

SICAP Social Inclusion Programme: A Youth Perspective

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Who are Pobal

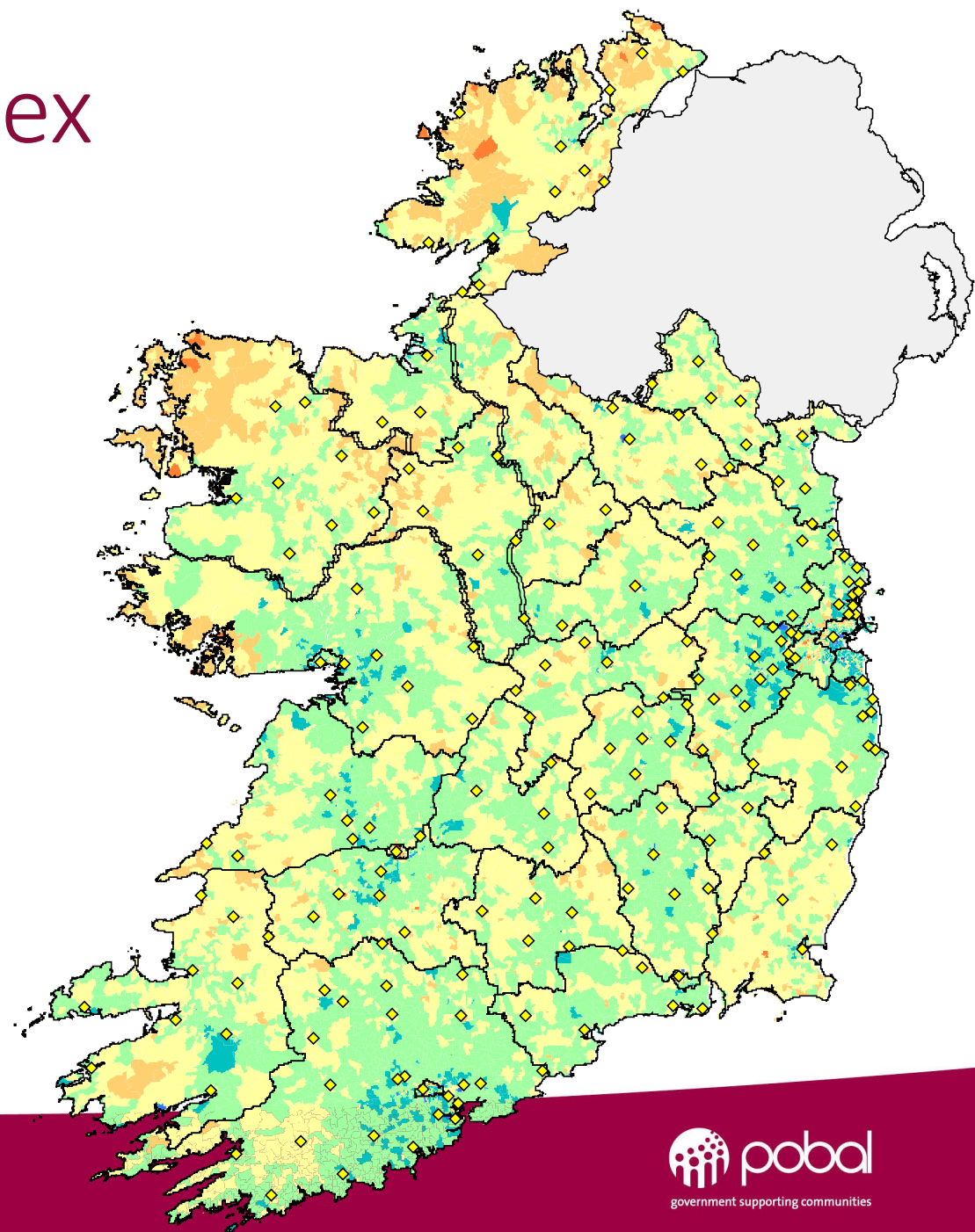
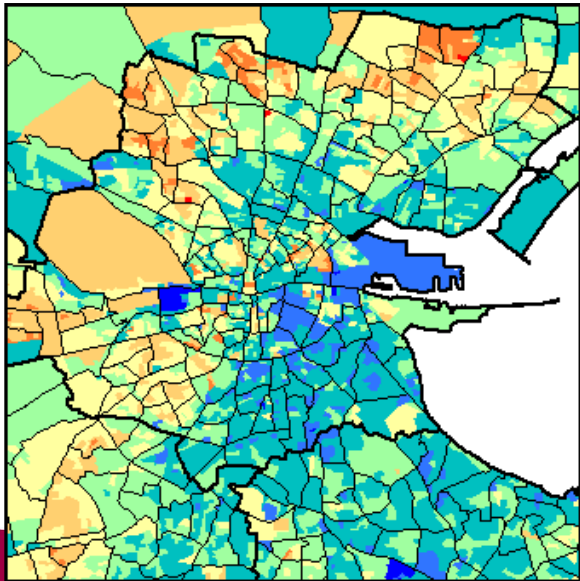
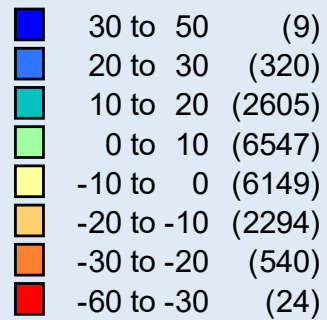
- 30yrs old, formerly ADM
- Grant making agency working across 6 Government Departments and 41 Programmes / funding streams, from the National Childcare Scheme to the Seniors Alert Scheme
- Work in the areas of Social Inclusion, Employment, Health, Sustainability and Early Years
- Distributes around €1bn in areas of social inclusion, inclusive employment and enterprise and Early Learning and care
- Work across the grant lifecycle, programme specifications, ICT systems, application and appraisal process, monitoring and reporting, data science, compliance.

SICAP

- The Social Inclusion and Community Activation Programme (SICAP) 2018 – 2023 provides funding to tackle poverty and social exclusion through local engagement and partnerships between disadvantaged individuals, community organisations and public sector agencies.
- SICAP addresses high and persistent levels of deprivation through targeted and innovative, locally-led approaches. It supports disadvantaged communities and individuals including unemployed people, people living in deprived areas, people with disabilities, single parent families, people on a low income, members of the Traveller and Roma community and other disadvantaged groups and of course, young people.



The Pobal HP Deprivation Index

Relative Index Score 2016
Haase & Pratschke 2017



Social Inclusion & Community Activation Programme – Distance Travelled Tool



| TITLE STATEMENTS | |  Strongly disagree | Disagree | Somewhat disagree | Neither agree nor disagree | Somewhat agree | Agree |  Strongly agree |
|------------------|--|---|-----------------------|-----------------------|----------------------------|-----------------------|-----------------------|--|
| 01 | I can confidently complete forms and applications | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 02 | My reading and writing are good enough for everyday life | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 03 | My maths is good enough for everyday life | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 04 | I am a confident person | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 05 | I know what I am good at | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

| | Young People (15-24) on caseload | | | Rest of caseload | | | Total caseload |
|--|----------------------------------|-------|--------------|------------------|-------|--------------|----------------|
| No. Individuals (% Caseload) | 18,996 (18%) | | | 88,557 (82%) | | | 107,553 |
| | Females | Males | Other Gender | Females | Males | Other Gender | |
| Gender | 44% | 55% | 0.2% | 53% | 47% | 0.1% | |
| Individuals living in disadvantaged areas | 7,512 (40%) | | | 22,829 (26%) | | | |
| No. Individuals participating in LLL | 10,142 (53%) | | | 43,395 (49%) | | | |
| % Completed LLL successfully | 80% | | | 87% | | | |
| Progressed into employment | 2,224 (12%) | | | 6,695 (8%) | | | |
| Progressed into self-employment | 321 (2%) | | | 10,662 (12%) | | | |

| Indicator | % Young People (15-24) | % of Rest of caseload |
|--|------------------------|-----------------------|
| Information about LLL opportunities | 50% | 37% |
| Labour market supports | 39% | 32% |
| Personal skills, wellbeing and capabilities supports | 31% | 27% |
| Supports to remain within education system for those at risk of early school leaving | 6% | 0% |
| Self-employment supports -pre-start-up | 5% | 26% |
| Ongoing in-work supports | 2% | 3% |
| Supports to move into better quality employment | 1% | 2% |
| Follow-up self-employment supports - trading | 1% | 8% |

SICAP – What young people said:

- Young people hear about the service through referral and word of mouth
- Young people come to SICAP with a diverse expectations and self-identified needs
- Prior to linking with services most young people were actively looking for work
- Having the same worker who goes the extra mile is noticed and appreciated
- Staff listening to service users and caring about their plans is important
- Mental health problems are an issue within the group, although are often left unspoken
- Follow up, tailor supports and ensure ownership of goals

SICAP: What works in supporting Young People

- Coaching is effective when working with young people with lower motivation
- Time and skills are required to support young people to manage life challenges
- Mental health is an issue for young people and is often left unspoken
- A proportion of NEETs require 'hand-holding' and an individualised range of supports
- Creating an environment that encourages peer support

SICAP: What works in supporting Young People (cont..)

- Training should be informed by and reflective of the workplace
- ‘No talk & chalk’: novel ways of learning are needed
- Programming need to be informed by cultural needs of minority groups
- Enterprise programmes require thoughtful design and careful participant selection

Future Challenges:

- As unemployment (and NEET rates) decrease, the profile is of more marginalized young people.
- Multiple barriers to inclusion and labour market (ie substance use, homelessness, education, mental health, physical health).
- Reaching “hard-to-reach” or disengaged young people, not always in geographically disadvantaged communities.
- International Protection (circa 4,000 children of 20,000 individuals on IPAS) and Ukrainian refugees
- Post Covid working patterns – Impact for young people and disadvantaged communities?