

# Summary of evaluation findings for ESF Programme for Employability, Inclusion and Learning (PEIL) Operational Programme 2014-2020 2014IE05M9OP001

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### 1. Overview of the evaluation work

Overall, 24 evaluations relevant to PEIL OP activities are listed in a summary table in the annex. The list includes evaluations commissioned by the ESF Managing Authority and those commissioned by PEIL OP Intermediate Bodies (IBs) and Beneficiaries.

Within the ESF Managing Authority, specific staff have responsibility for the implementation of the Evaluation Plan. The Managing Authority also leveraged relevant evaluation expertise of colleagues within its parent Ministry, including Irish Government Economic and Evaluation Service (IGESS) resources.

The PEIL OP evaluation plan was approved by the Programme Monitoring Committee and the Committee was kept informed of progress on the implementation of the plan. The plan includes evaluations commissioned by the ESF Managing Authority and those commissioned by PEIL IBs and Beneficiaries. At each Monitoring Committee meeting, the Committee are provided with an update on and have the opportunity to make observations on evaluations and on follow-ups to previous recommendations.

A standing committee (the PEIL Evaluation Steering Group) was established to assist in the oversight of evaluation activities. The membership of the PEIL Evaluation Steering Group included representatives from the Managing Authority, IBs, IGESS and a trade union representative. The main task of the Evaluation Steering Group was to advise on the terms of reference for evaluations as well as on the public procurement process and to assess the quality of the completed work. The Evaluation Steering Group also gave an opinion on amendments to the evaluation plan and considered requests from Intermediate Bodies and Beneficiaries for financing of evaluations.

Evaluations are carried out by external evaluators. In Ireland, the Office of Government Procurement has put in place a framework agreement for evaluations across the public sector. That framework has produced a panel of pre-qualified evaluation firms. The pre-qualified bidders can compete for requests for tenders issued by public administrations.

The PEIL evaluation plan has provision for (and encourages) IBs and Beneficiaries to conduct their own evaluations in addition to those commissioned by the Managing Authority. In many cases, the Managing Authority sits on the individual evaluation steering groups set up for these evaluations. In the vast majority of cases, these evaluations are carried out by external evaluators.

The dissemination of PEIL evaluations is achieved in a number of ways:

- Findings and recommendations are presented to the Programme Monitoring Committee at its meetings;
- All evaluation reports are published and are available from the single website portal for EU Funds in Ireland, [www.eufunds.ie](http://www.eufunds.ie);
- Press releases/information sessions/launches are organised to communicate the results of individual evaluations, where appropriate. These are further promoted via social media.

Aspects that have worked well:

- Involvement of the monitoring committee and PEIL Evaluation Steering Group;
- Evaluations are commissioned from independent external experts by competitive tender;
- The provision for (and encouragement of) IBs and Beneficiaries to perform their own evaluations in addition to those specified in the evaluation plan;
- The Managing Authority, by sitting on steering committees, can provide input and guidance in the evaluations that are conducted by IBs and Beneficiaries.

In terms of methodological approaches, there has been enhanced understanding and use of counterfactual impact evaluation techniques over the course of the OP. It is anticipated that this trend will continue into the next round.

## 2. Findings by priority axis and IP in relation to result & output indicators

Priority axis	IP	Findings of evaluation and comments (if any)	Related output indicators	Related result indicators	Identifier(s) of evaluation
		General findings on the whole Priority Axis (optional)			
PA1 Access to employment for job seekers and inactive people, including the long term unemployed and people far from the labour market, also through local employment initiatives and support for labour mobility	8i	The Counterfactual Impact Assessment indicated that there is a positive impact on SST learners from participation in the course on the likelihood of a learner finding employment. The impact on those long-term unemployed however appears less. The cost of SST per beneficiary was found to be relatively low compared to a number of other comparable programmes.	CO01-CO05; CO06; CO09- CO11; CO15	CR01-CR05	7
PA2A Active inclusion, including with a view to promoting equal opportunities and active participation, and improving employability	9i	32% of Ability participants progressed into education or training, 42% gained a qualification, 25% obtained paid employment and 15% obtained a voluntary social role.  Providing a case management approach increased the likelihood that a participant improved their soft skills or acquired a qualification. Providing paid work experience increased the likelihood of progression into employment. Developing a formal service plan increased the likelihood of progression into education.	CO01-CO06; CO09-CO11; CO16; CO17	CR01-CR05	1
		While there is an equal proportion of female and male participants within the SICAP programme, the results of this learning brief highlighted a number of key differences in the characteristics of males and female participants, as well as how they engage and progress within the programme.	CO01-CO11; CO17; CO18	CR04	2
		The learning brief highlights that each new community SICAP client group has different socio-economic characteristics. Programme implementers use multiple approaches to engage individual members of new communities, recognising that factors like nationality and cultural background play an important role. The report	CO01-CO05; CO09-CO11; CO15	CR04	3

Priority axis	IP	Findings of evaluation and comments (if any)	Related output indicators	Related result indicators	Identifier(s) of evaluation
		General findings on the whole Priority Axis (optional)			
		notes that the intensity and mix of supports delivered are important factors influencing the progression of some groups to employment and self-employment, highlighting the importance of applying a case management and person-centred approach.			
		The main findings included that all respondents rated their experience in the pilot as positive. The vast majority of service providers (92%) said that service users understood the reasons for completing the tool and found it easy to complete. 70% used it to inform the Personal Action Plan and/or other supports. The majority of service providers (85%) stated they would continue using the tool in their work.	Not directly related to specific output indicators: development of a soft outcome or Distance Travelled Tool	Not directly related to specific result indicators: development of a soft outcome or Distance Travelled Tool	8
		The results indicated that treatment group members were 13 percentage points more likely to progress to any form of employment, 6 percentage points more likely to progress to employment only and 25 percentage points more likely to progress to self-employment only. The results support the view that the pre-employment supports were effective in aiding individuals, some distance from the labour market, to reintegrate into employment.	CO01-CO18	CR02, CR04; CR06; CR08; CR09	9
		Findings from the research show that there are limitations with the data currently collected by SICAP for local community groups (LCGs). Some current metrics collected in the programme that measure inputs and ignore the intensity of interventions are likely to be uninformative in terms of monitoring programme impacts. Furthermore, the community group progression matrix, which has been used as a measure of programme impact at the LCG level, does not adequately measure the progression of the vast majority of LCGs.	Not directly related to specific output indicators: review of data collected by SICAP for local community groups	Not directly related to specific result indicators: review of data collected by SICAP for local community groups	12
		The study pointed to a number of benefits of the programme and to its value added relative to other provisions. Project implementers and policy stakeholders are broadly happy with the current goals of SICAP, although they suggest the need for a broader conception of community development to be embedded in the programme.	Not directly related to specific output indicators: review of SICAP goals and governance	Not directly related to specific result indicators: review of SICAP goals and governance	15

Priority axis	IP	Findings of evaluation and comments (if any)	Related output indicators	Related result indicators	Identifier(s) of evaluation
		General findings on the whole Priority Axis (optional)			
		The research identified 19 good practice recommendations under 4 categories: engaging young people; working with young people; partnership working; and organisational development.	CO04; CO06; CO09-CO19	CR02; CR04	19
		The evaluation found that Le Chéile mentoring reduces offending behaviour by an average of 28%. It also found that for every €1 of investment in Le Chéile, there was a return of €4.35.	CO03; CO06	CR02	21
		The evaluation found that the Work to Learn Programme was effective in meeting its aims and objectives in relation to young people, employers and youth services. Stakeholders agreed the programme increased young people's self-confidence and self-esteem. Community benefits and outcomes of the programme were also highlighted.	CO03; CO04; CO06; CO09; CO17	CR01-CR05	5
		The QQI Co-ordinator Programme was found to work well and resulted in benefits and outcomes for young people who engaged with it. The evaluation showed the programme met its key aims and objectives with regard to increasing young person's self-awareness, self-belief and confidence, via relationship building and an education focus. There was a 90% retention rate among learners in the four projects and a progression rate of 92%.	CO03; CO04; CO06; CO09; CO17	CR01-CR05	6
P2B Combating all forms of discrimination and promoting equal opportunities	9iii	All of the participants benefitted from doing the programme and gained skills development, confidence building and networking skills. 69% were in employment or self-employment 6 months after completing the programme and 21% had an improved labour market situation six months after leaving WEBNET	CO01-CO17	CR02- CR04; CR06; CR07	10
PA3A Improving the quality and efficiency of, and access to, tertiary and equivalent education with a view to increasing participation and	10ii	The findings include revising upwards targets for some of the target groups identified in the National Access Plan and extending the term of the Plan itself to 2021.	CO16; CO17	Not directly related to specific result indicators: progress review of National Access Plan	13
		The overall finding of this review was that FSD plays an important role in supporting the evolution of services and supports for students with disabilities in Irish higher and further education. There are a number of positive outcomes as a result of FSD funding,	CO16	CR02; CR03	20

Priority axis	IP	Findings of evaluation and comments (if any)	Related output indicators	Related result indicators	Identifier(s) of evaluation
		General findings on the whole Priority Axis (optional)			
attainment levels, especially for disadvantaged groups		in particular it had allowed for participation, retention and progression to access further study			
		The review found that the SAF was a worthwhile initiative and should be continued. The review made recommendations regarding the administrative arrangements in place to provide a more standardised and efficient means of delivery.	CO01-CO05; CO09-CO11; CO17	CR03	23
PA3B Enhancing equal access to lifelong learning for all age groups in formal, non-formal and informal settings, upgrading the knowledge, skills and competences of the workforce, and promoting flexible learning pathways including through career guidance and validation of acquired competences	10iii	The study found that a strength of existing integrated literacy and numeracy (ILN) models was that there was a strong vocational focus and contextualisation of learning. The targeting of provision to particular learners on Level 5 and 6 programmes and most Level 4 programmes seemed to reflect needs. The study found that there were issues with inconsistency in practice and variability in the proportion of students offered support. However, the study concluded that overall there was a strong landscape that ETBs could build on.	CO09-CO11	CR02-CR04	16

Priority axis	IP	Findings of evaluation and comments (if any)	Related output indicators	Related result indicators	Identifier(s) of evaluation
		General findings on the whole Priority Axis (optional)			
PA4 Youth Employment Initiative and PA2A Active inclusion, including with a view to promoting equal opportunities and active participation, and improving employability	8ii and 9i	Overall the ESRI's evaluation found that there remains a strong rationale for interventions like Youthreach as a mechanism to address social exclusion and that the programme is closely aligned with, and similar to, other international approaches. The research also raised some issues around demand, geographic distribution and governance.	CO01; CO02; CO04; CO06; CO09; CO15-CO18	CR01YEI – CR09YEI; CR01-CR05	11
PA4 Youth Employment Initiative	8ii	The evaluation concluded that there was emerging evidence that YEI programmes are making a collective contribution to the objectives of YEI.	CO01; CO02; CO04; CO06	CR01YEI – CR09YEI; CR01-CR05*  <i>* The evaluation was conducted in the early stages of implementation and there was an absence of data on education and employment outcomes.</i>	24
		For those observed over the longest duration subsequent to their JobsPlus start (four years), the difference between the two groups in their probability of receiving unemployment benefits is between 11.1 percentage points (unemployed for at least one year) and 16.4 percentage points (unemployed for at least two years).	CO02; CO06; CO07	CR06*; CR09*  <i>* Up to 4 years after the beginning of JobsPlus</i>	4

Priority axis	IP	Findings of evaluation and comments (if any)	Related output indicators	Related result indicators	Identifier(s) of evaluation
		General findings on the whole Priority Axis (optional)			
		The research found a low level of awareness of the Jobsplus scheme among employers. Those employers who used the scheme reported being very satisfied and that they intended to use it again in the future. According to users, the scheme had a positive impact on their likelihood to hire unemployed candidates, especially those longer term unemployed.	Not directly related to specific output indicators: survey carried out on users (employers)	Not directly related to specific result indicators: out on users (employers)	14
		The report found that the tiered nature of the JobsPlus incentive had been effective in targeting the longer term unemployed. 87% of LTU participants remained off the Live Register between 30 and 36 months after their commencement date on the scheme. For LTU participants who complete 24 months on the scheme, the percentage rose to 94.8%.	CO02	CR04YEI; CR11YEI*; CR12YEI*; CR06*; CR09*  <i>* Up to 36 months after the beginning of JobsPlus</i>	18
		The review found that the scheme supported people who are long-term unemployed and other welfare recipients to enter, or re-enter, the labour market. Findings from the counterfactual review demonstrated that the numbers returning to welfare from the BTWEA were low. Former participants of BTWEA were more likely to be in self-employment or employment 18 months after the end of the period on BTWEA compared to non-participants.	CO02; CO06	CR06	22
All	All	The PEIL Mid-Term Evaluation found that the programme at its mid-term stage was progressing well and contributing significantly to a range of important education, labour market and social inclusion policy goals and objectives.	All	All	17

### 3. General conclusions

The findings of the PEIL OP evaluations suggest number of general and inter-related conclusions.

#### Outcomes for those who are long-term unemployed

A key objective of EU and Irish national labour market policy is to improve employment outcomes for people who are long term unemployed. A number of PEIL OP evaluations looked at the effect of ESF co-funded actions on employment outcomes for the long-term unemployed.

Evaluation #22 compared the outcomes of long-term unemployed BTWEA participants to a control group of comparable Live Register jobseekers who did not choose BTWEA as an option, and found that the BTWEA participant was over twice as likely to remain off the live register six months after the end of participation on the BTWEA. This trend continued when examined following an 18 month period after the BTWEA payments ceasing.

Evaluation #9 compared labour market outcomes of long-term unemployed individuals with low levels of education in receipt of SICAP employment supports with those of unemployed individuals with similar characteristics not in receipt of employment supports. The analysis showed a positive counterfactual impact on employment for both employment and self-employment interventions within SICAP. The estimated effects from the analysis showed an increased probability of approximately 18 percentage points for progression to any employment, 8 percentage points for progression to employment only and 30 percentage points for progression to self-employment only. The results were found to be driven by one-to-one interventions rather than group supports, with the probability of progression to either form of employment (employment or self-employment) increasing linearly with the number of one-to-one interventions.

The BTWEA and SICAP actions are related in that BTWEA can be seen as providing encouragement and financial support (for up to 2 years) for suitable people to consider self-employment and SICAP supports can be seen as providing expertise and advice to nurture the business idea.

Evaluation #4 compared the labour market outcomes of JobsPlus participants with a matched control group of similar non-participants. For those observed over the longest duration subsequent to their JobsPlus start (four years), the difference between the two groups in their probability of receiving unemployment benefits was between 11.1 percentage points (unemployed for at least one year), equivalent to a 57% reduction in the likelihood of unemployment, and 16.4 percentage points (unemployed for at least two years), equivalent to a 56% improvement in outcome. JobsPlus is an employer incentive which encourages and rewards employers who employ jobseekers on the Live Register. Employers are paid the incentive over a 2-year period.

In comparison, Evaluation #7 compared the labour market outcomes for Specific Skills Training participants 12 months following completion with a matched control group of similar non-participants. The analysis suggested that Specific Skills Training has the largest impact on those who had spent the lowest percentage of time on the Live Register in the preceding five years and, those who have spent the longer periods on the Live Register had lower employment probabilities. Specific Skills Training courses can vary in duration from 3-4 months (Short Courses) and up to nine months (Long Courses) on a full-time basis. The work placement element of Specific Skills Training courses is relatively shorter than other interventions such as traineeships.

Of these evaluations, those that examined the effects of longer duration and/or higher intensity actions seemed to find more positive effects on labour market outcomes for those who are long-term unemployed. A possible conclusion that this may suggest is that such supports, including the provision of significant work placement and soft skills, are effective in assisting the long-term unemployed.

### Person-centred approaches

A number of PEIL OP evaluations point to the value of adopting person-centred approaches to the delivery of actions.

Evaluation #1 sought to understand which types of interventions, services and activities increased the likelihood of Ability participants achieving successful outcomes. It found that providing a case management approach increased the likelihood that a participant improved their soft skills and that they achieved a qualification. It also found that developing a formal service plan with goals, actions and dates increased the likelihood that a participant progressed into education.

Reviews #2 and #3 note that SICAP implementing bodies use multiple approaches to engage individual clients, recognising that factors like nationality and cultural background, as well as gender, play an important role in the process. The reports note that the intensity and mix of supports delivered to SICAP clients are important factors influencing the progression of some groups to employment and self-employment, highlighting the importance of applying a case management and person-centred approach, which is responsive to people's needs.

One-to-one interventions and ongoing follow-up emerged in Evaluation #9 as important in enhancing clients' self-confidence, assisting with the development and refinement of a business plan, and supporting planning for the progression to employment. The counterfactual analysis indicated that intensive one-to-one supports significantly enhanced the likelihood of progression to employment and self-employment.

Evaluation #19 concluded that a flexible, individualised approach was key to working with NEETs under SICAP. The evaluation identified 19 good practice recommendations, with a person-centred approach needing to influence all practices from initial advertising of the programme, engagement of young people through to service delivery and follow up.

### Partnership and co-operation between local services

A number of PEIL OP evaluations highlight the role of partnership and co-operation between local services in supporting delivery of actions.

Evaluation #1 found that Ability service providers were implementing good practice in their engagement with employers and education providers and that several new and innovative approaches and proposals had been developed regionally throughout the programme. For example, working with local Education and Training Boards (ETBs) to develop new courses in areas of interest to programme participants pitched at a qualification level suitable for them, to address a lack of local, affordable, and accessible courses in these areas.

Evaluation #19 found that partnerships with local services such as the public employment services, local ETBs and the community and voluntary sectors were key referral routes for young people into the programme. Engagement with local second-level schools was also found to be useful for early intervention, as such schools can play an important role in identifying potential NEETs.

Evaluation #9 highlighted the importance of engagement by SICAP implementers with local services to attract participants, to provide access to necessary supports and to refer participants on to education/training provision. Examples given include links with local ETBs in terms of referring participants onto courses that meet their needs, with local childcare services so that participants with dependent children could access courses and with planning processes that had implications for the location of new jobs.

Evaluations #22 and #9 point to the interrelationship between the BTWEA and SICAP actions in that BTWEA can be seen as providing encouragement and financial support (for up to 2 years) for suitable people to consider self-employment and SICAP supports can be seen as providing expertise and advice to nurture the business idea.

Evaluation #11 highlights examples of the importance of co-operation between local services. Linkages with the local ETB's psychological support services and local counsellors helped Youthreach centres address participants' mental health issues.

## Annex: Evaluations undertaken in respect of the OP concerned

List all the evaluations by publication date, with the most recent first. All evaluations covering the OP even if covering other OPs should be reported.

Identifier	Brief description of measures/ intervener subject of evaluation	Title	Fund(s) concerned by the eval.	TOs	Link to report
1	The programme overall goal was to support participants aged between 15 – 29, to progress in education or training, attain meaningful social roles and/or secure employment.	Ability Programme Evaluation 2018 – 2021 (2022)	ESF	9	<a href="https://eufunds.ie/wp-content/uploads/2022/11/Ability-Programme-Evaluation-Report-2018-2021-FINAL.pdf">https://eufunds.ie/wp-content/uploads/2022/11/Ability-Programme-Evaluation-Report-2018-2021-FINAL.pdf</a>
2	The Social Inclusion and Community Activation Programme (SICAP) supports disadvantaged communities and individuals through targeted and innovative, locally-led approaches.	A Comparison of Men and Women Supported by SICAP – Learning Brief (2022)	ESF	9	<a href="https://eufunds.ie/wp-content/uploads/2022/12/9.f-A-Comparison-of-Women-and-Men-Supported-by-SICAP-A-Learning-Brief-by-Pobal.pdf">https://eufunds.ie/wp-content/uploads/2022/12/9.f-A-Comparison-of-Women-and-Men-Supported-by-SICAP-A-Learning-Brief-by-Pobal.pdf</a>
3	The Social Inclusion and Community Activation Programme (SICAP) seeks to promote an equality framework with a particular focus on gender equality and anti-discriminatory practices	The Role of SICAP in Supporting New Communities - Learning Brief (2021)	ESF	9	<a href="https://eufunds.ie/wp-content/uploads/2022/12/9.d-The-Role-of-SICAP-in-Supporting-New-Communities_23.03.2021.pdf">https://eufunds.ie/wp-content/uploads/2022/12/9.d-The-Role-of-SICAP-in-Supporting-New-Communities_23.03.2021.pdf</a>
4	JobsPlus is one measure used by the Irish Public Employment Service (Intreo) to address the labour market disadvantage of people who are long-term unemployed by means of a hiring subsidy.	JRC Technical Report: JobsPlus Evaluation (2020)	ESF	8	<a href="https://eufunds.ie/wp-content/uploads/2022/03/jobsplus_evaluation_online.pdf">https://eufunds.ie/wp-content/uploads/2022/03/jobsplus_evaluation_online.pdf</a>
5	The Work to Learn Programme is a Garda Youth Diversion Project (GYDP) based work experience initiative for young people.	Evaluation of the Work to Learn Project (2020)	ESF	9	<a href="https://eufunds.ie/wp-content/uploads/2021/12/31.a-An-Evaluation-of-the-Work-To-Learn-Programme-1.pdf">https://eufunds.ie/wp-content/uploads/2021/12/31.a-An-Evaluation-of-the-Work-To-Learn-Programme-1.pdf</a>

6	The programme is offered to young people engaged in four Garda Youth Diversion Programmes (GYDPs) located in the midlands. The aim is to support 'at-risk' young people and reduce the likelihood of them engaging in crime.	Evaluation of the QQI Co-Ordinator Programme (2020)	ESF	9	<a href="https://eufunds.ie/Evaluation-of-the-QQI-Co-ordinator-Programme.pdf">Evaluation-of-the-QQI-Co-ordinator-Programme.pdf (eufunds.ie)</a>
7	Specific Skills Training (SST) courses are designed to provide learners with a range of employability related skills and formal vocational qualifications to facilitate those entering the labour market for the first time and for people wishing to update or acquire new skills.	Evaluation of Specific Skills Training (2020)	ESF	8	<a href="https://www.solas.ie/f/70398/x/9aa70231b7/st-independent-evaluation-2020_indecon.pdf">https://www.solas.ie/f/70398/x/9aa70231b7/st-independent-evaluation-2020_indecon.pdf</a>
8	A soft outcome or Distance Travelled Tool was needed to measure and evidence the progress that service users make when engaging with SICAP services.	Report on the Development of My Journey: Distance Travelled Tool (2020)	ESF	9	<a href="https://www.pobal.ie/app/uploads/2020/03/My-Journey-Development-Report.pdf">https://www.pobal.ie/app/uploads/2020/03/My-Journey-Development-Report.pdf</a>
9	Pre-employment interventions are provided by the Social Inclusion and Community Activation Programme (SICAP) to assist a subset of those who are furthest away from the labour market.	Evaluation of Pre-Employment Supports (2020)	ESF	9	<a href="https://www.esri.ie/system/files/publications/RS109.pdf">https://www.esri.ie/system/files/publications/RS109.pdf</a>
10	Project implemented under the Gender Equality measure, specifically focussing on Women's Entrepreneurship.	WEBNET Evaluation (2020)	ESF	9	<a href="https://eufunds.ie/wp-content/uploads/2020/12/webnet-evaluation.pdf">https://eufunds.ie/wp-content/uploads/2020/12/webnet-evaluation.pdf</a>
11	The official aim of the National Youthreach Programme is to provide early school leavers (16-20 years) with the knowledge, skills and confidence required to participate fully in society and progress to	Evaluation of the National Youthreach Programme (2019)	ESF	8 and 9	<a href="https://eufunds.ie/wp-content/uploads/2020/12/evaluation-of-the-national-youthreach-programme.pdf">https://eufunds.ie/wp-content/uploads/2020/12/evaluation-of-the-national-youthreach-programme.pdf</a>

	further education, training and employment.				
12	The aim of SICAP is to reduce poverty and promote social inclusion and equality through local, regional and national engagement and collaboration.	Valuing community development through the social inclusion programme (SICAP) 2015-2017: Toward a framework for evaluation (2019)	ESF	9	<a href="https://www.esri.ie/system/files/publications/RS77_final_0.pdf">https://www.esri.ie/system/files/publications/RS77_final_0.pdf</a>
13	Equity of access to higher education is a national priority for the Government and the Department of Education and Skills (DES).	Progress Review of the National Access Plan and Priorities to 2021 (2018)	ESF	10	<a href="https://hea.ie/assets/uploads/2018/12/HEA-Progress-Review-NAP-2021.pdf">https://hea.ie/assets/uploads/2018/12/HEA-Progress-Review-NAP-2021.pdf</a>
14	JobsPlus is an incentive that is designed to encourage employers to recruit people from the Live Register who are long-term unemployed.	JobsPlus Research (2018)	ESF	8	<a href="https://www.gov.ie/pdf/?file=https://assets.gov.ie/212401/d3e8d500-829c-4b33-94c3-144b077eff4d.pdf#page=null">https://www.gov.ie/pdf/?file=https://assets.gov.ie/212401/d3e8d500-829c-4b33-94c3-144b077eff4d.pdf#page=null</a>
15	The aim of SICAP is to reduce poverty and promote social inclusion and equality through local, regional and national engagement and collaboration.	The Goals and Governance of the Social Inclusion Community Activation Programme (SICAP) 2015-2017 – A Mixed Methods Study (2018)	ESF	9	<a href="https://www.esri.ie/system/files/publications/RS68_0.pdf">https://www.esri.ie/system/files/publications/RS68_0.pdf</a>
16	The aim of the study was to increase the evidence base on if/how literacy and numeracy provision can be effectively integrated within SOLAS-funded FET programmes provided by Education and Training Boards (ETBs) up to Level 6 on the National Framework of Qualifications (NFQ).	Integrated Numeracy and Literacy (2018)	ESF	10	<a href="https://eufunds.ie/wp-content/uploads/2020/12/integrated-literacy-and-numeracy-final-report.pdf">https://eufunds.ie/wp-content/uploads/2020/12/integrated-literacy-and-numeracy-final-report.pdf</a>

17	The PEIL Programme is the single framework through which ESF funding is channelled in Ireland over the period, and it also incorporates Ireland's programme for delivering the Youth Employment Initiative (YEI).	Programme for Employability, Inclusion and Learning Mid-Term Evaluation (2018)	ESF	All	<a href="https://eufunds.ie/wp-content/uploads/2020/12/peil-mte-and-yei-evaluation.pdf">https://eufunds.ie/wp-content/uploads/2020/12/peil-mte-and-yei-evaluation.pdf</a>
18	JobsPlus is an incentive that is designed to encourage employers to recruit people from the Live Register who are long-term unemployed.	JobsPlus Focused Policy Assessment (2017)	ESF	8	<a href="https://igees.gov.ie/wp-content/uploads/2018/07/Focused-Policy-Assessment-on-Jobs-Plus.pdf">https://igees.gov.ie/wp-content/uploads/2018/07/Focused-Policy-Assessment-on-Jobs-Plus.pdf</a>
19	The aim of SICAP is to reduce poverty and promote social inclusion and equality through local, regional and national engagement and collaboration.	Kickboxing, Kindness and Going the Extra Mile – Good Practice for Working with NEETs under SICAP (2017)	ESF	9	<a href="https://www.pobal.ie/app/uploads/2018/06/New-Good-practice-for-working-with-NEETs-under-SICAP-Full-Report.pdf">https://www.pobal.ie/app/uploads/2018/06/New-Good-practice-for-working-with-NEETs-under-SICAP-Full-Report.pdf</a>
20	The Fund for Students with Disabilities (part of the Third Level Access measure) helps further and higher education institutions to put in place the essential supports and services that are needed to enable full participation by students with disabilities.	Review of the Fund for Students with Disabilities (2017)	ESF	10	<a href="https://hea.ie/assets/uploads/2017/10/HEA-Review-of-the-Fund-for-Students-with-Disabilities.pdf">https://hea.ie/assets/uploads/2017/10/HEA-Review-of-the-Fund-for-Students-with-Disabilities.pdf</a>
21	Le Chéile is a project under the Young Persons Probation measure. The project provides a mentoring service to young people aged between 12 – 18 years who have been referred by the Courts to the Probation Service.	Reducing Youth Crime in Ireland (2017)	ESF	9	<a href="https://lecheile.ie/wp-content/uploads/2021/04/Reducing-Youth-Crime-In-Ireland-Executive-Summary.pdf">https://lecheile.ie/wp-content/uploads/2021/04/Reducing-Youth-Crime-In-Ireland-Executive-Summary.pdf</a>
22	The Back to Work Enterprise Allowance (BTWEA) was designed to encourage people who are long-term unemployed to take up self-employment opportunities by	A Review of the Back to Work Enterprise Allowance (2017)	ESF	8	<a href="https://eufunds.ie/wp-content/uploads/2020/12/back-to-work-enterprise-allowance.pdf">https://eufunds.ie/wp-content/uploads/2020/12/back-to-work-enterprise-allowance.pdf</a>

	allowing them to retain a reducing proportion of their social welfare payment, plus secondary benefits, over two years.				
23	The Student Assistance Fund (part of the Third Level Access measure) allows institutions to respond to individual student issues and provide those students most in need with assistance.	Review of the Student Assistance Fund (2016)	ESF	10	<a href="https://eufunds.ie/wp-content/uploads/2020/12/review-of-the-student-assistance-fund.pdf">https://eufunds.ie/wp-content/uploads/2020/12/review-of-the-student-assistance-fund.pdf</a>
24	Youth Employment Initiative (YEI) element of the European Social Fund (ESF) Programme for Employability, Inclusion and Learning (PEIL) 2014-2020	Evaluation of the operation of the Youth Employment Initiative (YEI) element of the European Social Fund (ESF) Programme for Employability, Inclusion and Learning (PEIL) 2014-2020 (2015)	ESF	8 and 9	<a href="https://eufunds.ie/wp-content/uploads/2020/12/yei-evaluation.pdf">https://eufunds.ie/wp-content/uploads/2020/12/yei-evaluation.pdf</a>