



**Social Inclusion &
Community Activation
Programme**

LDC Annual Progress Report 2025 Kildare 6.1.



Rialtas na hÉireann
Government of Ireland



Arna chomhchistiú ag
an Aontas Eorpach

Co-funded by the
European Union



pobal

government supporting communities

The Social Inclusion and Community Activation Programme (SICAP) is co-funded by the Irish Government, through the Department of Rural and Community Development and the Gaeltacht, and the European Social Fund Plus under the Employment, Inclusion, Skills and Training (EIST) Programme 2021-2027

Purpose of the 2025 Annual Progress Report

The Annual Progress Report (APR) is an opportunity to critically reflect on SICAP work carried out in your CAB/Lot during 2025. It should provide high-level information on trends, emerging issues, challenges and good practice within SICAP. **It should *not* contain the same detail as the action progress reports on IRIS.**

The purpose of the 2025 Annual Progress Report is to capture the role that SICAP played in responding to the needs of SICAP target groups during the year. In doing so, this report will capture beneficiaries' needs in your CAB/Lot in 2025, and the approaches used by you to respond to these needs, alongside challenges faced and lessons learned during the year.

There is a dedicated section where you can outline the details of the supports that you have provided to the Ukrainian arrivals and/or people seeking International Protection in your CAB/Lot.

There is a section where you can detail your work in 2025 with your Local Priority Target Groups.

Space is also provided within the report to reflect on the supports provided by DRCDG and/or Pobal in 2025 and where you can outline any issues or concerns that you would like to raise.

Report size guide: 8-12 pages, excluding Appendix 1. A page number guide is provided for each question. This can be adapted to suit your reporting needs.

Two-three photographs may be included, **with the understanding that relevant permissions have been received and captions describing the photographs are provided.** We would strongly encourage you to include photos and/or links to short videos if possible.

Infographics are also encouraged.

Appendix 2 provides some tips on how to best complete the APR template.

1. Please describe the needs of SICAP beneficiaries in 2025 and, where applicable, your responses to these needs. (2-4 pages)

GUIDANCE: Please complete the below table.

Please do not include details on Ukrainians/International Protection applicants in this section as there is a dedicated New Arrivals section within this report where those details can be provided.

The following points may be useful to reflect on to inform your response:

- What types of supports did beneficiaries require during the year? What did these supports look like? Please consider **individuals, Local Community Groups (LCGs), Networks, Social Enterprises (SEs), children and families, and non-caseload individuals**, when providing your answer. Note that Community Organisations is used as an umbrella term for LCGs, SEs and Networks. If needs and responses were different for SEs, LCGs, Networks, please indicate this within your response below.

Beneficiary type	Identified needs in 2025	LDC Responses to needs
Individuals	Mental health – confidence and self-esteem were key needs identified in 2025.	Initial engagement impacted by this lack of confidence. Using soft skills training, key employment training like Manual Handling and First Aid training were the most effective ways to help overcome this.
		One-to-one support to help build confidence and encourage further engagement has been very important this year. Many clients needing several interventions to talk through their plans.
		The Social Farming initiative also played a role here, with great engagement and high demand for placements on farms.
	SafePass training was identified as a need for those with some construction skills or seeking unskilled labour.	It wasn't prioritised in 2024 but emerged more and more in 2025. Courses were set up to address this need
	Demand for Smart Technology training continues with many older people, in particular, wanting to better understand technology and how to make more use of their phones	Courses & Workshops on cyber-security and using smart phones & tablets were run
	Manual Handling training to be prepared for any work position	Demand for manual handling was very high through the year with 35 courses running and 50% of the caseload attending
	CVs – creating and updating.	Over 100 people were supported with their CVs. Many find they are not getting called for interview and review of their CVs showed improvements could be made to highlight the relevant skills for the position.

	Soft Skills engagement – something easy and non-threatening to get people involved	Candle-making, flower arranging, Healthy Food Made Easy, Resilience through Art, Beginners DIY are some of the soft skills run. 34 courses ran with 348 clients taking part.
Community Organisations (please include details for LCGs, SEs and Networks as appropriate)	Community Organisations, Social Enterprises and Networks In 2025, SICAP beneficiaries across County Kildare continued to experience complex and interconnected social, economic and community needs. Community Organisations (including Local Community Groups and Networks) and Social Enterprises required tailored supports that reflected their stage of development, geographic location and the specific challenges faced by their members and service users. • Capacity building of Community Organisations (COs). • Building confidence and self-sufficiency within the COs	Community Organisations and Networks Community Organisations primarily required capacity-building and developmental supports to enable them to respond effectively to local disadvantage. For newly formed groups, needs focused on establishing strong foundations, including committee skills training, governance structures, development of constitutions, and clarity around roles and objectives. SICAP provided hands-on guidance with registration, compliance, grant applications and equality and diversity training to ensure groups were inclusive and sustainable. Established groups required more specialised and strategic support, particularly in governance, GDPR compliance, volunteer management, action planning and fundraising. Many groups sought assistance to expand their reach to SICAP target groups, including Heads of One-Parent Families (HOPF), older people, young people, and LGBTQI+ communities. SICAP responded with tailored workshops, mentoring and inclusion training. A significant need identified across communities was combating social isolation, particularly among older people and lone parents. Supports included soft skills and wellbeing programmes (such as chair yoga, craft workshops and smart technology training), Know Your Community events, transport supports, and regular social activities. Rural isolation and transport barriers remained a major issue, addressed through Local Link grants and funded transport for community participation. Communities also required responsive supports around emerging social issues, including mental health, addiction recovery and LGBTQI+ inclusion. This resulted in the expansion of social farming

	• Social Enterprises – business developing	programmes, recovery-focused social groups, parent support groups, and countywide LGBTQI+ visibility and training initiatives. Collaboration with partner agencies such as Foróige, Dara Project, Midlands LGBT+ Project and Family Resource Centres strengthened service delivery. Climate action emerged as a cross-cutting community need, with groups seeking guidance on sustainability, energy efficiency and local food production. SICAP supported this through SEAI information sessions, community gardens, reuse initiatives and LEADER-supported SMART community strategies. Social Enterprises Social Enterprises required more enterprise-focused and strategic supports compared to community groups. Key needs included business planning, governance, financial sustainability, succession planning, volunteer recruitment and HR management. SICAP delivered structured workshops and one-to-one mentoring to support enterprises at different stages of growth. Many social enterprises faced challenges around long-term sustainability and leadership transition, addressed through succession planning training and mentoring. Others needed support to formalise their operations, including legal structures, premises negotiations and business proposal development. A growing need was support in Climate Action and Just Transition, with enterprises exploring circular economy models and green skills opportunities. SICAP facilitated learning through site visits and strategy development, ensuring social enterprises could contribute meaningfully to environmental and social objectives. Youth engagement also emerged as a priority, with enterprises seeking to attract younger volunteers and develop leadership pipelines. Partnerships with youth organisations enabled targeted volunteering pathways and succession planning supports.
--	--	--

	• Networks and Collaborations	Shared Needs Across All Beneficiaries Across Community Organisations, Networks and Social Enterprises, key shared needs included: • Stronger governance and leadership capacity • Access to funding and grant support • Inclusion and equality training • Partnership development and networking • Support to respond to emerging social issues • Transport and rural access supports • Climate action awareness and implementation
Children and families	Parents with literacy issues need support with reading with their children. Students needing one-to-one tutor support Three schools completion programme clusters had a need for support for children around breakfast and summer activities. Keeping young people in school and interested by introducing them to the joys and benefits of being in nature and the surrounding environment.	Story Sacks is designed to support and encourage parents to use their imagination and props in creating the stories, so that reading is not the central issue. Taking the fear out of reading with the child. Jump-A-Grade programme – matching tutors with students for grinds helping them to achieve their desired results. Breakfast Clubs / / Lunch Clubs / Afterschool Summer Camps were co-funded by SICAP Wild Horizons - Forest School run by Dulra (see case study for more information).
Non-caseload individuals	People needing an understanding of what improvements they can make to their houses to improve energy efficiency Soft skills training – as social engagement tool. Especially in the disadvantaged estates and areas. These workshops enabled people to engage and participate fully. Creative thinking around the types of training to offer was useful. Information and clarity for women on menopause	SEAI workshops were run across the county Candle-making (256 participants), Flower Arranging (400 participants), pottery (79 participants) and Yoga (177 participants) were planned, organised and ran; total of 701 individuals and community organisation members participated in these soft skills workshops. 54 courses were run to build confidence and connection with others. In total 912 people attended across those courses. 58 women attended two workshops that were run with an expert providing information and answering questions.

2. Please provide an overview of SICAP supports that you provided to the New Arrivals. Please also provide details of how/if the additional funding enabled you to deliver these supports. (1-2 pages).

Guidance: What types of supports did New Arrivals require during the year? What did these supports look like? What challenges or barriers have you experienced? What has helped you overcome these barriers/challenges? If you have carried out any broader community-based integration initiatives, please provide details of those in this section.

Overview of SICAP Supports Provided to New Arrivals

Throughout 2025, SICAP funding supported the delivery of a comprehensive, responsive programme for New Arrivals living across County Kildare. The programme was structured around two core goals:

Goal 1 – Language development, social inclusion and community integration, and **Goal 2 – Employability, skills development and access to work-related opportunities**. Together, these goals ensured a holistic approach that addressed both immediate settlement needs and longer-term integration outcomes.

The additional SICAP funding was instrumental in enabling the scale, frequency and geographic reach of supports delivered. It allowed for increased onsite training delivery, transport provision for activities, and the expansion of successful programmes into new centres and outreach locations.

Goal 1: Language, Social Inclusion and Community Integration

Types of supports required

New Arrivals required intensive English language support, opportunities for social connection, family-focused activities, and safe spaces to build confidence and community links. Many residents arrived with limited English, trauma histories, isolation, and little knowledge of Irish systems or culture. This created a strong need for accessible, informal learning environments and community-based engagement.

What the supports looked like

Weekly Conversational English classes were delivered across Athy, Punchestown, Monasterevin, Kill, Straffan, Newbridge, Kildare Town and additional outreach locations. Classes were mixed-level and facilitated by trained volunteer tutors and integration staff. Delivery included:

- Small group English circles
- Reading groups
- Intensive English programmes (Monasterevin)
- Informal English embedded into crafts and workshops
- Large group sessions established in Kill Scouts Den following the centre's transition to a Designated Accommodation Centre (DAC)

A total of **102 learners** engaged in Conversational English during the year, with significant late-year growth, particularly in Kill (50 participants across two weekly groups).

Attendance reflected the transient nature of Accommodation Centres, with rolling arrivals and departures throughout the year.



Monasterevin Conversation English Class

Intercultural and community workshops

A wide range of informal learning activities supported language development and social inclusion, including:

- Craft workshops
- Flower arranging workshops (78+ participants across centres)
- Candle-making sessions
- Cultural celebrations and seasonal events
- St. Brigid's Day themed workshops
- Participation in Ukrainian Forums and misinformation awareness workshops
- Integration clinics in Athy, Cluain Lara, Kanes and the Gables.

These activities provided relaxed, non-classroom environments where participants could practice English, share cultural traditions, build peer relationships and improve emotional wellbeing.



Newbridge – Flower Arranging Themed Workshop, December 2025

Summer Camps

Summer Camps were delivered in Kill, Punchestown, Monasterevin, Hazel Hotel and Athy, engaging **100 children and parents**. Camps included sports, arts, educational sessions and family engagement activities. Many children had limited access to mainstream summer programmes, so these camps provided vital opportunities for social development, routine and positive experiences.

Community Day Trips and Events

Trips to Kildare Maze, Lullymore Heritage Park, canal walks, barge trips and seasonal events engaged **300 participants**. Transport was also provided for St. Patrick's Day celebrations (146 attendees). These trips supported:

- Practical English usage
- Cultural awareness
- Confidence in public spaces
- Connection with the local community



Challenges and barriers

Key challenges included:

- Low confidence and fear of speaking English
- Trauma and mental health barriers
- Transport limitations
- High turnover in accommodation centres
- Childcare responsibilities limiting participation
- Changes to centre status (e.g. Kill becoming a DAC)

How challenges were overcome

- Flexible class formats and mixed-level delivery
- Onsite delivery to remove transport barriers
- Volunteer recruitment and training
- Trauma-informed facilitation approaches
- Child-friendly activities and family supports
- Rapid response engagement for new arrivals

Additional funding impact

Additional funding enabled:

- Expansion into new centres (Newbridge, Kill)
- Increased class frequency
- Transport provision for trips and camps
- Additional staff hours for coordination
- Purchase of materials for workshops
- Volunteer recruitment and support

Goal 2: Employability and Skills Development

Types of supports required

New Arrivals required accredited training, employment guidance, welfare navigation, interpreting, and intensive one-to-one casework. Many faced language barriers, lack of Irish work experience, documentation challenges and complex personal circumstances.

What the supports looked like

Training was delivered onsite across centres to remove transport barriers. Courses included:

- Manual Handling – 621 participants
- First Aid – 305 participants
- Safe Pass – 55 participants (including Arabic-language delivery)
- HACCP – 20+ participants

Employment-focused workshops covered CV development, interview preparation, job searching and sector information.



First Aid, Monasterevin Group

Individual casework

One-to-one supports included:

- CV and cover letter preparation
- Job application support
- MyGov, PPS, Revenue and banking setup
- Qualification recognition and translations
- Crisis intervention (DV, medical, welfare)
- Referrals to KWETB, KLAES and other programmes
- Ongoing follow-up with residents across multiple centres

TÚS Programme support

Approximately **65 participants** were supported with TÚS placements, including:

- Interpreting at interviews
- Liaison with supervisors
- Ongoing monitoring to ensure placement retention

Interpreting and advocacy

Interpreting was provided for:

- INTREO appointments
- Medical visits
- Welfare and housing supports
- IRP card applications
- Training access

Over **223 IRIS registrations** were completed, ensuring rapid orientation and service access for new arrivals.

Challenges and barriers

- Language barriers
- Limited digital skills
- Complex welfare systems
- Trauma and health issues
- Lack of Irish work references

How challenges were overcome

- Multilingual training delivery
- Onsite services
- Partnership working with INTREO, KWETB, Red Cross, NGOs

- Trauma-informed casework
- Consistent follow-up and advocacy

Additional funding impact

Funding enabled:

- Large-scale training delivery
- Multilingual provision
- Increased staffing for casework
- Interpreting supports
- Outreach to new centres
- Expansion of TÚS and volunteering pathways

Overall Impact

The combined Goal 1 and Goal 2 supports created a strong foundation for integration. Participants improved their English, built social connections, accessed education and training, and progressed towards employment. Over **1,000 training engagements** were delivered, alongside hundreds of community activities and intensive casework supports.

The additional SICAP funding was critical in scaling delivery, increasing accessibility and responding rapidly to emerging needs. It allowed the project to move beyond crisis response towards meaningful, long-term integration outcomes. Overall, the programme strengthened independence, confidence and community participation among New Arrivals, supporting them to build positive futures in County Kildare.

3. Please provide an overview of your work to deepen engagement with your Local Priority Target Group(s) (LPTG) (1-2 pages)

Guidance: Please list your LPTG(s) below. Please outline your progress, challenges and successes (as applicable) in engaging with each LPTG in your area.

a. LPTG(s) list

Individuals from a disadvantaged area

Heads of One Parent Families (HOPF)

International Protection Applicants (IPA)

b. LPTG overview (please provide an overview for each LPTG)

Individuals from a disadvantaged area:

This has always proven to be a challenging target for the Goal 2 team to meet. Even though targets are not being checked until 2026 and 2028, yearly targets were set by the team. In 2025 the SICAP team not only met but exceeded the 2028 target. This achievement exceeds any engagement in previous SICAP plans. It would not be possible without the close working relationship between the Goal 1 and Goal 2 teams as well as collaboration with the Dara Project and Empowering Communities Project based in Athy, as Athy contains the highest disadvantaged areas in the county.

Another factor in better engagement is the prior working relationships with the individuals, the communities and other organisations through the previous plan and in 2024. It takes time to get known and build up trust and the Goal 1 and 2 teams have worked together to make this happen. 2025 is perhaps reaping the rewards.

There is an impact when key people leave their roles in our most disadvantaged estates & communities, impacting the relationships built, some committees have broken down and been rebuilt and that can set back some of the trust and therefore engagement. Team members have a more visible presence in the estates

by visiting community centres/houses and being available to address the needs such as soft skills options to encourage engagement.

Heads of One Parent Families (HOPF)

In 2024, a task force was set up and an event specifically for HOPFs was organised, however, both the task force meetings and the event were poorly attended. With this in mind, a different approach was taken in 2025, with the designated staff member for Heads of One Parent Families focussing on establishing connections throughout the county to deepen engagement with both HOPFs and key stakeholders. As there is still stigma attached to parenting alone, it was necessary to target parents as a whole to be able to inclusively support HOPFs. The HOPF Individual Support Worker (ISW) forged links with Home School Community Liaisons (HSCLs) in some of the key target areas such as Athy, Kildare Town, Newbridge and the Northwest of the county as well as the FRCs with supports having already been provided in Newbridge and Kildare Town FRCs in 2025. To deepen engagement with younger HOPFs, the HOPF ISW developed links with Foróige to provide individual and group supports.

To deepen engagement with parents, it was important to establish trust. The HOPF ISW collaborated with the Education Support Worker to develop the Story Sacks programme which ran in a number of National Schools in the county. While the programme encouraged parents to foster a love of reading among their young children, it also provided an opportunity to establish relationships among the parents, create trust and deepen the engagement. Story Sacks has provided a vehicle to extend supports way beyond the programme itself.

While it has been important to deepen engagement with HOPFs by inclusively supporting all parents, it was also essential to find a way to deepen engagement in a way that specifically targeted HOPFs. This was achieved by creating a programme which provided education supports (financial support, mentorship) specifically for HOPFs. This support is called An Chéad Chéim Eile (ACCE), established in 2025, and it is intended to continue this programme in 2026. It takes into account the variety of different training, courses and levels of courses that the individual HOPF is engaged in and provides the appropriate support.

International Protection Applicants

A key challenge continues to be building up English language skills to enable engagement in training and employment opportunities. SICAP Goal 1 & 2 and New Communities workers have worked hard to role out as many Conversational English classes as possible. Engaging volunteers to support this is also a challenge.

4. Please outline the challenges faced and lessons learned in relation to the overall delivery of SICAP during 2025. Were you able to overcome any of the challenges? If so, please describe. (half a page - 1 page)

SICAP in Kildare has now raised its profile so well that responding to the volume of referrals and requests from state agencies can be challenging and resulted in exceeding the caseload targets.

Changing personnel in community organisations (CO), Social Enterprises (SE) and networks, and the lack of appetite, perhaps confidence and skills of other community members to step up provides a challenge for Goal 1 team members to engage in a community and support the forming and norming of COs. Overcoming this challenge requires visibility and work in the targeted areas to build up relationships with people and support community members involvement in their community.

5. Please describe an approach or project that worked well in 2025 that you think would be useful to share with other SICAP implementers. Why do you think this would be useful to share with others? (half a page)

Guidance: Please do not use the same project or approach that you used for your 2025 case study. This should be a different project.

Story Sacks

Story Sacks is a language and literacy programme for the parents of primary school age children to encourage parents to foster a love for books within the home. Parents do not need good literacy skills, nor do they need to have English as a first language to be able to participate in the programme. The Story Sacks programme was established within County Kildare through a collaboration between the SICAP Education Support Officer and the HOPF ISW and Young Ballymun who provided the training for the Story Sacks facilitators. Story Sacks provided a method to allow the HOPF ISW to engage with HSCLs, FRCs and most importantly parents. By sitting together, the HOPF ISW was able to build relationships and learn from the parents what they needed to progress their own journeys. In the Northwest of the county parents started with Story Sacks but moved on to updating CVs, creating cover letters, learning job search skills and interview techniques. In the south of the county while parents started off with Story Sacks, they went on to complete a certificate in Paediatric First Aid with another participant going on to train as a Special Needs Assistant, receiving a small grant, mentorship, and technical support from SICAP. In another part of the county, starting off with Story Sacks led to another Paediatric First Aid, followed by the identification of a need for parents in a National School which was found to have 42 different nationalities. SICAP responded to the need in collaboration with the HOPF ISW, the HSCL and the SICAP Integration Team to roll out a Conversational English programme for that school. Rolling Story Sacks out across the most disadvantaged areas for HOPFs has helped with engagement with HOPFs and establishing their individual needs. Relationships established allowed other groups to roll out their own Story Sacks. Story Sacks has proved to be a firm foundation to build relationships with HOPFs and create SICAP responses to cohesively meet the needs of its clients.



Story Sacks with Heads of One Parent Families, Prosperous

6. Please outline how you incorporated SICAP's horizontal principles into your work? (1-2 pages)

Guidance: Use this space to describe how your work is shaped and underpinned by SICAP horizontal principles (i.e., promoting a human rights and equality framework, applying quality community development approaches, developing collaborative approaches with stakeholders and promoting climate justice).

Supporting Older People in Isolation:

The Goal 1 Team worked with 21 older peoples' groups to support their engagement and provide training and events to help reduce their social isolation.

The Goal 2 Team supported technology training of older people to keep them informed and aware of security and safety on devices for themselves and for their families, and to help them to better use and enjoy their phones and tablets.

Addressing Climate Action:

SEAI workshops – were rolled out to community groups. These were interactive and very informative. People felt more inclined to investigate upgrading their houses and BER.

SICAP staff all attended at least one Kildare Green UpSkilling workshop during 2025 which were funded through the Just Transition Programme. Training staff allows them to better appreciate the complexity of climate action and just transition and to devise better ways to inform and educate the individuals in the targeted communities. SICAP clients were also invited to attend and each course was certified.

Grow Together Programme in Derrinturn

This programme was developed in response to a request from the community. Aimed at bringing the community together, the programme was introduced in September and ran for six weeks. A tutor went through planning & designing the garden, deciding what to plant and when, and how to be more climate friendly. It brought different people across the community together (over 30 people), many from the more disadvantaged estates in the town. Local farmers brought in materials to support the project.



Grow Your Own, Community Garden in Derrinturn

Quality Community Development principles:

Goal 1 staff used community development principles in all aspects of their work with COs, carrying out needs analysis with 5 groups this year, developing capacity through committee skills training and ongoing support. Staff continued their own training in Community Development during the year. Information events were rolled out across the target areas to help bring communities together and begin a pre-development phase in those areas.

Collaborative Approaches

Social Inclusion week – Highlighting how social inclusion is prioritised across the county, a number of events were rolled out. The Dara Project showcased an art exhibition which was very well received by all who attended.

CYPSC – SICAP has responsibility for actions within the CYPSC plan, mainly around IPAs and children & family supports.

Social Farming – collaborating with Social Farming Ireland and identified local farmers, individuals were placed throughout the year to work on the farms. They learned the basics about farming, built confidence in their skills, developed an appreciation for nature and as a result this boosted their mental health and wellbeing.

Completing the Kildare Integration Strategy – The committee was reestablished to achieve this, including support from Kildare County Council and LAIT.

7. Please reflect on the programme supports that DRCDG and/or Pobal provided to LDCs in 2025. Were they helpful? Would you recommend any changes in approach or content? (quarter of a page)

Guidance: Please consider the SICAP Climate Justice support events, IRIS training, engagement meetings, guidance provided etc.

IRIS Superuser training and support has been excellent from Pobal. Pobal support team are very responsive to requests for support, particularly on the IRIS system. When clarity is sought from the Pobal SICAP team it is given.

Continued amendments to the forms was welcomed, e.g reducing the number of signatures needed, and clarifying the transport question.

SICAP Kildare were represented at an “In Our Words” event in Athlone where they spoke about their journey through being supported by SICAP for a number of years and ending up as a staff member in Goal 1.



It has been a very strong few weeks for Linda and the SICAP team. An excellent planning day was held in the LEADER-funded SoEarth Premises in Kill, and on Thursday, October 2nd Sabrina Whelan spoke eloquently about her journey through SICAP and the impact it has had on her career, at the SICAP “In Our Words” Showcase- in Athlone. Her words were extremely well received by all, including Minister Jerry Buttimer. The 2024 SICAP Case study also featured strongly in the room. Sabrina’s journey from the first days of SICAP support has been tremendous and she is now a hugely valued member of the LEADER team. Overall a very proud day for SICAP and CKLP.

8. Please provide any more comments or information that you think DRCDG/Pobal should be aware of around SICAP (quarter of a page)

Guidance: This may include details of concerns/challenges around your KPI achievement, details around your experience using My Journey or any other matters relevant to the programme.

The Distance Travelled Tool is not currently widely used by SICAP Kildare. It would need Pobal support to help Staff to understand better how to use it with their clients.

Overachieving the KPIs in Goal 2 was partly as a result of the influx of Beneficiaries of Temporary Protection (BOTPs) late in the year into three Designated Accommodation Centres (DAC) in Kildare. Changing from 90-days to 30-days accommodation put a lot of pressure on the SICAP programme to accommodate training, English language and manual handling.

The change in rules in Ukraine allowing 18 – 24-year-olds to leave the country, resulting in mainly males arriving into the three DACs, resulted in more clients needing supports late in the programme.

Appendix 1 – Updates to the IRIS database

Please confirm that you have completed the following end-of-year requirements:

✓	A narrative for each of the 2025 Actions has been input in the 'End of year update' field on the Progress Report tab of the action record and updates provided on LDC collaboration records. The <i>Action Progress Report</i> and <i>LDC Collaboration Updates</i> report can be generated to view the updates for each action as well as the updates on LDC collaborations. Please note that for CABs which contain offshore Island communities, but are not Island specific CABs/Lots, LDCs are required to provide details of work carried out with Islands in their action progress narrative.
✓	2025 financial and beneficiary data input is complete.
✓	2025 data quality issues identified on system dashboards and views have been rectified.
✓	Potential duplicate records have been reviewed and deactivated if appropriate.
✓	2025 data follow-up has been carried out, as appropriate (e.g., LLL activity outcomes, still in employment/self-employment).
✓	ESF exit data has been recorded promptly for relevant Individual records (as per the LDC's caseload management policy and EIST requirements).
✓	ESF 6-month follow-up data has been recorded for Individuals who have been selected for the representative sample. The 'EIST LT result sample follow up due' system view should be blank.
✓	LDC contact information and the list of LDC staff members are up to date.
✓	Pobal has been notified to deactivate the IRIS user account for any staff member no longer involved in SICAP.
✓	2025 End of Year Financial and Monitoring report has been submitted on IRIS (including upload of the signed Lot Cost Charged report and Monitoring report to the SICAP SharePoint library).