

ESF Programme for Employment, Inclusion and Learning 2014-2020

2017 Annual Implementation Report (AIR) Template

Article 125(2)(b) of the CPR requires the MA to prepare an AIR which is submitted to the Commission following approval by the Monitoring Committee. Article 50(2) of the CPR sets out that the AIR will contain key information on the implementation of the OP (including the YEI) by reference to financial data, common and programme specific indicators and quantified target values. A synthesis of the findings of evaluations undertaken, issues arising and measures taken are also to be included along with actions taken to fulfil ex-ante Conditionalities. Failure to include the required information will result in the AIR being inadmissible. Article 50(9) provides for a citizen's summary of the AIR's content to be published.

The 2017 AIR must be submitted to the Commission by 31st May 2017 and shall cover the 2016 financial year. Article 5(3) of the ESF Regulation (1304/2013) requires the MA to transmit electronically structured data for each priority axis broken down by investment priority. This data relating to output and result indicators is to be provided for both partially and fully implemented operations.

The **Intermediate Body** is required to complete this template for aggregation into the 2017 AIR. The responses provided such be succinct and relate only to activity within the reporting period itself. An entry must be made under each heading, even if only to formally record no change. **Indicator and data on participants is obligatory for all Activities and should be entered on the accompanying Excel workbook.**

Reporting Period: January to December 2016
Priority: PR 4: Youth Employment Initiative
Activity: **Youthreach**
AIP Ref: **ESF 4.5**

1. Activity description

Provide a paragraph *briefly* describing the objectives of the Activity and its target group.

Youthreach is the national response to the needs of unqualified early school leavers in Ireland. The programme is designed to offer two years integrated education, training and work experience for young people aged 15-20 who have left school early without qualifications or incomplete qualifications or vocational training. The programme aims to provide participants with the knowledge, skills and confidence required to participate fully in society and progress to further education, training and employment.

2. Significant Changes in the Operating Environment

Report on any significant changes in the operating environment that impact, either positively or negatively, on the performance of the Activity (such as changes in Government policy, socio-economic trends, etc.). Where there are no significant changes, this should be indicated.

Economy and Labour Market

In 2016 the Irish economy continued to expand with strong employment growth in many sectors. The outcome of the Brexit referendum and its potential ramifications for Irish economic and labour market growth began to impact business confidence somewhat towards the latter part of 2016. Nevertheless, the seasonally adjusted unemployment rate for December 2016 was 7.2%, down from 8.9% in December 2015. Some commentators such as the Economic and Social Research Institute (ESRI) forecast that the unemployment rate is expected to reach 6.8% by the end of 2017.

Policy Initiatives

The contribution of the further education and training sector to improving economic and social wellbeing was clearly endorsed during 2016 when the Government launched a number of policy initiatives including Ireland's National Skills Strategy 2025 – Ireland's Future as part of the Government's plan to maintain economic recovery, build sustainable economic growth and increase social inclusion. A significant commitment among others in the strategy is to provide 50,000 apprenticeship and traineeship places to 2020. SOLAS leadership is central to achieving this milestone.

In addition, 2016 also saw the launch of the first Action Plan for Education aimed at making the Irish education and training service the best in Europe by 2026.

Another important policy initiative published in 2016 was the Pathways to Work 2016-2020 Strategy launched by the Department of Social Protection (DSP). The Department of Education and Skills committed to ongoing collaboration with DSP on the implementation of this strategy aimed at giving jobseekers the opportunity to upskill and reskill and to take advantage of the economic recovery. SOLAS, its FET partners and ETBs in particular are regarded as pivotal players together with the higher education sector and employers in delivering these skills.

National Skills Strategy 2025

Ireland's new National Skills Strategy 2025 – Ireland's Future – was published in January 2016. The Strategy identifies Ireland's current skills profile, provides a strategic vision and specific objectives for Ireland's future skills requirements, and sets out a road map for how the vision and objectives can be achieved.

The Strategy has been developed around six key objectives and a set of actions and measures aimed at improving the development, supply and use of skills over the next 10 years. The six key objectives set out in the Skills Strategy are:

1. Education and training providers will place a stronger focus on providing skills development opportunities that are relevant to the needs of learners, society and the economy.
2. Employers will participate actively in the development of skills and make effective use of skills in their organisations to improve productivity and competitiveness.
3. The quality of teaching and learning at all stages of education will be continually enhanced and evaluated.

4. People across Ireland will engage more in lifelong learning.
5. There will be a specific focus on active inclusion to support participation in education and training and the labour market.
6. Support for an increase in the supply of skills to the labour market.

The National Skills Strategy is available at http://www.education.ie/en/Publications/Policy-Reports/pub_national_skills_strategy_2025.pdf.

FET Strategy 2014-2019

The FET Strategy aims to deliver high quality FET programmes with the focus on achieving better outcomes for all participants. It provides a clear implementation plan to achieving a world class integrated system of Further Education and Training to support economic development, increase social inclusion while meeting the needs of learners, communities and employers. A range of bodies are working together to oversee the successful implementation of the strategy, including the full implementation of the adult literacy and numeracy strategy.

The FET Strategy 2014-2019 provides a focus for SOLAS annual funding and investment priorities. The priorities for 2016 are outlined in the 2016 FET Services Plan (see below)

FET Services Plan 2016 priorities:

- Provision of FET programmes to skill, reskill or upskill unemployed persons as well as other jobseekers to find a job and/or progress to higher/further education and training that will equip them to compete in the labour market.
- Provision of FET programmes to support a diverse range of individuals seeking personal, social and developmental skills to enable them to engage or re-engage in learning, or to enable them to make a meaningful contribution to society and to their communities, or to progress to further education and training.
- Priority cohorts identified such as the long term unemployed and unemployed youth and target
- participation rates across FET provision as agreed with the Department of Education and Skills (DES) and the Department of Social Protection (DSP). The target for people who have been unemployed for a long time remains at the 2015 level of circa 52,000.

National Educational Psychological Service (NEPS) research study on Youthreach learners

In 2016 National Educational Psychological Service conducted a research study into the profile of learners in Youthreach programmes. The report was published by NEPS in March 2017 and it is envisaged that the research will contribute towards the independent evaluation of the Youthreach programme which is planned to begin in 2017.

The research focused on the difficulties experienced by the learners including cognitive ability, literacy and numeracy competencies, difficulties highlighted by learners that have a negative impact of their mental wellbeing and also on their risk-taking behaviours, adverse childhood experiences and the information provided by the staff about the learners.

The main recommendations of the report include the need for an integrated approach to the “creation of a nurturing environment that reduces risk and enhances protective factors to “improve the lives and life chances of children and young people aged under 25”.

The report noted that the Youthreach centre, where the research was conducted, had successfully attracted and retained the learners who would have otherwise left education. Their attendance led to a significant reduction in difficulties and risk-taking and for most, the achievement of certification leading to an upper secondary level qualification or equivalent.

The research concludes that the young early school leavers need “a dedicated and resourced education and training intervention that has the capacity to provide what all the evidence suggests are the most effective approaches. These include a strong emphasis on learners’ care and on their emotional and social development; a priority focus on successful retention; designation as a pre-vocational educational programme; sufficient time for relationship-based approaches to be implemented; the application of psychologically-informed principles; investment in attracting and training skilled staff; commitment to the achievement of ambitious holistic outcomes for learners; liaison and coordination with community agencies and services; accountability in terms of the priority aims of retention, emotional and social learning and promotion of physical and mental health; and access to all relevant child education and welfare services.”

The full report can be found at the following link: <http://www.youthreach.ie/wp-content/uploads/A-profile-of-learners-in-Youthreach-NEPS-research-study-report-Mar-2017.pdf>

3. Commentary on Implementation of the Activity – key developments, significant problems and steps taken to address these problems:

This section requires an overall commentary on actions taken *during 2016* to implement the Activity. Outline key developments; new initiatives taken; issues/problems that arose and steps taken to overcome. Commentary should be confined to progress *within the area of Activity* only.

Training Activity in 2016

The 2016 FET Services Plan provided for a total budget allocation of €631.9m, to be made available for SOLAS funded further education and training provision in 2016. There was a reported 345,395 opportunities made available to learners from SOLAS funded FET programmes and services in 2016. This figure includes 258,913 new entrants who participated in FET provision in 2015. Approximately 60% of all provision in 2016 was for individuals that require introductory level courses/supports (across FET programmes up to level four on NFQ or equivalent) to assist them with progression back to employment over a longer timeframe.

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, early school leavers, those who are disadvantaged or have low standards of education or qualification and also those who have experienced job losses in sectors most impacted by the economic recession. In 2016 a range of training opportunities within this Activity were provided to beneficiaries.

4. Progress in relation to physical performance indicators and targets

Statistical information relating to the reporting period should be entered in the format contained in the *Activity Implementation Plan* – as per the following table. A commentary on the main features of the statistical information should also be provided.

Note 1: Having regard to the 2018 target values of 5950 YEI eligible participants on training/upskilling/personal development and the 2117 YEI eligible participants completing training/upskilling/personal development as indicated in the AIP, please comment in the comment box provided of your progress to date in achieving the 2018 target based on the output/result figures of 2016 below.

ACTIVITY SPECIFIC OUTPUT INDICATORS:		
Outputs and Results Indicator Targets	Measurement Unit	2016
OUTPUTS		
The number of YEI eligible participants on training/upskilling/personal development towards employability and work environment (including supports for self-employed) programmes/projects. -The number of participants in YR See Note 1 above *Figures should correspond with Annex III Indicator CO06	Number of YEI eligible participants	3,266
RESULTS		
The number of YEI eligible participants completing training/upskilling/personal development towards employability and work environment (including supports for self-employed) programmes/projects - The number of Youthreach participants successfully completing programme or achieving certification	Number of participants	Data not available. 1,779
Unemployed participants who complete the YEI supported intervention *Figures should correspond with Annex V Indicator CR01	Number of unemployed participants	Data not available.
Unemployed participants who receive an offer of employment, continued education, apprenticeship or traineeship upon leaving *Figures should correspond with Annex V Indicator CR02	Number of unemployed participants	Data not available.
Unemployed participants who are in education/training, gain a qualification, or are in employment, including self-employed, upon leaving *Figures should correspond with Annex V Indicator CR03	Number of unemployed participants	Data not available.
LTU participants who complete the YEI supported intervention *Figures should correspond with Annex V Indicator CR04	Number of LTU participants	Data not available.
LTU participants who receive an offer of employment, continued education, apprenticeship or traineeship upon leaving *Figures should correspond with Annex V Indicator CR05	Number of LTU participants	Data not available.
LTU participants who are in education/training, gain a qualification, or are in employment, including self-employed, upon leaving *Figures should correspond with Annex V Indicator CR06	Number of LTU participants	Data not available.
Inactive participants not in education or training who complete the YEI supported intervention *Figures should correspond with Annex V Indicator CR07	Number of inactive participants	Data not available.
Inactive participants not in education or training who receive an offer of employment, continued education, apprenticeship or traineeship, upon leaving *Figures should correspond with Annex V Indicator CR08	Number of inactive participants	Data not available.
Inactive participants not in education or training who are in education/training, gain a qualification, or are in employment, including self-employment, upon leaving *Figures should correspond with Annex V Indicator CR09	Number of inactive participants	Data not available.
Participants in continued education, training programmes leading to a qualification, an apprenticeship or a traineeship six months after leaving	Number of participants	Data not available.

*Figures should correspond with Annex V Indicator CR10		
Participants in employment six months after leaving	Number of participants	Data not available.
*Figures should correspond with Annex V Indicator CR11		
Participants in self-employment six months after leaving	Number of participants	Data not available.
*Figures should correspond with Annex V Indicator CR12		

Comments:

5. Participant Indicators

The data on participants an ESF supported operations should be inserted in Common Output Indicators and Common Result Indicators tables in the attached Excel Workbook.

For guidance of the description of the indicators, please refer to:

- Annex B-D in the ESF Guidance Document on Monitoring & Evaluation of European Cohesion Policy.
- Annex D Practical Guidance on data collection and validation.

Please click on the link below to access these documents:

<http://www.esf.ie/en/Information-Centre/Monitoring-and-Evaluation/>

6. Data Action Plan (ex-ante conditionalities) - Update

Please state the current position in relation to the collection of Indicator Data as outlined in the Data Collection Summary Action Plan which accompanied the Operational Programme/Commission Decision.

PLSS Brief (ESF Monitoring Committee)

Both the National Programme Database and the National Course Calendar have been in operation within FET programmes, funded by SOLAS, since October 2015, and with all this provision since October 2016.

National Programme Database

The National Programme Database (NPD) focuses on national programmes (offered in two or more ETBs). To date, 661 national programmes (consisting of 3,627 modules) are published on the NPD, covering the diversity of awards available through FET provision including, QQI Awards, ACCA, Accounting Technicians of Ireland, CITAC, City and Guilds, CompTIA, Irish Computer Society (ICS), ITEC, Microsoft, Oracle and Pearson. There are duplications within the system. These are former FÁS/SOLAS programme, equating to 442 programmes with 1,353 Modules. Over time the overall numbers will be reduced when these are removed.

National Course Calendar

Progress

PLSS scheduling of courses and manual referrals from DSP through programme data available through the NPD and NCC has commenced in all FET Providers, funded through SOLAS. To date (April 2017), ETBs scheduled 28,167 courses, 12,219 in 2017, resulting in total capacity of 174,387 in 2017.

Fetchcourses.ie

Since August 2016, the public facing course search facility, fetchcourses.ie, has had 191,229 users using 380,328 sessions generating 3.8m page views. A **widget** has been developed to support the principle of one-point entry facilitating what is on fetchcourses.ie for use on the providers' website, brochures and other marketing materials, providing real time information. It also means that national portals may display available courses in real time, for example Careers Portal and DSP Services. The widget is also being used by the pilot looking at linking FET provision with HE progression options (NUI Maynooth). Finally, the use of the widget also means that courses scheduled may be integrated into the Planning process.

Learner Database

The PLSS Learner Database (LDB) is available for use in all SOLAS-funded FET provision. The FET Learner Database functionality, relating to facilities for the management of Applicant and Learner Lifecycle (Version 1), was completed in September 2016. The development work incorporation feedback from the pilot, which was completed in June 2016.

Commenced in October 2016 and completed in April 2017, training on the Learner Database, focused on programme type, prioritising participation data in relation to ESF requirements, e.g. Youthreach, BTEI, Adult Literacy, Specific Skills Training, Bridging, Traineeships and programmes on offer in CTCs. As of the end of April 2017, there are 80,865 learners within the system.

Import and export facilities within PLSS are developed to facilitate transfer of relevant data between systems (minimising multiple entry). Process is underway with SalesPulse and PPOD and discussion pending with MIT Enroll, CISCO and VSWare.

Work on the learner account creation and application (public access) to the PLSS has commenced and will be available May 2017.

Data Protection Impact Assessment

The Data Protection Impact Assessment to demonstrate to the Office of Data Protection Commissioner that the impact of PLSS on the privacy rights of individual learners and to take all necessary measures to identify and mitigate any privacy risks arising has been submitted to this Office. Next step is to publish the DPIA on SOLAS website to make it available to the public-at-large. FET providers, funded through SOLAS, will link to the SOLAS website to provide same.

Data Sharing Agreements

Data exchange agreement signed off with DSP and the arrangements with HEA in its final stages. SOLAS is also in on-going discussions with QQI and the HEA. Revenue continues to be pending as SOLAS, in conjunction with the Department, continues to explore establish statutory basis for sharing of information with Revenue.

7. Information and Communication 2016

Please provide a paragraph describing the Information and Communication activities undertaken for the previous year.

A number of information and communication activities took place during 2016 and examples include:

Dublin Dun Laoghaire ETB organised an Education & Training Fair which took place in Loughlinstown Training Centre on April 22nd in conjunction with Department of Social Protection. Over 2000 recipients of Social Welfare payments were invited. 780 individuals attended. Promotional stands with banners, fliers, brochures and other materials were displayed detailing the Literacy and BTEI course options. A similar event was also held in Tallaght Training Centre on October 18th.

Cork Training centre hosted a learner open day on the 28th of April 2016 where the public visited the centre, met with instructors and learnt more about particular courses which were of interest.

Connect Conference 2016

This is the second Connect conference to be held in County Tipperary in the Horse and Jockey. It is aimed at bringing together all of those that engage with and are associated with the education of Youthreach students in County Tipperary. Youthreach is an ESF –funded programme for young people who need an alternative educational environment. This conference is aimed at providing keynote speakers and workshops to motivate and to engage people into discovering and sharing ideas and practices that work, as well as meeting with the stakeholders that support the centres to provide quality education and skills.

Among those in attendance are Secondary School Principals, Social Workers, Gardai, Higher Education representatives, PLC Principals, Youth work advocates, Community Education staff, Community Training Centre staff, VTOS Coordinators, Advocates and Education and Training Board members in County Tipperary and beyond. The conference has been supported by Tipperary Education Training Board for the last 2 years. Among the keynote speakers were Dr. David Carey who has a weekly slot on Newstalk radio who spoke about the importance of the teacher in instilling hope for a better future, Michael Fennelly the Kilkenny Hurler and lecturer in the Strength and Conditioning Department in LIT Thurles spoke about the importance of nutrition for optimal performance. John Leahy who currently works with the HSE as a Drug Education Officer gave a presentation on how substance misuse affects the family and mental health. There was also a presentation on Restorative Practices and about how to inspire people in the use of Restorative Practise in our everyday encounters. Christy Keneally the author, speaker, poet and TV presenter closed the conference with an inspiring session on self-care and positivity.

Career Traineeship in Hospitality

Kildare Wicklow ETB held briefings for representatives of Hotels who are interested in the Career Traineeship in Hospitality. The briefings were held in County Wicklow in August, 2016. As a follow up, briefings on the Career Traineeship in Hospitality were provided on an individual basis to hotels across the county. As a result, we have 11 hotels signed up to partake in the Career Traineeship, commencing in May, 2017. There are approx. 28 people referrals to the traineeship.

Examples of other information and promotional activities include:

Dublin Dun Laoghaire ETB

Distribution of booklets/ brochures to targeted households took place in June and September 2016. Booklets/fliers/ brochures detailed and promoted availability of BTEI and Literacy Courses in the area

Group Promotion in partnership with DSP took place every Friday throughout 2016 with the exception of August. These inputs included promotion of availability of Literacy and BTEI programmes in the local area.

Local website was updated throughout 2016 promoting Literacy and BTEI courses. BTEI and Literacy courses were also promoted via Corporate and National websites (DDLETB website/ FETAC).

Promotional material inclusive of detail on Literacy and BTEI programmes/course sent directly to DSP Case/Placement Officers

Promotional material sent directly to Community Groups /Centres, Libraries etc.

- DDLETB Adult Education Service is promoted each year within our community through distribution of our service brochures which are delivered throughout the North West.
- Posters and Flyers are displayed throughout the community in schools, shops, outreach partners and other local services
- The service is also promoted through personal interactions and local relationships developed with the AEO, ALO, CEF, WEC, Adult Guidance staff.
- Through our guidance service our service is promoted to the local DSP services
- The service is promoted through local radio interviews annually

In 2016 we promoted DDLETB through

- Providing an exhibition stand promoting the Skills for Work programme at City West Manufacturing Expo.
- Providing an exhibition stand promoting the Adult Education Service at the National Ploughing Championships
- Delivering presentations with local employers by WEC in collaboration with the Local Chamber of Commerce.
- Held three Graduation Ceremonies for learners throughout 2016
- Promoted the Adult Education Service locally through a week of events to celebrate the Adults Learners Festival (AONTAS) 2016.

Fingal Adult Education Service promoted the support of ESF through the following activities:

Description	Date	Location	Activity
Fingal Adult Education Website	On going	www.fingaladulteducation.ie	Ongoing activity on the website and social media advertising our courses and funders
Launch of New Brochure	11 TH of March 2016	Bracken Court Hotel, Balbriggan Co. Dublin	New brochure advertising our courses and funders launched on the night of the graduation 2016.
Graduation	11 th of March 2016	Bracken Court Hotel Balbriggan Co. Dublin	A celebration and recognition of students educational achievements of courses directly funded through ESF and other funders
Baldoyle Training Centre Education and Training Jobs Fair	21 ST April 2016	Baldoyle Training Centre DDLETB, Baldoyle Industrial Est. Dublin 13	Promotion of courses to long term unemployed available from the Fingal Adult Education Service
Promotional Stand	10 th /11 th May 2016	Pavilion Shopping Centre Swords Co. Dublin	Promotion of courses available from the Fingal Adult Education Service
Leaflet Drop	August/September 2016	North County Dublin	Leaflet drop to 5,000 homes in the Fingal area advertising new Floristry courses funded through ESF and other funders

CV Clinic Department of Social Protection	26 th September 2016	Bracken Court Hotel Balbriggan Co. Dublin	Promotion of courses available from the Fingal Adult Education Service
Job and Education Fair	17 th November 2016	RIASC Centre Swords Co. Dublin	Promotion of courses available from the Fingal Adult Education Service

All promotional literature includes the ESF logo, this includes flyers, brochures, pop-up promotional stands and our website. Staff actively promote access to the courses funded under ESF funding and actively engage new learners to our programmes. ESF Promotional material is displayed in prominent positions within the centres for all learners to see. ESF logo is also incorporated into locally devised student induction handbook etc.

DDLETB Youthreach Balbriggan

The ESF logo appears on promotional material which is disseminated and displayed by Youthreach Balbriggan including promotional leaflets, press releases, stationery, advertisements, signage and displays.

Throughout 2016 promotional leaflets were distributed on a regular basis to key local stakeholders including schools, support organisations, citizen information centres, libraries etc. Stationery containing the ESF logo was used for day to day correspondence between the centre and parents, support agencies etc. An enrolment advertisement was placed in the local press in early Summer 2016, containing the ESF logo. Finally the ESF logo appeared on promotional material relating to centre activity (including GAISCE trip to European Parliament in Brussels), centre presentations and our annual award ceremony.

Cork ETB

Learner information in relation to Training courses is disseminated primarily through internet web sites, corktrainingcentre.ie, mayfieldctc.ie, nln.ie, blackpoolgfctc.ie. In 2016 a national database base of all FE courses was launched Fetchcourses.ie. Social media through the use of Facebook and Twitter are used a promotional tools, also limited Newspaper advertising has been used in circumstances where application numbers are low.

- Advertisement in local newspaper the Opinion twice, in October and February
- Advertisement in local newspaper Southern Star
- Articles in the NAYC Newsletter
- Ongoing updating of the centre Facebook page
- Public event with Bandon Tidy Towns in Graham Norton park
- New signage with ESF logos external and internal to centre

Tipperary ETB

- 18/04/2016 – Ranbaxy Employee (Redundancy) Information Event - Cashel
- 19/04/2016 – South Tipperary Development Company Information EXPO – Nano Nagle Centre, Carrick on Suir
- 28/04/2016 – South Tipperary Development Company Information EXPO – Excel Centre, Tipperary Town
- 10/06/2016 – Suir Pharma Employee (Redundancy) Information Event – Clonmel

- 27/09/2016 – DSP Jobs Week - Killenaule
- 30/09/2016 – DSP Jobs Week – Thurles
- 13/10/2016 – Careers Information Event – Scoil Ruain – Killenaule
- 9th – 15th October Mental Health Week 2016 with BTEI Students
- 10th November – Back to Education Initiative Awards
- 25/11/2016 – South Tipperary Development Company – LEADER – Information Event - Cahir

Kilkenny Carlow ETB

As Adult Literacy has progressed from just reading/writing/spelling/maths to incorporate IT such as basic computers, smart technology and social media and the softer skills of individual learners, it was necessary to update all publishing materials. The Kilkenny Office updated all promotional materials including business cards, information leaflets and presentation banners all of which display the European Social Fund Logo. Both the business cards and leaflets were distributed to Stakeholders such as Libraries, Adult Guidance, Community Centres, National Learning Networks, and DSP etc. where ever a need might be identified for support either on a one-one basis or group tuition.

Adult Literacy Carlow participated in the following events: (all of which acknowledged the support of the ESF)

- Public information stands * 2 in Fairgreen Shopping Centre
- Participation in DSP Jobs and Education Fair
- Apprentice Induction Meetings – information input
- Leaflet drops throughout the county at specific locations
- Attended HSCL Expo for Parents
- 2 advertisements in The Nationalist Education supplement

Since March 2016 and the amalgamation of Training within Kilkenny and Carlow ETB, the European Social Fund has been promoted in all publications and communications. This has been achieved by inserting the required logos on our headed paper, compliment slips, Training Services Unit Banner. The Training Services Office displays the ESF logos externally on its building. All of the specific skills training, traineeships, and bridging programmes display the ESF logos / signs also on their entry and exits (often short term rented premises).

During 2016 KCETB compiled a Training Services Unit Brochure and course information leaflets which highlighted ESF funding, these were distributed at jobs fairs in the region. During these events the ESF logos were on prominent display on all promotional material. The Training Services Unit has taken out advertisements on local media publications in Carlow and Kilkenny. For example the Kilkenny People and the Carlow Nationalist have displayed our ESF logos in these advertisements.

Louth Meath ETB

All brochures, flyers, posters, presentations, display units, publications, letterheads, invitations, etc contain the EU logos. The logos are displayed on the LMETB web page. There is an online brochure for services in Meath. <https://user-gou7nqe.cld.bz/LMETB-Alpha-Service-Brochure-2016-20172/40>. The ESF video is displayed on the LMETB website <http://louthmeath.etb.ie/further-education-and-training-fet/european-social-fund/>.

A presentation was delivered by the AEO at each Review Refresh meeting for tutors that included information on ESF and played the ESF video.

LMETB were represented at DSP Job Expo Drogheda 27th September 2016 and DSP Job Expo Dundalk 30th September 2016 with relevant leaflets available for BTEI and Adult Literacy services.

- **Adult Literacy, Louth and Meath**
 - A 1916 Commemoration event of song, poetry and readings by adult literacy learners was held in Navan. This event was open to the public.
 - “Our Words, Read on” A publication that contains a collection of work composed and written by adult learners from the LMETB, Adult Learning Service, Dundalk. The writing included stories and learners experiences of returning to adult education. The publication was celebrated at a public event. Family Learning brochures were drafted and designed to promote family learning programmes.
 - “A Moment in Time” a publication that contains a collection of traveller womens memories composed and written by learners from the Adult Learning Services Meath. The publication was celebrated at a public event.
 - Award ceremonies, invitations issued.
 - Volunteer Tutor training (presentation of the service includes EU logos)
 - Pop-up display units were designed to promote the Adult Learning Service at functions, ceremonies etc.
 - Presentation to tutors on PLSS System and FETCH Training (presentation of the service includes EU logos)
 - Leaflets were distributed to 2,000 households in the Ardee area to promote new courses.
 - Posters and flyers created for courses.
 - Our headed note paper contains the EU logos and the following wording is also included "the adult Learning Service is funded by the Department of Education and Skills, with assistance from the European Social Fund."
 - Review and Refresh seminar for Adult Literacy Service tutors
- **Youthreach**
 - Youthreach Brochure and Flyers
 - Pop-up display units
 - Open days in centres (Banners display EU logos)
 - Award ceremonies (an Awards Night in the Newgrange Hotel in October was attended by the Minister for Housing and Urban Renewal, Damien English.)
 - October 22nd: Participation in Career Fare Community School Kells
 - December 15th: Kells Youthreach participation in ISPCC Fundraiser “Holly Days.” Promoted through Facebook.
 - December 21st: December 18th: Kells Meals on Wheels Baking Charity Event. Centre logos are placed on the baskets delivered to recipients.
- **BTEI**
 - Posters and flyers
 - Leaflet drop
 - Award ceremonies
 - 1916 Learner display
 - Review and Refresh seminar for BTEI tutors
 - Participation in Bank of Ireland Enterprise Week (banner displayed)
- **ETB Training for the Unemployed programmes (Specific Skills Training, Traineeship & Bridging programmes)**

- The Regional Skills & Training Centre (RSTC) highlight the support of ESF throughout all their programmes at induction, with use of a video on ESF and also various posters etc.
- Signs are also located throughout the RSTC premises and classrooms highlighting the part ESF plays in allowing them to run various programme such as Horticulture, Medical Administration, Office Administration, Welding, Engineering, Payroll etc. etc.
- College awareness, school visits, stands/fairs, award ceremonies and brochures display the ESF Logos.
- There is a designated ESF coordinator for the Centre who puts together a portal for ESF on a shared folder for all staff with all ESF communications and publicity material which is updated on a regular basis.

The ESF video is shown to all community and contracted training learners.

<http://ec.europa.eu/avservices/video/player.cfm?ref=1071595&videolang=en&sitelang=en>

8. Compliance with EU and National policy

Declarations

It is a requirement that all Programme Activities comply with EU and national policy in areas such as;

- procurement,
- competition,
- state aids
- ESF information and publicity requirements
- Compliance with the project selection criteria as set out in the AIP.
- Promotion of equality between men and women and non-discrimination
- Sustainable development
- Ensuring beneficiaries are provided with documentation setting out the conditions of ESF support.

Please confirm compliance with these requirements and advise on any deviations thereto:

Compliance Confirmed _____ Date _____
On behalf of the IB

Deviations from Requirements

Declared by _____ Date _____
On behalf of the IB

[Extract from Regulation 1304/2013 Annex I and II (the ESF Regulation)]

ANNEX I

Common output and result indicators for ESF investments

(1) Common output indicators for participants

"Participants"¹ refers to persons benefiting directly from an ESF intervention who can be identified and asked for their characteristics, and for whom specific expenditure is earmarked. Other persons shall not be classified as participants. All data shall be broken down by gender.

The common output indicators for participants are:

- unemployed, including long-term unemployed*,
- long-term unemployed*,
- inactive*,
- inactive, not in education or training*,
- employed, including self-employed*,
- below 25 years of age*,
- above 54 years of age*,
- above 54 years of age who are unemployed, including long-term unemployed, or inactive not in education or training*,
- with primary (ISCED 1) or lower secondary education (ISCED 2)*,
- with upper secondary (ISCED 3) or post-secondary education (ISCED 4)*,
- with tertiary education (ISCED 5 to 8)*,
- participants who live in jobless households*,
- participants who live in jobless households with dependent children*,
- participants who live in a single adult household with dependent children*,
- migrants, participants with a foreign background, minorities (including marginalised communities such as the Roma)**,
- participants with disabilities**,
- other disadvantaged**.

The total number of participants will be calculated automatically on the basis of the output indicators.

These data on participants entering an ESF supported operation shall be provided in the annual implementation reports as specified in Article 50(1) and (2) and Article 111(1) of Regulation (EU) No 1303/2013.

- homeless or affected by housing exclusion*,
- from rural areas*²

The data on participants under the two above indicators will be provided in the annual implementation reports as specified in Article 50(4) of Regulation (EU) No 1303/2013. The data shall be collected based on a representative sample of participants within

¹ Managing authorities shall establish a system that records and stores individual participant data in computerised form as set out in Article 125 (2) (d) of Regulation (EU) No 1303/2013. The data processing arrangements put in place by the Member States shall be in line with the provisions of Directive 95/46/EC of the European Parliament and of the Council of 24 October 1995 on the protection of individuals with regard to the processing of personal data and on the free movement of such data (OJ L 281, 23.11.1995, p. 31), in particular Articles 7 and 8 thereof. Data reported under the indicators marked with * are personal data according to Article 7 of Directive 95/46/EC. Their processing is necessary for compliance with the legal obligation to which the controller is subject (Article 7(c) of Directive 95/46/EC). For the definition of controller, see Article 2 of Directive 95/46/EC. Data reported under the indicators marked with ** are a special category of data according to Article 8 of Directive 95/46/EC. Subject to the provision of suitable safeguards, Member States may, for reasons of substantial public interest, lay down exemptions in addition to those laid down in Article 8(2) of Directive 95/46/EC, either by national law or by decision of the supervisory authority (Article 8(4) of Directive 95/46/EC).

² The data shall be collected at the level of smaller administrative units (local administrative units 2), in accordance with Regulation (EC) No 1059/2003 of the European Parliament and of the Council of 26 May 2003 on the establishment of a common classification of territorial units for statistics (NUTS) (OJ L 154, 21.6.2003, p. 1).

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each investment priority. Internal validity of the sample shall be ensured in such a way that the data can be generalised at the level of investment priority.

(2) Common output indicators for entities are:

- number of projects fully or partially implemented by social partners or non-governmental organisations,
- number of projects dedicated at sustainable participation and progress of women in employment,
- number of projects targeting public administrations or public services at national, regional or local level,
- number of supported micro, small and medium-sized enterprises (including cooperative enterprises, enterprises of the social economy).

These data shall be provided in the annual implementation reports as specified in Article 50(1) and (2) and Article 111(1) of Regulation (EU) No 1303/2013.

(3) Common immediate result indicators for participants are:

- inactive participants engaged in job searching upon leaving*,
- participants in education/training upon leaving*,
- participants gaining a qualification upon leaving*,
- participants in employment, including self-employment, upon leaving*,
- disadvantaged participants engaged in job searching, education/ training, gaining a qualification, in employment, including self-employment, upon leaving**.

These data shall be provided in the annual implementation reports as specified in Article 50(1) and (2) and Article 111(1) of Regulation (EU) No 1303/2013. All data shall be broken down by gender.

(4) Common longer-term result indicators for participants are:

- participants in employment, including self-employment, six months after leaving*,
- participants with an improved labour market situation six months after leaving*,
- participants above 54 years of age in employment, including self-employment, six months after leaving*,
- disadvantaged participants in employment, including self-employment, six months after leaving**.

These data shall be provided in the annual implementation reports as specified in Article 50(5) of Regulation (EU) No 1303/2013. They shall be collected based on a representative sample of participants within each investment priority. Internal validity of the sample shall be ensured in such a way that the data can be generalised at the level of investment priority. All data shall be broken down by gender.

ANNEX II

Result indicators for the YEI

These data shall be provided in the annual implementation reports as specified in Article 50(1) and (2) of Regulation (EU) No 1303/2013 and in the report to be submitted in April 2015 as specified in Article 19(3) of this Regulation. All data shall be broken down by gender.

(1) Common immediate result indicators for participants

"Participants"¹ refers to persons benefiting directly from a YEI intervention who can be identified and asked for their characteristics, and for whom specific expenditure is earmarked.

The immediate result indicators are:

- Unemployed participants who complete the YEI supported intervention*,
- Unemployed participants who receive an offer of employment, continued education, apprenticeship or traineeship upon leaving*,
- Unemployed participants who are in education/training, gain a qualification, or are in employment, including self-employment, upon leaving*,
- Long-term unemployed participants who complete the YEI supported intervention*,
- Long-term unemployed participants who receive an offer of employment, continued education, apprenticeship or traineeship upon leaving*,
- Long-term unemployed participants who are in education/training, gain a qualification, or are in employment, including self-employment, upon leaving*,
- Inactive participants not in education or training who complete the YEI supported intervention*,
- Inactive participants not in education or training who receive an offer of employment, continued education, apprenticeship or traineeship upon leaving*,
- Inactive participants not in education or training who are in education/training, gain a qualification, or are in employment, including self-employment, upon leaving*.

(2) Common longer-term result indicators for participants

The longer-term result indicators are:

- Participants in continued education, training programmes leading to a qualification, an apprenticeship or a traineeship six months after leaving*,
- Participants in employment six months after leaving*,
- Participants in self-employment six months after leaving*.

The data for longer-term result indicators shall be collected based on a representative sample of participants within each investment priority. Internal validity of the sample shall be ensured in such a way that the data can be generalised at the level of investment priority.

¹ Managing authorities shall establish a system that records and stores individual participant data in computerised form as set out in Article 125 (2) (d) of Regulation (EU) No 1303/2013. The data processing arrangements put in place by the Member States must be in line with the provisions of Directive 95/46/EC, in particular Articles 7 and 8 thereof. Data reported under the indicators marked with * are personal data according to Article 7 of Directive 95/46/EC. Their processing is necessary for compliance with the legal obligation to which the controller is subject (Article 7(c) of Directive 95/46/EC). For the definition of controller, see Article 2 of Directive 95/46/EC. Data reported under the indicators marked with ** are a special category of data according to Article 8 of Directive 95/46/EC. Subject to the provision of suitable safeguards, Member States may, for reasons of substantial public interest, lay down exemptions in addition to those laid down in Article 8(2) of Directive 95/46/EC, either by national law or by decision of the supervisory authority (Article 8(4) of Directive 95/46/EC).