrawley Resource Centre
			Meitheal Forbartha na Gaeltachta Teoranta
			Merchants Quay Project
			National Learning Network
			National Women's Enterprise Day 2008
			National Women's Enterprise Day 2009
			National Womens Enterprise 2010
			North Wall CDP
			North and East Kerry Leader Partnership
			OWN Ireland
			One Family
			Paul Partnership
			Pavee Point
			Second Chance education Project for Women Ltd
			Southwest Kerry Women's Assoc.
			The Blanchardstown Area Partnership
			The Carers Association
€4,000,000	**Dept of Justice and Equality/**	**Equality Mainstreaming Approach**	**Equality Mainstreaming Approach BMW**

	Equality Authority		**Equality Mainstreaming Approach S&E**
€2,801,202	**Dept of Justice and Equality**	**Integration of Migrants**	**EPIC**
PRIORITY: Technical Assistance			
€6,000,000	**Dept of Education and Skills**	**Technical Assistance**	**Dublin**
€1,347,590	**Dept of Justice and Equality**	**Positive Actions Technical Assistance**	**Dublin**

See also PART 2

PROGRESS REPORTS BY ACTIVITY