

**Ireland's Employment & Human Resources  
Development Operational Programme  
(2000-2006)**

**Annual Implementation Report for 2001**

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## ***1. The Socio-Economic & Policy Context in 2001***

### **1.1 The Economic Climate in Ireland in 2001**

Ireland's growth rate slowed during 2001 under the influence of negative global economic conditions. However, the fundamentals of the economy remained strong, based on continued investment in enterprises, infrastructure and skills, and a strengthened regulatory environment. In the industrial development sphere, the drive continued for quality foreign direct investment projects and higher valued added output from indigenous firms while in the labour market arena particular stress on quantifying the skills needs of the economy and on developing a strategic framework for lifelong learning enjoyed particular emphasis in 2001.

Ireland's international competitiveness ratings have reached exceptionally high levels in recent years although more recent evidence points to a slight deterioration in certain competitive areas including concerns about wage inflation. Sustaining competitiveness requires rapid and flexible adaptation to new economic circumstances. Ongoing action is required on issues such as costs, productivity, human resources, infrastructural deficits, e-commerce usage, and research, development and innovation. According to EU competitiveness scoreboards, Ireland's performance has been among the best on indicators such as net business creation, ease of company start-up, business friendly environment, low administrative and taxation burdens and adoption of ICTs. Nevertheless, Ireland acknowledges that the dynamic nature of the global competitive environment implies continuing dedication to identifying and responding to competitiveness issues into the medium and long term.

The National Competitiveness Council's Fourth Annual Competitiveness Report and its 2001 Annual Competitiveness Challenge were published in December 2001. The latter report contained a number of recommendations for action to improve competitiveness in the light of the changed economic environment e.g. cost environment for enterprise, infrastructure (transport, telecoms, energy and waste), market regulation, public sector effectiveness/efficiency, education and training and research and development. Clearly, these recommendations will require particular attention in 2002 and beyond.

On the jobs front, indigenous manufacturing and international services firms showed gross employment gains of 14,000 in 2001 - the third highest recorded in 10 years. While these gains were considerably offset by job losses, employment in the indigenous sector still grew to 148,116 – a net increase of 1,000 jobs. An estimated 26% of new jobs occurred in the BMW region in 2001 compared with 18% in 2000.

In 2001, Enterprise Ireland, who are charged with assisting the development of Irish firms, shifted focus towards building capability and in this period €30.9m was expended on capability schemes and €34.4m on enhancing capacity. In the Shannon Region, client firms of Shannon Development, Enterprise Ireland's sister organization in the Shannon region, created 1,127 jobs in 2001, although a loss of 1,726 jobs resulted in a small net decrease of 599 jobs overall in client companies.

The role of Foreign Direct Investment (FDI) on the development and modernisation of the Irish Economy is well known and Ireland has been particularly successful in attracting FDI projects in the high technology sector. Our taxation rates, our infrastructure and our skills-base have all been of vital importance in our attractiveness as a location of choice. With the competition for FDI already intense, and likely to become more so, our global approach will need to be more sophisticated, in relation both to our needs and our stage of economic development, into the future. A more balanced regional development is also imperative in order to reduce the disparities between and within the South and East region and the BMW (Border, Midlands West) region.

In 2001, exports continued to be central to Ireland's economic performance. In spite of the difficult international economic situation, exports increased some 10% in 2001. The overall figure, however, masks a difference in performance between the start of the year, when exports were growing strongly, and the end of the year when growth was much more sluggish.

## **1.2 The Irish Labour Market in 2001**

In moving on to discuss the Labour Market in 2001, it is important to recall that the overall aim of Irish labour market policy has been "to promote quality employment, meet the labour supply and skill needs of the economy, foster social inclusion, protect the welfare of workers, facilitate industrial peace and promote social policy as a productive factor".

As already noted in our brief overview of the economy in 2001, Ireland has enjoyed rapid growth in the economy in recent years, which has resulted in significant gains in employment. Indeed, employment levels doubled during the decade to 2000. Allied to this progress, skills and labour shortages manifested themselves, particularly during recent years, with consequent upward pressure on wages particularly for the higher skilled, although these effects were somewhat ameliorated by the slowing of growth during 2001. The medium term outlook from 2001 suggests that the labour market will remain tight.

At the end of 2001, the total number of persons at work in Ireland<sup>1</sup> was 1.753 million. This represented an annual rate of increase in employment of 2.5% or an additional 42,600 persons at work. In contrast, the numbers of proposed redundancies notified to the Department of Enterprise, Trade and Employment under the relevant legislation during 2001 totalled 19,828 compared to 13,316 in 2000, a significant increase of almost 50%. In addition to redundancies in the traditional areas such as clothing, footwear and textiles, there have also been redundancies in the ICT sector. At the end of the year the unemployment rate was 4% compared to 3.9% one year earlier, while the long-term unemployment rate was 1.2% compared to 1.4% a year earlier. The labour force now totals 1,825,500, an increase of 46,400 year-on-year with an increased female participation rate of 48.6 per cent (up 0.7 per cent) and a marginally increased male participation of 71.1 per cent (up 0.1 per cent).

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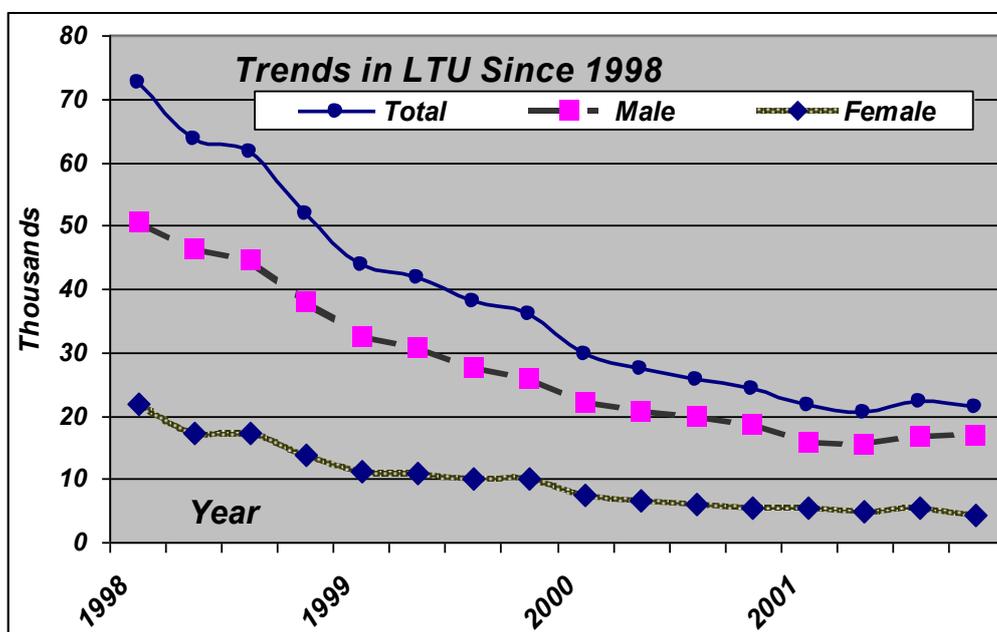
<sup>1</sup> Quarterly National Household Survey (QNHS) 4th quarter

Employment grew in the year to the Fourth Quarter of 2001 in all sectors except certain production industries and hotels and restaurants. There was significant growth in the education and health and financial and business services sectors. The number of self-employed persons with employees declined by 2,500 during the year while the number without employees grew by 6,700.

Employment increased by 2.8 per cent (12,000) in the BMW region in the year to the Fourth Quarter of 2001 and by 2.4 per cent (30,600) in the SAE region. Unemployment also grew by 3,200 in the BMW region and by 600 in the SAE region. At NUTS III level employment grew in all regions while unemployment also grew slightly in all regions except the Midlands, Mid-East and South-East. The region with the highest unemployment rate is the Border Region at 6.4 per cent with the lowest being Dublin (3.1 per cent) and the Mid-East (3.2 per cent).<sup>2</sup>

Insofar as Long Term Unemployment (LTU) is concerned, the past four years have seen the Dublin Region show the most marked decrease with LTU levels decreasing by 78.8%. This contrasts sharply with the Border, South-East and West Regions which reported decreases of 52 per cent, 51.4 per cent and 39.5 per cent respectively. The Border Region now replaces Dublin with the highest number of LTU both in absolute and percentage terms.

### Rate of Long Term Unemployment



Also during 2001, over 36,400 Work Permits were issued by the Irish authorities compared to 18,000 the previous year and 6,200 in 1999. In addition, 3,650 fast-track

<sup>2</sup> The sources for all statistics is the CSO Quarterly National Household Survey for Sep-Nov 2001

Working Visa/Work Authorisations were issued in 2001. Taking account of the fact that the increased demand for work permits contrasted with a rise in job losses in the domestic economy, the Irish Authorities brought forward new procedures whereby employers seeking to engage non-EEA workers would now be required to advertise all job vacancies with FAS, the Employment & Training Authority, for a period of four to six weeks. The aim is to ensure maximum mobilisation of labour from within the EU/EEA before having recourse to the work permits scheme.

#### **Main features of CSO 4th Quarter 2001 Quarterly National Household Survey**

	<b>4<sup>th</sup> Q 2000 ('000s)</b>	<b>4<sup>th</sup> Q 2001 ('000s)</b>	<b>Change (%)</b>
<b><i>Employment</i></b>	<b><i>1,710.3</i></b>	<b><i>1752.9</i></b>	<b><i>+2.5%</i></b>
Male	1,007.4	1024.2	+1.7%
Female	702.9	728.7	+3.7%
<b><i>Unemployment</i></b>	<b><i>68.8</i></b>	<b><i>72.6</i></b>	<b><i>+5.5%</i></b>
Male	41.4	44.9	+8.5%
Female	27.4	27.7	+1.1%
<b><i>Unemployment Rate</i></b>	<b><i>3.9%</i></b>	<b><i>4.0%</i></b>	<b><i>N/A</i></b>
Male	3.9%	4.2%	N/A
Female	3.8%	3.7%	N/A
<b><i>Long-Term Unemployment (LTU)</i></b>	<b><i>24.2</i></b>	<b><i>21.3</i></b>	<b><i>-11.98%</i></b>
<b>LTU Rate</b>	1.4%	1.2%	N/A

### **1.3 Labour Market Policies in the Changed Economic Environment**

In the light of the changes in the global economy generally, and their implications for the labour market environment, in particular, 2001 saw the Irish Authorities together

with representatives of Business, Unions, the EU and the wider Social Partners review the continuing relevance of our broad economic strategies and associated labour market policies. That review concluded with general agreement that the broad thrust of our labour market policies which focus on upskilling, lifelong learning, mobilisation and on efforts to re-integrate those who remain long-term unemployed or who are otherwise excluded from the labour market remained appropriate to the changed economic circumstances.

In the context of our reviewing our various employment and training strategies in 2001, FÁS, the national employment and training agency, engaged in a strategic review of its *raison d'être* and published its new strategy in late 2001. Key elements of that new strategy include:

- A significant emphasis on services to employers and employed people;
- A greater focus on mobility and flexibility, through the “upskilling” of the workforce;
- The promotion of employment through greater mobilisation of labour supply from all available sources, and;
- Continuing to improve services for unemployed people particularly those who are marginalized with an emphasis on:
  - A focussed approach, tailored to individual needs;
  - Using the Employment Service as a “gateway” to all labour market services;
  - A guarantee of service to unemployed people.

Also in 2001, the Department of Enterprise, Trade and Employment continued to work with FÁS, Forfás and the Expert Group on Future Skills Needs (EGFSN) along with the Department of Education and Science to address the issues impacting on our ability to mobilise labour supply in the economy. The Department established a Labour Market Intelligence forum, which facilitates the interaction of the Department with its key agencies in this field, namely FÁS and Fórfás. The aim of the forum is to facilitate the Department and its Agencies to better share their analysis of what is happening in the labour market so that we can continually attune our broad labour market policies and our specific programmes more efficiently and effectively to the benefit of both employees and employers.

The Expert Group on Future Skills Needs was reconvened with a formal mandate from Ministers and issued its third report in July of 2001. The report focused on the following skills areas: Construction, ICT Skills, Researchers and Life Sciences. A key theme running through the recommendations of the Group was the need for upskilling of those already in employment, especially in the ICT and Construction sectors. The analytical resources available to the Expert Group were strengthened through the establishment in FAS of a new Skills and Labour Market Research Unit.

## 1.4 The National Employment Action Plan/European Employment Strategy

The National Employment Action Plan (NEAP) for Ireland for 2001 was prepared in consultation with other relevant Government Departments and the Social Partners and submitted to the EU as required under the EU Employment Strategy and it resulted in three recommendations from the European Commission. These were:

- To increase labour supply and employment rates;
- To sustain productivity growth and upgrade skills and qualifications in the workforce; and
- To address imbalances in employment, unemployment, job creation and human capital endowment between various areas in Ireland.

Ireland has sought to address these recommendations in a variety of ways, not least through many of the activities being supported under the Employment and Human Resources Development Operational Programme (EHRD-OP).

The mobilisation of labour supply continues to be a policy priority for the EHRD-OP, a Programme consuming almost 25% of our National Development Plan investments. A number of specific measures in the OP were designed to ensure that all potential sources of labour supply in the economy – including increased female participation, married ‘returners’, older workers, people with disabilities and immigrants – could enjoy greater access to the labour market. Through the European Social Fund (ESF) the European Commission is co-funding a number of specific measures addressing these areas.

Specifically, the ESF is supporting our delivery of the “Traineeships” programmes (part of measure 14), a programme with the particular aim of providing skilled crafts-people to meet the growing skills needs of the economy. In addition, the ESF is assisting our “Skills Training for the Unemployed and Redundant Workers” programme (measure 13) through which Ireland has developed a series of initiatives directed at training unemployed and redundant persons to assist them access new employment opportunities.

Further areas where the ESF funds our activities directed at integrating the unemployed into the labour market come within the suite of initiatives directed at the “Preventive Approach to Unemployment” where we are seeking to intervene in the labour market to minimise unemployment and prevent the drift into long-term unemployment. Specific ESF-funded activities in support of this objective would include the “School Completion Initiative” (measure 5) which seeks to retain pupils to completion of senior-cycle post-primary education thereby preventing a drift into possible long-term unemployment later, and the “Early School Leaver Progression” programme (measure 11A) which has the strategic aim of reducing early school leaving by developing foundation and progression places and services thereby again

offering a preventive approach which should avoid the drift into long-term unemployment and mobilise that cohort of the potential labour force. These two **ESF** co-funded measures are augmented by further **ESF** financing for our “Early School Leavers – Youthreach and Travellers” initiative (measure 11B) which aims to meet the needs of those who have left school early with little or no educational/vocational qualifications and need direct assistance to enable them re-enter the active labour force. In addition, our mobilisation of the labour supply is further assisted by the **European Social Fund** through its investment in the expanded services of FÁS, the National Employment Service (measure 2), in its work to meet job-seekers’ and jobchangers’ needs thereby facilitating their labour market mobilisation.

As regards initiatives aimed at integrating further into the labour market economically inactive people, the **ESF** is supporting our “Active Measures for the Long-Term Unemployed and Socially Excluded” (measure 3) as well as the “Third-Level Access” initiative (measure 9) which aims to promote the access to third-level education of students from disadvantaged backgrounds, of mature second-chance students and of students with disabilities

The Irish Authorities are also seeking to more fully exploit the employment or income-generating potential of “Social Economy” initiatives by disadvantaged individuals or groups at local level through **ESF** support for the “Social Economy Programme” (measure 19A). This programme supports imaginative, locally-based initiatives in disadvantaged communities which have income-generating potential. The parallel “Local Social Capital” programme (measure 19B) will provide support to locally-based micro projects involving pooling of resources by and within disadvantaged communities to promote employment therein. This latter initiative to come on stream in 2002.

In the area of “Equal Opportunities”, the **ESF** is supporting the “Equal Opportunities Promotion and Monitoring Programme” for the education sector (measure 31A) to address gender inequalities by ensuring the participation of both genders is promoted and facilitated in this sector as well as the “Educational Equality” initiative which aims to address gaps in provision for educationally disadvantaged women, men and specific marginalised groups (measure 30). The **ESF** is also supporting our “Equal Opportunities Promotion and Monitoring” programme under the National Development Plan (measure 31B), a programme specifically designed to assist implementing Departments and agencies to meet the gender mainstreaming requirement across all Operational Programmes.

As regards the second Commission Recommendation – to pursue efforts to sustain productivity growth and upgrade skills and qualifications in the workforce - a number of OP measures are dedicated to this end. Specifically, the **ESF** is financially assisting our initiatives to support and foster increased activity in the sphere of “In-Company Training” through two principle initiatives, the “In-Company Training” programmes run by FÁS and Enterprise Ireland (measures 18 A and B). Additionally, Ireland is working on proposals, in conjunction with the Social Partners and the European Commission, to broaden and deepen the In-Company Training measures – an initiative advanced during 2001.

As regards the developing area of “Lifelong Learning”, the **European Social Fund** is supporting our “Lifelong Learning – Back to Education Initiative” (measure 21) which aims to address the needs of those with low or no educational qualifications who can be assisted back into the labour force or into better and more skilled jobs through accessing flexibly delivered and timely provided skills upgrades. In addition, the **ESF** is supporting the “Lifelong Learning – National Adult Literacy Strategy” (measure 22) which provides increased literacy, numeracy and basic education for adults with inadequate skills in these areas. Further **ESF** support is given to the “Undergraduate Skills” programme (measure 26) which supports the additional third-level places being provided to meet changing labour market skill needs, particularly in the ICT sector.

Finally, insofar as the third recommendation in response to Ireland’s 2001 NEAP is concerned, Ireland has introduced a number of policy changes at national level (e.g. Enterprise Ireland and IDA Ireland have new regional strategies) to redress imbalances in employment, unemployment, job creation and human capital endowment between various areas in Ireland. Furthermore the National Spatial Strategy will provide a framework for decisions which should in due course help to address such imbalances. In addition, of course, the preferential rates of structural fund, including **ESF**, intervention rates preferred on the BMW region of the country deliberately seeks to offer greater assistance to - and incentive for - co-funded EHRD-OP activities in that more disadvantaged part of the country.

Under the EU Employment Guidelines, the Irish Government has committed to:

- Intervening with all unemployed young people before they reach 6 months of unemployment with a view to offering them a job, training or other employability support;
- Intervening with all adult unemployed before they reach nine months unemployment, with a view to making a similar offer to them.

The outcomes from this activation process have been extremely positive. At the end of December 2001 the following outcomes were achieved:

- Of the 6,880 under 25s approaching 6 months on the Live Register referred to FAS, 4,396 (58%) had signed off the Live Register at the end of December 2001.
- Of the 6,471 25-34 year olds approaching 9 months on the Live Register referred to FAS, 3,869 (60%) had signed off the Live Register at the end of December 2001.
- Of the 5,333 35-44 year olds approaching 9 months on the Live Register referred to FAS, 3,117 (58%) had signed off the Live Register at the end of December 2001.

- Of the 3,820 45-54 year olds approaching 9 months on the Live Register referred to FAS, 2,201 (58%) had signed off the Live Register at the end of December 2001.

### **1.5 Social Inclusion/Poverty**

The National Anti Poverty Strategy (NAPS) in Ireland was launched in 1997 as a Governmental initiative to provide a framework for action to help achieve the objective of eliminating poverty in Ireland and highlight our national priorities in this regard. It represented a major step forward in drawing together the many Departmental endeavours aimed at addressing poverty and promoting social inclusion into a comprehensive single strategic plan. Ireland's NAPS is fully consistent with the key objectives of the National Development Plan 2000-2006:

- Continuing sustainable national economic and employment growth;
- Consolidating and improving Ireland's international competitiveness;
- Fostering balanced regional development;
- Promoting social inclusion.

Unemployment, and in particular long-term unemployment, has long been identified as a fundamental cause of social exclusion and poverty. Despite the significant reduction in unemployment in recent years, labour market participation levels and job progression rates among certain marginalized and excluded groups still gave rise to concern during the year under review. In this regard the role of NAPS is important. In 2001, a NAPS review process was conducted involving extensive consultations between government, agency and social partners representatives under six themes: educational disadvantage, employment, rural poverty, urban disadvantage, housing/accommodation, and health.

The global target of the NAPS set for the period 1997 to 2007 and aimed at considerably reducing the numbers of those who are 'consistently poor' from 9% - 15% of the population to less than 5% - 10%, as measured by the Economic and Social Research Institute (ESRI), has already been largely achieved in Ireland. Data published in the 1999 ESRI report "*Monitoring Trends in Poverty for the National Anti-Poverty Strategy*" shows that by 1997 the numbers deemed to be 'consistently poor' had fallen sharply to 7%-10%. In the light of the substantial achievement of the original target and the rapid economic and social progress achieved over the previous two years, the Government in June 1997, set a new global target of reducing 'consistent poverty' to below 5% by 2004.

As has already been alluded to, Ireland has enjoyed a recent period of significant employment growth. As a result the long-term unemployment rate was down to 1.2% at the end of 2001. With employment growth having been achieved across all occupations, substantial job increases have not been confined to what might be termed high-skill areas. In addition, labour force participation rates (LFPRs) have increased for both men and women. Women's LFPRs have increased substantially in recent years from a low base, and while they are currently slightly below the EU average, in some age cohorts Ireland's LFPRs are amongst the EU's best performers. The much improved employment situation in Ireland in recent years has clearly served to assist our progressing to meet our NAPS aims and objectives

The EHRD-OP has set itself seven key objectives one of which is “to promote social inclusion with particular reference to the re-integration of the socially excluded and the long-term unemployed into the labour force”. Key elements of the labour market policy mix being pursued as part of our employment policies in Ireland which underpin a NAPSincl approach are:

- Targeted Active Labour Market Programmes;
- Significant tax reform;
- Implementation of the Preventive Strategy;
- Implementation of a National Minimum Wage;
- Better interaction of Tax/Welfare systems;
- Actions with respect to Lifelong Learning and Adult Literacy
- Actions in the areas of Equality and Anti-Discrimination.

Overall, these approaches reflect the high priority attached to fostering job growth, bringing back into the mainstream persons who are excluded and further enhancing the skills of the workforce.

The impact of education, training and labour market policy on poverty levels was given careful consideration in the context of the development of the EHRD-OP back in 1999 in acknowledging the link between unemployment, particularly long-term unemployment, and poverty. The direct link between low levels of educational attainment and unemployment, particularly long-term unemployment has also been well established. The following OP measures contribute to the Social Inclusion Objective:

- Traveller Education (non co-funded – measure 7)
- Active Measure for LTU and Socially Excluded (**ESF co-funded** – measure 3)
- Third Level Access (**ESF co-funded** – measure 9)
- Vocational Training and Pathways to Employment for People with Disabilities (non co-funded – measure 16)
- Refugee Language Support Unit (non co-funded – measure 17)
- Early Literacy (non co-funded – measure 6)
- Early Education (non co-funded – measure 4)
- School Guidance Service (non co-funded – measure 8)
- School Completion Initiative (**ESF co-funded** – measure 5)
- Early School Leaver Progression (**ESF co-funded** – measure 11A)
- Early School Leavers – Youthreach & Travellers (**ESF co-funded** – measure 11B)
- National Employment Service (**ESF co-funded** – measure 2)
- Employment Support Services (non co-funded – measure 15)
- Action Programme for the Unemployed (non co-funded – measure 1)
- Lifelong Learning – Further Education Support Services (non co-funded – measure 23)
- Lifelong Learning – Back to Education Initiative (**ESF co-funded** – measure 21)
- Lifelong Learning – National Adult Literacy Strategy (**ESF co-funded** – measure 22)
- Educational Equality Initiative (**partly ESF co-funded** – measure 30A)

and the OP Programme Complement sheets have all been assessed from the poverty proofing perspective.

Another relevant development in 2001 in the field of Social Inclusion was the development of a High Supports process by the Department of Enterprise, Trade and Employment concluded at the end of December, 2001. The process has the objective of providing appropriate supports to meet the needs of those people, who because of age, literacy or other barriers are unlikely to succeed in getting, and keeping a job in the open labour market. The High Supports process builds on the existing guidance and counseling services provided under the dual stranded National Employment Service to help people to become job ready.

Successive Irish National Employment Action Plans and our National Anti Poverty Strategy share many goals in common. Many of those same goals and objectives are also found in the EHRD-OP. Details of how the individual Measures and SubMeasures in the OP have impacted on our Social Inclusion objectives in the course of their delivery in 2001 are contained in the individual Measure/SubMeasure reports further on in this Report (Chapter 5).

## **1.6 Other National Training Policy Advances**

Insofar as national training policy is concerned, Ireland would also draw particular attention to the following recent developments:

- The establishment of the National Training Fund in 2000 as a dedicated fund to finance a range of schemes aimed at raising the skills of those in employment, providing training to those who wish to acquire skills for the purposes of taking up employment and providing information in relation to existing, or likely future, skills requirements in the economy. In 2001, the National Training Fund supported schemes operated by FAS, Enterprise Ireland, IDA Ireland, Shannon Development and Skillnets.
- The Training Networks Programme which was established in 1999 as a pilot initiative to test the effectiveness of an enterprise-led approach to training in the workforce. The programme is operated by *Skillnets Ltd.*, an independent company with a management board which reflects state, employer, trade union and business stakeholder interests. In 2001, the Irish Authorities commissioned an external evaluation of the Programme with a view to considering its future.
- The creation of the National Training Advisory Committee in November 2001 to advise on the overall strategy for enterprise training in Ireland, to identify best practice on enterprise training and its application to public policy; and to advise the Minister on the priority training needs of the enterprise sector, and the National Training Fund.
- The establishment in 2000 of a Task Force on Lifelong Learning. The Task Force was charged with identifying existing lifelong learning provision, mapping that provision in terms of its adequacy, and identifying, proposing and costing priority actions on lifelong learning. Two Sub-Groups were

established to carry out detailed examinations of the issues of “Access and Barriers to Lifelong Learning”, and “Workplace Learning”. The Sub-Groups submitted their reports to the Task Force in 2001 and the work of the Sub-Groups was taken into account in drafting the Task Force’s report which is due to present its final report to Government in 2002.

- Policy responsibility for the vocational training and employment of people with disabilities transferring from the Department of Health & Children to the Department of Enterprise, Trade and Employment in 2000 following which policies in this area were developed in 2001 through a three dimensional approach:
  - Firstly, to *develop the skills* of people with disabilities for employment.
  - Secondly, to *stimulate awareness amongst employers* of the contribution which people with disabilities can make to their businesses; and
  - Thirdly, to *provide a range of employment supports* for people with disabilities and employers.

A substantial number of developments were progressed in 2001 to progress this approach.

➤ ***Community Employment (CE)***

CE has been one of the main programmes aimed at assisting long-term unemployed people to re-engage with the labour market. In 2001, participation levels on CE continued to be gradually reduced, following the Government’s 1999 decision to restructure the programme and to move the emphasis away from work experience programmes to programmes with a greater level of training content. The latter have demonstrated higher levels of progression to employment. By year-end CE participation levels had reduced to 30,809, compared to 33,549 at the end of 2000.

In 2001, the mainstreaming of CE services in schools commenced. This involves a phased reduction in 4,500 CE positions in schools over the period 2000 to 2004 and the transfer of associated funding to the Department of Education and Science. This funding is being provided directly to schools to purchase services previously supplied by CE participants.

Discussions on the mainstreaming of CE in the health services on a similar basis were brought to an advanced state with the Department of Health and Children by the end of 2001. Consideration was also begun in 2001 of plans to mainstream environmental services and CE services in Gaeltacht areas.

## **1.7 Policy Frame of Reference**

Ireland, in response to the requirement of Art. 16.2 of Council Regulation (EC) No. 1260/99, developed its ESF Objective 3 Policy Frame of Reference paper and submitted it to the Commission in November, 1999. The Policy Frame of Reference

paper was brought together in the context of Objective 3 of the regulations providing both a programming and a financial instrument through which the ESF can provide support, in geographical areas outside Objective 1 to National Employment Action Plan activities.

Addressing the Employment and Human Resource Development (EHRD) priorities of mobilising and enhancing the quality of labour supply, preventing and reducing long-term unemployment and tackling social exclusion are key objectives of Ireland's National Development Plan 2000-2006 drawn up in 1999. These objectives mirror those set out in the **ESF** Regulations and Irish National Employment Action Plans (NEAPs) - drawn up in consultation with the Social Partners.

The key objective of successive NEAPs has been to bring about effective structural reform of the Irish labour market and exploit new employment opportunities. In so doing, we are striving to complement stable, growth-oriented, low inflationary macroeconomic policies contributing to economic and employment growth with ensuring that that economic growth translates into employment opportunities for our people. This, in summary terms, outlines the macroeconomic approach which Ireland took when framing the EHRD-OP in the economic and labour market climate of 1999 looking forward.

The NEAPs of subsequent years have responded to the new employment and labour market challenges of the day. They have provided a rolling overall framework for measures to support employment policies at national level over the medium-term to address our key priorities. They have reflected the 1999 EU Employment Guidelines structure, with successive Irish NEAPs focusing on the 22 Guidelines grouped around the four Pillars or Priorities of Employability, Entrepreneurship, Adaptability, and Equal Opportunities for Women & Men.

From the perspective of the EHRD-OP and, in particular, the contribution which the **ESF** makes to that OP, the Irish Authorities have been fully conscious that the particular task of the **ESF** is to contribute to the actions in support of the current Employment Guidelines and the NEAPs framed on that basis. The scope of the **ESF** Regulation is defined around the 5 main policy fields of Active Labour Market Measures, Social Inclusion, Lifelong Learning, Adaptability/Entrepreneurship and Gender Equality supplemented by the cross-cutting or 'horizontal' fields.

In assessing the policy frame of reference that obtained in 1999 when the EHRD-OP was framed against the end-2001 policies of the Irish Government, we must acknowledge that several factors – in both supply and demand terms – which have contributed to the recent success of the Irish economy remain constant:

- Ireland strongly supports the development of enterprise and the creation of jobs through sound macroeconomic policies, political certainty, a competitive economy and progressive social partnership.
- The Irish Government has decreased Corporation Tax rates to greatly encourage new start-ups and re-investment.

- The Irish Authorities are investing in infrastructure – both physical and human – to meet current and future needs as provided in the National Development Plan 2000-2006.

To tackle both the tightening labour supply situation which obtained in Ireland when the EHRD-OP was framed, and which largely still obtains into 2002, Ireland is providing incentives and supports for different groups wishing to join the labour market. Among the areas where these incentives and supports have been most visible are:

- The lowering of taxes and taxation reforms;
- Training and education, where educational attainment for under 35s is now at the EU average, and many new targeted initiatives, such as the Education Welfare Act, 2000 and the mainstreaming of training for people with disabilities;
- Direct intervention with the unemployed;
- Increased childcare provision (€436m to 2006) and
- The introduction of flexible work permit arrangements for workers from third countries.

These measures have encouraged and facilitated many unemployed or disadvantaged people to take up employment opportunities, encouraged women outside the workforce to avail themselves of jobs and facilitated workers from outside the EEA to fill available vacancies.

The past year, and in particular the latter half of 2001, has seen a downturn in global economic fortunes leading to company closures, redundancies and higher unemployment, and Ireland has not escaped the effects of this global slowdown. Government agencies are engaging directly with firms and their employees to find alternative employment, to avoid skills being lost to the economy and to ensure that any period of unemployment is minimised. There is a general view that the rise in unemployment will be short-term and a confidence that strong economic growth will return (and that full employment will again be a sustainable objective). The Irish Government's objectives over the medium term, therefore, are:

- To create more and higher-skilled jobs,
- To achieve full employment,
- To eliminate long-term unemployment, and
- To secure balanced jobs and skills throughout the regions.

These objectives were central to the EHRD-OP when it was framed and they remain central to policy moving from 2001 to 2002.

The Irish Government shares the view that the best way to tackle social exclusion is a job. In a labour market providing so many opportunities, we are failing our people if we confine them to programmes or schemes when there is the possibility that training or other supports can help them to engage in the world of work. Our programmes and policies are designed to give the opportunity of employment to as many as possible of those who wish to work. And yet within that we recognise that there are some people

who suffer from such severe disadvantages that keeping or holding a job in the open labour market is not realistic.

Going forward, action continues to be called for on a number of fronts. Continuing in 2002 and beyond, our priority areas/actions will therefore include:

- Lifelong learning
- Firms taking responsibility for upskilling their employees
- Maintaining investment in education and skills in all the regions
- Encouraging more R&D investment in Ireland
- Promoting the studying of science subjects at second level by more young people
- Investing heavily to ensure that all schools have access to IT equipment and the Internet and that teachers are properly trained.
- Firms and their staff adapting to new ways of working and introducing family friendly practices
- Continuing to intervene with those in danger of losing their jobs or who have become unemployed and ensuring that endemic long term unemployment does not recur;
- Continuing to ensure that work is the most attractive option as the best way to tackle social exclusion is through a job;
- Helping disadvantaged people in their quest to take up employment,
- Where skills are not available at home, to attract people from the EU and further a field where necessary.

These policies were reflected in the **National Development Plan** and in the **Employment and Human Resources Development OP's** many Measures and SubMeasures in 1999 and evidently, therefore, both the thrust of the NDP as a whole and the detailed aims and objectives of the EHRD-OP in particular, continue to provide the Policy Frame of Reference for our Labour Market policies at end-2001 moving in to 2002.

## **1.8 Chapter Conclusion**

In conclusion, while there was a noticeable slowdown in the rate of economic growth experienced by Ireland in 2001, it must be recognised that such a slowdown in the rate of growth is set against unprecedentedly high levels of growth experienced in the immediately preceding years. Measured against the effects of the global economic slowdown on growth rates in other developed economies Ireland continued to perform remarkably well during 2001 with employment remaining robust in terms of a continued growth in the numbers at work, a further reduction in the rate of long-term unemployment to just 1.2% and an unemployment rate of 4% compared to 3.9% twelve months previously.

The foregoing chapter has sought to offer a comprehensive, yet somewhat brief, overview of labour market developments in Ireland in 2001. This chapter has sought to identify the many links between the National Employment Action Plan 2001, the National Anti Poverty Strategy and the EHRD-OP remembering that the particular objectives of the OP are:

- To promote employment growth and improve access to, and opportunities for, employment;
- To mobilise all potential sources of labour supply and enhance its quality in order to address skills and labour shortages across the economy as a whole;
- To promote the development of a strategic lifelong learning framework;
- To promote equal opportunities between women and men, in particular through a gender mainstreaming approach;
- To promote social inclusion with particular reference to the reintegration of the socially excluded and the long-term unemployed into the labour force;
- To strive for balanced regional development, by addressing the existing and potential education, training and skills deficits of the Border, Midland and Western and Southern and Eastern regions; and
- To contribute to the protection and improvement of the environment

It is important to record that the EHRD-OP Monitoring Committee and the CSF Monitoring Committee, which both include the Social Partners among their memberships, have concluded that the general “macro” direction of the OP remains valid for the medium term although some re-balancing of activity may be necessary. In that regard, the ongoing evaluations and the Mid Term Review are seen as being invaluable. Nonetheless, the Committees have noted that mobilisation and upskilling of domestic labour supply, the actions aimed at assisting the most disadvantaged and the competitiveness/ development of the labour force agenda remain key objectives of the OP.

Chapter 2 gives a detailed overview of the OP’s progress in 2001 in delivering on its objectives and meeting its targets while Chapter 5 details progress on each Measure/SubMeasure.

## **2. Overview of the Employment and Human Resources Development OP 2000-2006**

### **2.1 Introduction**

The Operational Programme is designed to address the labour market and human capital needs of the Irish economy for the period 2000 to 2006. The programme is devised within the context of Ireland's National Development Plan 2000-2006 and is consistent with that Plan, with the Community Support Framework for Ireland 2000-2006 and with the European Employment and the Social Inclusion Strategies respectively. The Operational Programme was approved by the European Commission on 10<sup>th</sup> October 2000 (Commission Decision C(2000) 2411 refers). The Programme Complement detailing the implementation arrangements for the various measures and sub-measures under the OP were sent to the European Commission in January 2001.

The Operational Programme consists of four Priorities:

- Employability
- Entrepreneurship
- Adaptability
- Equality

Expenditure is also incurred on Technical Assistance and Infrastructure.

### **2.2 Supporting Balanced Regional Development**

“To strive for balanced regional development by addressing the existing and potential education, training and skills deficits of the BMW and S&E Regions “ is one of the seven key objectives for the EHRD-OP. At OP closure stage it is expected that (a) the existing relative deficits of the BMW region in the education, training and employment areas will be fully offset by interim growth patterns favouring that region and (2) that the EHRD-OP will have played an important role within the wider objectives of the CSF whereby the main differences between the BMW and S&E regions are minimised if not eliminated. As regards the progress achieved in this arena in 2001, it is worth highlighting that the cumulative spend in both the BMW and S&E regions are within 4 percentage points of each other relative to the OP provision for both (84% versus 88% respectively). Within the **ESF** expenditure the gap is 3 percentage points (71% versus 74%). These stats. attest to the even spread of roll-out of the many Measures/SubMeasures in line with OP plans and forecasts between the two NUT II regions.

The Managing Authority would highlight here three examples of progress under the EHRD-OP in 2001 which have contributed to the aim of achieving balanced regional development:

#### **(1) Lifelong Learning/National Adult Literacy Strategy (Measure 22ESF)**

Literacy programmes over the radio were successfully piloted and following from the success of this initiative, the ‘Read Write Now’ TV programme was broadcast by the National Television station in September 2000 and proved a

success. A **follow-on radio series** with more basic and intensive levels of tuition was also developed and broadcast nationally on radio during 2001, consisting of 10 literacy and 10 numeracy programmes and was also supported by a freephone helpline and learner support packs. A further TV series, **Read Write Now 2** began in late September 2001, also supported by the free phone helpline and new resource packs. It was broadcast 3 times per week and the average weekly audience was 235,000 nationally. Being able to use the medium of TV and radio has ensured that all citizens, irrespective of home or work location, could access these programmes.

### **(2) National Employment Service (Measure 2ESF)**

During 2001, a total of 121,616 persons registered with FÁS Employment Services. 111,587 persons were placed in jobs or FÁS programmes during the year. The JobConnect service was available to jobseekers registered with FÁS, initially in three pilot areas. It has now been extended to the South East, and is the counterpart of CallNet, but with the focus on jobseekers. The service allows jobseekers/ job changers, regardless of their location, to phone an experienced FÁS employment advisor in order to get up-to-date information on current vacancies. If a suitable vacancy is on the FÁS system, the jobseeker can be connected directly to the employer using conference call technology. During 2001 the remit of JobConnect was extended to cover the provision of career and course information to clients. The CallNet service was extended throughout Ireland in 2001 and uses the Internet and phone as labour market resource tools. The Tele-services centre takes vacancies over the phone and these vacancies are put up on the Internet. They are also sent to the local offices where they are either matched or advertised (using vacancy lists, self-service kiosks or frontline contact)

The centre uses the existing FÁS “Job Bank” to post vacancies over the Internet ([www.FÁS.ie](http://www.FÁS.ie)). This currently enables employers with access to the Internet to key in vacancies that are then viewable over the Internet locally or nationally.

### **(3) Education Infrastructure (Measure 32A)**

This measure concerns investment in primary and post-primary schools, the further education sector, third level institutions and education centres, to ensure that programmes meet the changing skill needs of individuals, society and industry. This investment includes investment in buildings, new machinery, equipment and new technology. The investment in new technology facilitates continuing education and retraining programmes, the development of new open learning and distance education packages, outreach programmes, access for disadvantaged and non-traditional students and rural and community development. For example, in 2001, 30 building projects (i.e. new buildings/extensions/renovations etc) costing in excess of €635,000 (£500,000 - 1999 prices) were carried out in the BMW Region while 91 were carried out in the S&E Region. Projects under this measure are chosen following application by school authorities on a standard form. The Planning Section and the Building Unit of the Department of Education and Science examine all applications and assess projects by reference to standard school norms devised

by the Department. In this way each project is chosen on its merits and this measure will help ensure that a balanced standard is achieved throughout the Regions.

### **2.3 OP Horizontal Objectives**

The NDP/CSF horizontal principles refer to a number of cross-cutting issues that underpin all Operational Programmes, including our EHRD-OP. These principles are reported on in response to both national and European Commission requirements. They can be summarised under the headings of Social Inclusion/Poverty, Rural Development, Sustainable Development or the Environment and Equal Opportunity.

These principles manifest themselves in a number of ways through the implementation of the OP and the following summarises how the OP Managing Authority and Implementing Agencies are meeting their obligations:

- The Programme Complement for each Measure/SubMeasure of the OP sets out the impact, if any, each has across all four principles;
- The four principles are required to be incorporated into the project selection procedures of Implementing Bodies – this impacts on a small number of EHRD-OP Measures/SubMeasures;
- The principles are examined, where appropriate and feasible, in all evaluations undertaken of the OP;
- Where appropriate and feasible, specific indicators to assess impact on these horizontal principles have been developed at Priority and Measure/Sub-Measure level;
- Our Monitoring Committee includes representatives from the appropriate Co-ordinating Committees responsible for the four principles;
- Each Implementing Body is required to report to the Monitoring Committee on the progress of the horizontal principles in their Measures/SubMeasures and the Managing Authority reports overall progress to the CSF Monitoring Committee.

The Measure/SubMeasure Reports in Chapter 5 each contain examples of where they have progressed on the horizontal principles during 2001. Some headline examples of how each of the four principles have been implemented in 2001 follow.

#### **2.3.1 Gender Equality**

Within the Employability Pillar in 2001, FAS provided an allocation of £3.9m for the payment of childcare allowances to FAS vocational training programme participants for the payment of childcare facilities and a number of Community Training Workshops have introduced special return to work programmes for women, especially linked to the provision of local childcare facilities. Insofar as the Entrepreneurship Pillar is concerned some 38% of all employees participating in the Training Support Scheme funded programmes (Measure 18B – ESF co-funded) were female and in the management category, 39% of participants were female. Of course, the Equality Pillar itself has as its *raison d'être* the promotion of gender equality across all OPs as well as within the employment and human resources development field. In 2001 the establishment of the Equality Unit in the Department of Education and Science and the assignment of additional staff resources to the NDP Gender Equality Unit of the Department of Justice, Equality and Law Reform were important developments.

### **2.3.2 Environment**

Although a more important principle in the sphere of activity undertaken under other OPs (e.g., Infrastructure) rather than the areas assisted under the EHRD-OP, there were still some noteworthy achievements in relation to the environment under our OP in 2001. Under the Employability Pillar, for example, we should note that environmental education and environmental awareness continued to be an important component of Primary and Post-Primary education. In addition, almost 3,000 people had received training from the FÁS Environmental Protection Unit and all participants on FÁS training courses for the unemployed received an eight-hour module on environmental awareness. Also, the projects supported under the Social Economy programme have a positive environmental impact as they support many measures aimed at improving the local environment i.e. estate management, recycling, energy awareness, energy conservation etc.

### **2.3.3 Social Inclusion/Poverty**

Promoting social inclusion and tackling poverty is a key objective for the EHRD-OP. Many of the Measures/ SubMeasures of the OP contribute very directly to promoting social inclusion and tackling poverty on an ongoing basis. They have a positive impact, for example, in terms of assisting the Long Term Unemployed, in support of the retention of Early School Leavers and in fostering greater participation in third-level education. A snapshot of some very specific achievements in 2001 under the OP would include, within the Employability Pillar, the Customised Training Fund (CTF) allowance which was designed to provide an immediate training option for long-term unemployed jobseekers where the type of training required was not immediately available in the FÁS Training Centre, was, in the context of a new FÁS initiative, 'Response to High Unemployment Areas', doubled to €1,270 (£1,000) per selected client. Also, Disability Awareness Training Grants were made available to employers from October 2001. Moreover, within the Adaptability Pillar over 75% of FÁS Net College users were on existing FÁS courses or were registered with the Dept of Social, Community and Family Affairs as unemployed, lone parent or having a disability.

### **2.3.4 Rural Development**

The need to address rural development was also furthered within the terms of the EHRD-OP in 2001. Under the Employability umbrella, the development of the Callnet and Job-Connect services by FÁS had increased access for rural clients. Under the Skills Training for the Unemployed and Redundant Workers measure (measure 13 and ESF co-funded) external training contractors and mobile training facilities delivered courses in areas not serviced by mainline provision whereas many CERT programmes continued to be delivered on a regional basis with a widespread dispersal throughout the country. Of course, under the Entrepreneurship banner, the Social Economy Programme (Measure 19A and ESF Co-funded) had a positive impact as it is aimed at exploiting the employment and/or income generating potential of social economy enterprises in both urban and rural areas. Several of the enterprises address the particular needs of rural communities such as rural transport, rural tourism development, organic growing, care for the elderly, information technology access, craft products etc.

## **2.4 Competition Policy & State Aids**

All activities under the OP are operated in full compliance with EU State Aid rules. 43 of the 51 measures were considered exempt from the State Aid Rules and the other 8 were notified and duly approved by the Commission. In 2001 Commission Approval was received in respect of the Ongoing Sectoral Training measure (24D) run by the Equine Institute and that measure (non co-funded) was then able to commence operations during 2001.

## **2.5 Information, Communications & Publicity**

Under the 2000-2006 National Development Plan a central NDP/CSF Information & Communications Unit has been established to co-ordinate the dissemination of information and communications material across all NDP/CSF activity and for all Structural Funds activity. To co-ordinate the information and publicity message across all the OPs, the Unit has established an NDP/CSF Communications Implementation Group. This Group comprises representatives of all the implementing agencies/bodies under the NDP. It is chaired by the Department of Finance and the EHRD-OP Managing Authority is, of course, represented on the Group. The Group meets quarterly every year and their role involves co-ordinating and monitoring information and publicity actions undertaken as part of the NDP Communications Strategy. It acts as a forum for implementing agencies to consider how they might best promote the NDP/CSF and to review implementation progress.

The NDP/CSF Information Unit co-ordinates a Communications Report on a quarterly basis. The EHRD-OP Managing Authority and the NDP/CSF Information Unit have agreed that the Unit would co-ordinate directly with the Implementing Agencies in drawing these quarterly reports together, with the Managing Authority reporting directly to the Unit in relation to its own specific activities. These reports are necessary to:

- Fulfill the requirements for reporting on Communications and Publicity Requirements on all NDP/CSF Programmes to the Monitoring Committees and the European Commission.
- Assist the NDP/CSF Information Office to carry out its functions insofar as promoting the overall NDP/CSF is concerned and to provide information for the Local Media Project.

The Local Media Project breaks down the NDP into a range of local stories to demonstrate how it makes a difference to peoples' lives. During 2001, Curtin Communications were appointed to turn the national information provided by the implementing bodies, into releases that are relevant and interesting at a local level.

### **2.5.1 Communication Actions in 2001**

All implementing agencies use the NDP logos on all publicity, brochures and advertising related to their measures. The EU logo is used for co-funded measures or parts of measures. Examples of some publicity actions taken in respect of EHRD-OP activities in 2001 would include:

- In September 2001, a press release issued in relation to the establishment of the Centre for Early Childhood Development and Education. The release included both the NDP logo and a reference to funding for the initiative under the NDP. Advertisements for a number of job positions were placed in the national press in December 2001 and these also included the NDP logo.
- The report of the Action Group on Access to Third Level Education was launched in July 2001 and acknowledged assistance from the ESF and funding under the NDP, along with containing the respective NDP and EU logos. The associated press release also featured the NDP and EU logos. In fact, all circulars to local authorities, VECs and third level institutions feature the NDP and EU Logos.

## **2.6 Monitoring & Indicators**

During 2001, substantial progress was made by the Managing Authority, in conjunction with the national NDP/CSF Evaluation Unit, in accumulating the indicator data so vital to assessing progress with the various Measures/SubMeasures. The Implementing Bodies were consistently reminded of their obligations in this area by the Managing Authority and there was a marked improvement in 2001 over 2000 in relation to the Bodies' providing the appropriate data for our Monitoring Committee reports. Comprehensive data was, in fact, provided in 2001 to the Monitoring Committee at its meetings on all aspects of physical and financial progress. Full financial data was provided to the Monitoring Committee and the impact of co-financed measures has been highlighted. All Measures/SubMeasures have now identified a Key Performance Indicator – so important in relation to the co-funded activities but there is still some progress to be made in relation to our securing full indicator data in respect of a certain number of non co-funded Measures/SubMeasures. These information gaps will be pursued by the Managing Authority with the respective Implementing Bodies during 2002.

The individual Measure/SubMeasure reports in Chapter 5 of this report detail the position at the end of 2001 in relation to both the physical progress and financial expenditures achieved in respect of the year under review (2001) and since the OP commenced in 2000.

## **2.7 Evaluations**

The NDP/CSF Evaluation Unit co-ordinates the range of evaluation and monitoring activity appropriate to the various OPs comprising the National Development Plan. Nonetheless, in recognising the distinctive role and significance of the ESF, an EHRD-OP/ESF Evaluation Steering Committee has been established under section 12.20 of the National Development Plan. At its first meeting, the Committee agreed procedures:

- To approve the Terms of Reference
- To select Consultants
- To ensure quality control with regard to evaluation reports

While the Committee's role includes selection of consultants, following a public invitation to tender, and overseeing evaluations under way, it does not extend to

making policy decisions. Final evaluation reports are referred by the Managing Authority to the OP Monitoring Committee for their information and discussion.

The EHRD-OP/ESF Evaluation Steering Committee is chaired by the Head of ESF Mission, and consists of representatives from the Department of Enterprise, Trade & Employment (as OP Managing Authority), Department of Finance, NDP/CSF Evaluation Unit, Department of Education & Science, Department of Social & Family Affairs, Department of Arts, Sport and Tourism, EU Commission, FÁS, BMW Regional Assembly and the S&E Regional Assembly

Two evaluations under the OP were commissioned in 2001 and the Committee met a total of 3 times during that year. The first evaluation, undertaken by Capita Consultants, concerned a 'Review of Arrangements for the Design of Follow-up Participant Surveys under the Employment and Human Resources Development OP'. The Second report commissioned, being undertaken by Fitzpatrick's Associates, is into the 'Provision and Targeting of OP Measures'. Both reports are due for completion in 2002 and will be reported on in the 2002 AIR.

## **2.8 OP Monitoring Committee**

The OP Monitoring Committee met in April and October 2001 to review the six-month and yearly Progress Reports respectively from the OP Managing Authority. The April meeting was held in Cork, in the area encompassed by the S&E Region while the October meeting was held in Dundalk, Co. Louth within the BMW Region. The agendas for both Monitoring Committee Meetings are at Appendix I. At both meetings the Progress Reports were approved by the Committee before their transmission on to the CSF Monitoring Committee.

## **2.9 The Employment Co-ordinating Committee**

The Employment Co-ordinating Committee is a horizontal committee established under the National Development Plan. It is chaired by the Department of Enterprise, Trade and Employment, and reports directly to the CSF Monitoring Committee. The Committee met in November, 2001 in Dublin to debate the possible restructuring of the In Company Training SubMeasures in the OP as a significant potential underspend in the existing SubMeasures had been identified, and to review the continuing relevance of the EHRD-OP aims and objectives in light of the new global economic climate of 2001.

In relation to the discussion on In Company Training, the Committee agreed that:

- In-Company Training activity is a continuing priority for labour market strategy.
- Training of those in employment must continue to be targeted at need.
- In-Company Training needs will be informed by the ongoing work of the Expert Group on Future Skills Needs and the Task Force on Life Long Learning.
- The existing work of FAS and Enterprise Ireland in developing appropriate In-Company Training initiatives will feed in to our analysis.

- The development of a new Measure within the Entrepreneurship Priority, to complement the existing two sub-Measures was agreed as being the best way forward.
- This approach will be explored by the Managing Authority, in consultation with the Commission and with the relevant Social Partners, Government Departments and Agencies.
- The new Measure will have regard to a market-driven approach by way of introducing a competitive tendering process for the available funding.
- The question of a delivery structure will have to be considered.
- While competitiveness of the firm and ongoing development of the individual is the rationale underpinning this area of activity in the OP, the disadvantaged members of the workforce will be among the clear beneficiaries of any new Measure.
- The Regional dimension will be factored into any new Measure.

It was also agreed that the Managing Authority would follow-up on the agreed approach, in close consultation with all concerned, with a view to reporting back to the EHRD-OP Monitoring Committee in the spring of 2002.

As to the discussion on the continuing relevance of the OP in the new economic environment of 2001, the Committee agreed that:

- The general “macro” direction of the OP remains valid for the medium term although some re-balancing of activity may be necessary.
- In this regard, the ongoing evaluations and the MTR will be of great value.
- Mobilisation and upskilling of domestic labour supply is an ongoing objective.
- The Measures directed at the most disadvantaged remain important.
- Competitiveness and development of the labour force remains a key focus of the OP.

### 3. Financial Overview of Activity in 2001 by “Priority”

#### 3.1 Summary Overview for 2001

The Managing Authority and the OP Monitoring Committee have recorded their satisfaction with our achieving a 94% spend rate against forecast for the year under review – 2001. This gives a cumulative expenditure rate of 87% of OP forecast at the end of year two of the Programme. ESF expenditure rose to almost 85% of forecast in 2001 yielding a spend level of 73% in the OP for the years 2000-2001. Descriptive Priority reports follow the OP summary tables below:

##### 3.1.1 O.P. Summary of Expenditure

<b>National</b>					
<b>€m</b>	<b>Total NDP</b>	<b>Total CSF</b>	<b>ESF</b>	<b>National Public</b>	<b>Private</b>
<b>2000</b>	<b>1806.4</b>	<b>216.2</b>	<b>122.1</b>	<b>1683.1</b>	<b>1.19</b>
% of OP provision	79.5%	62.8%	62.6%	81.1%	
<b>2001</b>	<b>2110.6</b>	<b>236.8</b>	<b>35.3</b>	<b>1972.9</b>	<b>2.45</b>
% of OP provision	93.9%	84.2 %	84.7%	94.5%	
<b>Cumulative</b>	<b>3917.0</b>	<b>453.0</b>	<b>257.4</b>	<b>3656.0</b>	<b>3.64</b>
% of OP provision	86.7%	72.4%	72.5%	87.8%	

<b>SAE Region</b>					
<b>€m</b>	<b>Total NDP</b>	<b>Total CSF</b>	<b>ESF</b>	<b>National Public</b>	<b>Private</b>
<b>2000</b>	<b>1299.7</b>	<b>160.2</b>	<b>80.1</b>	<b>1218.8</b>	<b>0.8</b>
% of OP provision	80.5%	64.8%	64.8%	81.7%	
<b>2001</b>	<b>1518.3</b>	<b>169.0</b>	<b>84.5</b>	<b>1432.2</b>	<b>1.6</b>
% of OP provision	95.6%	84.2%	84.2%	96.2%	
<b>Cumulative</b>	<b>2818.0</b>	<b>329.2</b>	<b>164.6</b>	<b>2651.0</b>	<b>2.4</b>
% of OP provision	88%	73.5%	73.5%	89%	

**BMW Region**

<b>€m</b>	<b>Total NDP</b>	<b>Total CSF</b>	<b>ESF</b>	<b>National Public</b>	<b>Private</b>
<b>2000</b>	<b>506.7</b>	<b>56.0</b>	<b>42.0</b>	<b>464.3</b>	<b>0.4</b>
% of OP provision	77.3%	57.7%	58.7%	79.5%	
<b>2001</b>	<b>592.0</b>	<b>67.8</b>	<b>50.8</b>	<b>540.4</b>	<b>0.8</b>
% of OP provision	90%	84.2%	85.7%	90.3%	
Cumulative	<b>1098.7</b>	<b>123.8</b>	<b>92.8</b>	<b>1004.7</b>	<b>1.2</b>
% of OP provision	83.6%	69.7%	70.9%	84.9%	

### **3.2 The N + 2 rule**

With the “N+2” rule applying at OP level no difficulty arises from our outturns as achieved by end 2001 – the second year of operation of the Programme and the first full year of operation. Based on provisional returns for 2001, **ESF** expenditure to date for the OP amounts to the entire 2000 commitment and 39% of the 2001 commitment. This is considered by the Co-ordinating Managing Authority to be a satisfactory performance for the OP given the front-loading of expenditure profiles necessitated by adherence to the Berlin Profile, the carryover of monies from the old round to meet the costs of some relevant activities into the early parts of this round and, of course, the fact that formal approval from the Commission for the OP was not given until October, 2000.

### **3.3. The Employability Priority**

The spend rate for this Priority is very good with significant increases in expenditure occurring in 2001. Cumulative expenditure amounts to 93.5% of the OP forecast for 2000 and 2001 while the **ESF** expenditure declared amounts to the full 2000 **ESF** commitment plus 92.8% of the **ESF** commitment for 2001.

During 2001 there have been significant increases in expenditure in the following measures:

- Action Programme for the Unemployed;
- The National Employment Service;
- The School Completion Initiative;
- Third Level Access;
- Apprenticeship/Traineeship; and
- The Provision of Training for People with Disabilities

Also, expenditure commenced on the Early Education measure during 2001. With all measures in this Priority now operational, the Co-ordinating Managing Authority is satisfied that delivery of this Priority is on course.

The following tables give an expenditure summary for the Employability Priority:

**National**

<b>€m</b>	<b>Total NDP</b>	<b>Total CSF</b>	<b>ESF</b>	<b>National Public</b>	<b>Private</b>
<b>2000</b>	<b>1044.6</b>	<b>175.7</b>	<b>99.2</b>	<b>944.3</b>	<b>1.19</b>
% of OP provision	88%	87%	85.6%	88.2%	
<b>2001</b>	<b>1155</b>	<b>182.4</b>	<b>104.8</b>	<b>1047.8</b>	<b>2.45</b>
% of OP provision	99.2%	110.4%	110.4%	98%	
<b>Cumulative</b>	<b>2199.6</b>	<b>358.1</b>	<b>204</b>	<b>1992</b>	<b>3.64</b>
% of OP provision	93.6%	97.5%	96.8%	93.1%	

**SAE Region**

<b>€m</b>	<b>Total NDP</b>	<b>Total CSF</b>	<b>ESF</b>	<b>National Public</b>	<b>Private</b>
<b>2000</b>	<b>727.5</b>	<b>130.5</b>	<b>65.3</b>	<b>661.4</b>	<b>0.8</b>
% of OP provision	85.3%	95%	95%	84.3%	
<b>2001</b>	<b>819.2</b>	<b>127.9</b>	<b>64.0</b>	<b>753.6</b>	<b>1.6</b>
% of OP provision	98.7%	114.7%	114.7%	97.4%	
<b>Cumulative</b>	<b>1546.7</b>	<b>258.4</b>	<b>129.3</b>	<b>1415</b>	<b>2.4</b>
% of OP provision	91.9%	103.8%	103.8%	90.8%	

**BMW Region**

<b>€m</b>	<b>Total NDP</b>	<b>Total CSF</b>	<b>ESF</b>	<b>National Public</b>	<b>Private</b>
<b>2000</b>	<b>317.2</b>	<b>45.2</b>	<b>33.9</b>	<b>282.9</b>	<b>0.4</b>
% of OP provision	95.1%	69.9%	71.9%	98.8%	
<b>2001</b>	<b>335.7</b>	<b>54.5</b>	<b>40.8</b>	<b>294.1</b>	<b>0.8</b>
% of OP provision	100.4%	101.7%	104.5%	99.6%	
<b>Cumulative</b>	<b>652.9</b>	<b>99.7</b>	<b>74.7</b>	<b>577</b>	<b>1.2</b>
% of OP provision	97.8%	84.3%	86.6%	99.2%	

### 3.4. The Entrepreneurship Priority

The spend on this Priority continued to be very slow in 2001 with just 46 per cent of the **ESF** commitment for this priority for 2000 having been spent. Four Measures/Sub-Measures comprise the Priority and each deserves specific mention in this Report.

Spending on the **FAS In-Company Training** measure in 2001 was half that of the spend on the measure for 2000, however, FAS has assured the Co-ordinating Managing Authority and the OP Monitoring Committee that it has plans to catch up on that underspend and expects to absorb its full allocation over the duration of the OP. Given the new Strategy Statement launched by FAS at the end of 2001 which includes “a significant emphasis on services to employers and employed people” and “a greater focus on mobility and flexibility, through the “upskilling” of the workforce”, the FAS assurances to the Co-ordinating Managing Authority are highly credible.

The second OP **In-Company Training** measure is run by **Enterprise Ireland**. Initial remedial action in regard to the underspend on this measure was taken by the Monitoring Committee in the second half of 2001 by the transfer of €5.5m **ESF** from the Enterprise Ireland sponsored In-Company Training sub-measure to the equivalent FAS sub-measure, on the recommendation of the Co-ordinating Managing Authority. In addition, further significant levels (€50m) of underspend on this sub-measure had also been identified and were the subject of detailed discussions at the October 2001 OP Monitoring Committee meeting. Plans to develop further arrangements for growing activity in this important sphere of In-Employment Training continued to be developed for consideration by the OP Monitoring Committee at the end of 2001 and into 2002.

A third of the four measures in this Priority is the **Social Economy** measure. Spend increased significantly in 2001, particularly in the BMW region, and this trend is expected to continue in 2002 and beyond. With 319 persons supported in 76 Social Economy enterprises at the end of 2001, the Co-ordinating Managing Authority is satisfied that this measure has now fully established itself and performance over the course of the currency of the OP should be on target.

The final measure in this Priority is the **Local Social Capital** measure. This measure, which complements the Social Economy measure, was always scheduled to commence operation in 2002, so no activity is reported here for 2001. FAS, the measure Implementing Agency, have satisfied the Co-ordinating Managing Authority that we will achieve the commencement of the sub-measure in the second half of 2002.

The following tables give an expenditure summary for the Entrepreneurship Priority:

**National**

<b>€m</b>	<b>Total NDP</b>	<b>Total CSF</b>	<b>ESF</b>	<b>National Public</b>	<b>Private</b>
<b>2000</b>	<b>21.8</b>	<b>18.4</b>	<b>10.9</b>	<b>10.9</b>	
% of OP provision	16.5%	26.8%	27.9%	11.1%	
<b>2001</b>	<b>22.6</b>	<b>18.8</b>	<b>10.9</b>	<b>11.7</b>	
% of OP provision	20.7%	33.6%	34%	15.3%	
Cumulative	<b>44.4</b>	<b>37.2</b>	<b>21.8</b>	<b>22.6</b>	
% of O.P. provision	18.4%	29.9%	30.6%	13.3%	

**SAE Region**

<b>€m</b>	<b>Total NDP</b>	<b>Total CSF</b>	<b>ESF</b>	<b>National Public</b>	<b>Private</b>
<b>2000</b>	<b>14</b>	<b>11.6</b>	<b>5.8</b>	<b>8.2</b>	
% of OP provision	14.4%	23.5%	23.4%	11.3%	
<b>2001</b>	<b>14.4</b>	<b>12.8</b>	<b>6.4</b>	<b>8.0</b>	
% of OP provision	18.1%	32%	31.8%	13.4%	
Cumulative	<b>28.4</b>	<b>24.4</b>	<b>12.2</b>	<b>16.2</b>	
% of O.P. provision	16%	27.3%	27.2%	12.2%	

**BMW Region**

<b>€m</b>	<b>Total NDP</b>	<b>Total CSF</b>	<b>ESF</b>	<b>National Public</b>	<b>Private</b>
<b>2000</b>	<b>7.8</b>	<b>6.8</b>	<b>5.1</b>	<b>2.7</b>	
% of OP provision	22.7%	35.5%	35.5%	13.5%	
<b>2001</b>	<b>8.2</b>	<b>6.1</b>	<b>4.5</b>	<b>3.7</b>	
% of OP provision	28%	38.4%	37.7%	21.3%	
Cumulative	<b>16.0</b>	<b>12.9</b>	<b>9.6</b>	<b>6.4</b>	
% of O.P. provision	25.1%	36.8%	36.5%	17.1%	

### 3.5. The Adaptability Priority

The spend rate for this Priority in 2001 was 86.9% and for the first two years of the OP's life came to 84.2% of OP commitment. The ESF commitment for 2000 has now been expended, as has 65% of the 2001 commitment.

The following summary highlights the significant developments in this Priority in 2001. The commencement of measure 24D operated by the Equine Institute had been delayed due to lack of state aid approval but commenced in 2001. There had been a longer than anticipated lead-in time with regard to the initiation of the part-time options of the Back to Education Initiative, its co-funded element, while staffing shortages within the Department of Education and Science also hampered the roll-out of the initiative. To progress the part-time options, two Further Education Development Advisers were recruited and took up their posts in November 2001. These advisers were appointed to oversee the expansion of the number of part-time places on offer to 6,000 in 2002.

With all measures in this Priority now operational, the Co-ordinating Managing Authority is satisfied that delivery of this Priority is on course.

The following tables give an expenditure summary for the Adaptability Priority:

#### National

€m	Total NDP	Total CSF	ESF	National Public	Private
<b>2000</b>	<b>396.5</b>	<b>22.1</b>	<b>12.1</b>	<b>384.4</b>	
% of OP provision	81.2%	32.7%	32.7%	85.2%	
<b>2001</b>	<b>422.4</b>	<b>34.5</b>	<b>19.0</b>	<b>403.4</b>	
% of OP provision	86.9%	62.6%	62.9%	88.5%	
<b>Cumulative</b>	<b>818.9</b>	<b>56.6</b>	<b>31.1</b>	<b>787.8</b>	
% of O.P. provision	84.2%	46.1%	46.3%	86.8%	

#### SAE Region

€m	Total NDP	Total CSF	ESF	National Public	Private
<b>2000</b>	<b>274.8</b>	<b>18.1</b>	<b>9.0</b>	<b>265.8</b>	
% of OP provision.	87%	33.1%	32.9%	92.1%	
<b>2001</b>	<b>300.3</b>	<b>27.4</b>	<b>13.7</b>	<b>286.6</b>	
% of OP provision	95.9%	61.7%	61.7%	98.5%	
<b>Cumulative</b>	<b>575.1</b>	<b>45.5</b>	<b>22.7</b>	<b>552.4</b>	
% of O.P. provision	91.4%	45.9%	45.9%	95.3%	

### BMW Region

€m	Total NDP	Total CSF	ESF	National Public	Private
<b>2000</b>	<b>121.6</b>	<b>4.0</b>	<b>3.0</b>	<b>118.6</b>	
% of OP provision	70.6%	31.0%	31%	72.9%	
<b>2001</b>	<b>122.2</b>	<b>7.1</b>	<b>5.3</b>	<b>116.9</b>	
% of OP provision	70.7%	66.4%	66.1%	70.9%	
Cumulative	<b>243.8</b>	<b>10.1</b>	<b>8.3</b>	<b>235.5</b>	
% of O.P. provision	70.6%	46.9%	46.9%	71.9%	

### 3.6. The Equality Priority

Although expenditure on this Priority increased in 2001 over 2000 levels it still remained well below forecast. Indeed, in the two-year period to end December 2001 just 16.4 per cent of the O.P. forecast was spent.

Expenditure on this Priority should increase as a result of the establishment of the Equality Unit in the Department of Education and Science and the recruitment of additional staff for the NDP Gender Equality Unit in 2001. In recognition of a slow start to expenditure within this Priority by the Department of Education and Science, the Monitoring Committee, on the recommendation of the Co-ordinating Managing Authority, at its October 2001 meeting, approved the transfer of funds from the Department of Education and Science to the Department of Justice, Equality and Law Reform for the 'Equality for Women' sub-measure which is to come on-stream in 2002.

Given the progress made in 2001 in relation to the Equality Priority measures, the Co-ordinating Managing Authority is of the view that activity and expenditure levels should increase dramatically in 2002 and beyond.

The following tables give an expenditure summary for the Equality Priority:

National					
€m	Total NDP	Total CSF	ESF	National Public	Private
<b>2000</b>	<b>0.2</b>	<b>0.2</b>	Nil	<b>0.2</b>	
% of OP provision	6.8%	4.9%		8.7%	
<b>2001</b>	<b>0.9</b>	<b>0.5</b>	<b>0.2</b>	<b>0.7</b>	
% of OP provision	27.9%	15.1%	17.6%	36.8%	
Cumulative	<b>1.1</b>	<b>0.7</b>	<b>0.2</b>	<b>0.9</b>	
% of O.P. provision	16.4%	9.5%	5.3%	21.4%	

### SAE Region

€m	Total NDP	Total CSF	ESF	National Public	Private
<b>2000</b>	<b>0.1</b>	<b>0.1</b>	Nil	<b>0.1</b>	
% of OP provision	4.9%	2.6%		4.3%	
<b>2001</b>	<b>0.8</b>	<b>0.4</b>	<b>0.2</b>	<b>0.6</b>	
% of OP provision	23.9%	13%	13%	33.3%	
<b>Cumulative</b>	<b>0.9</b>	<b>0.5</b>	<b>0.2</b>	<b>0.7</b>	
% of O.P. provision	13.5%	7.3%	5.9%	17.5%	

### BMW Region

€m	Total NDP	Total CSF	ESF	National Public	Private
<b>2000</b>	<b>0.1</b>	<b>0.1</b>		<b>0.1</b>	
% of OP provision	68.2%	50%		100%	
<b>2001</b>	<b>0.1</b>	<b>0.1</b>		<b>0.1</b>	
% of OP provision	80.3%	44.8%		100%	
<b>Cumulative</b>	<b>0.2</b>	<b>0.2</b>		<b>0.2</b>	
% of O.P. provision	37%	45.6%		100%	

### 3.7. Infrastructure

Expenditure on infrastructure, at 105.5%, slightly exceeded the OP forecast for 2001. For the two-year period to the end of December 2001, expenditure amounted to 90.7% of the OP forecast. By the end of 2001 work had commenced on 121 building projects costing in excess of €634,000 each in respect of Second level schools and Education Centres. In the Primary Sector 72 new major building projects costing in excess of €634,000 each had begun with an additional 1,300 projects underway costing less than €318,000 each. 3 Third-level projects have been completed at a value higher than €6.4m, 2 of them in the BMW region.

A comprehensive improvement programme has been carried out at the FAS Tralee Training Centre at a cost of €2 million while a number of new FAS Employment Services Offices were opened including those in Enniscorthy, Tuam and Waterford. These provide convenient access and modern service facilities to the public, including persons with disabilities.

Community Training Workshops were provided with over €2 million in grants towards new equipment. A new Community Training Workshop was constructed in Waterford, and the Workshop in Henrietta Street, Dublin, was extensively re-furbished. These latter two projects involved expenditure of €2.5 million in total.

All activity here is purely exchequer-funded and the following tables give an expenditure summary for this area of activity:

#### National

€m	Total NDP	Total CSF	ESF	National Public	Private
<b>2000</b>	<b>343.4</b>			<b>343.4</b>	
% of OP provision	75%			75%	
<b>2001</b>	<b>508.7</b>			<b>508.7</b>	
% of OP provision	105.5%			105.5%	
<b>Cumulative</b>	<b>852.1</b>			<b>852.1</b>	
% of O.P. provision	90.7%			90.7%	

#### SAE Region

€m	Total NDP	Total CSF	ESF	National Public	Private
<b>2000</b>	<b>283.3</b>			<b>283.3</b>	
% of OP provision	82.7%			82.7%	
<b>2001</b>	<b>383.1</b>			<b>383.1</b>	
% of OP provision	106.1%			106.1%	
<b>Cumulative</b>	<b>666.4</b>			<b>666.4</b>	
% of O.P. provision	94.7%			94.7%	

#### BMW Region

€m	Total NDP	Total CSF	ESF	National Public	Private
<b>2000</b>	<b>60.1</b>			<b>60.1</b>	
% of OP provision	52.3%			52.3%	
<b>2001</b>	<b>125.6</b>			<b>125.6</b>	
% of OP provision	103.7%			103.7%	
<b>Cumulative</b>	<b>185.7</b>			<b>185.7</b>	
% of O.P. provision	78.7%			78.7%	

### 3.8. Technical Assistance

There are two measures under this heading: (1) OP Technical Assistance and (2) the Equality Studies measure for the Equality Authority. Expenditure under both these measures commenced during 2001 and the spend to end 2001 represented just 28% of the **ESF** commitment for 2000. Expenditure on both measures is expected to accelerate during 2002 with the **ESF** Financial Control Unit enjoying additional staff resources for a full year and the placing, by the Equality Authority of contracts for a number of studies. There is no expenditure in the BMW region as the two bodies spending funds, the Co-ordinating Managing Authority for the OP and the Equality Authority, are both based in the SAE Region.

The Co-ordinating Managing Authority is not concerned at the low level of expenditure to date, this is a predictable scenario in the very early stages of the OP and expenditure will pick up across all fronts from 2002. The following table gives an expenditure summary for OP Technical Assistance:

<b>National</b>					
<b>€m</b>	<b>Total NDP</b>	<b>Total CSF</b>	<b>ESF</b>	<b>National Public</b>	<b>Private</b>
<b>2000</b>	Nil	Nil	Nil	Nil	
% of OP provision					
<b>2001</b>	<b>1.2</b>	<b>1.2</b>	<b>0.6</b>	<b>0.6</b>	
% of OP provision	74.9%	73.6%	73.6%	76.2%	
<b>Cumulative</b>	<b>1.2</b>	<b>1.2</b>	<b>0.6</b>	<b>0.6</b>	
% of O.P. provision	32.8%	33.3%	32%	33.6%	

No BMW or SAE Regional tables are presented as all expenditure by the two “Implementing Agencies” takes place from their headquarters in Dublin.

## ***4. Quality of financial control***

### **4.1 Introduction**

The **ESF** Paying Authority forwarded to the Commission in August 2001 the details of its Financial Management and Control Systems as required by Art.5 of Regulation (EU) 438/01. Following on from this, detailed and binding circulars on financial management & control were prepared by the **ESF** Paying Authority and circulated to all **ESF** beneficiaries. These circulars were received by the EHRD-OP Managing Authority in August 2001 and were, in turn, communicated to all the OP Implementing Agencies by the Managing Authority. In conjunction with this work the **ESF** Paying Authority launched the new system at a national seminar attended by approximately 150 representatives of Managing Authorities and key intermediate bodies. The Commission was also in attendance and the keynote address was made by Mr. Brian Gray, Director, DG Regio. The EHRD-OP Co-ordinating Managing Authority actively engaged with the **ESF** Paying Authority in the run up to the seminar and was well represented at the event. The **ESF** Paying Authority followed-up the national seminar with a series of bi-lateral meetings with all **ESF** spending Managing Authorities, delegated Managing Authorities and key Implementing Bodies to ensure that all partners were at one on the crucial issues of financial management and control of the **ESF**

Detailed procedures are in place within the Co-ordinating Managing Authority to ensure sound and efficient management of the **ESF**. The Co-ordinating Managing Authority did not conduct any Article 4 checks in 2001, the first full year of operation of the Programme. Rather, we concentrated on the role-out and bedding-in of the new round's financial management and control systems. It is our intention to commence the initial Article 4 series of checks during 2002 following appropriate training with the **ESF** Financial Control Unit in Dublin.

2001 was the year in which the **ESF** Paying Authority issued its various financial circulars to all **ESF** recipients and copies of the various circulars can be found on the **ESF** website – [esf.ie](http://www.esf.ie).

### **4.2 Steps Taken in 2001**

The Principle steps taken in 2001 by National **ESF** Authority (the **ESF** Paying, the EHRD-OP Co-ordinating Managing and the EQUAL CI Managing Authorities) in response to the new regulatory regime are summarised below:

- Drafted new Circular **ESF/PA//1-2001** setting out details of new mandatory financial management and control system for **ESF**.
- Produced detailed national guidelines on **ESF** eligibility (**ESF/PA/2/2001**, **ESF/PA/3/2001** and subsequent revisions).
- Launched new system at National Seminar (attended by B. Gray, DG Regio) on 21<sup>st</sup> June, 2001.
- Followed-up National Seminar with a series of bi-laterals with all **ESF** spending Managing Authorities, delegated Managing Authorities and key implementing bodies.
- Prepared and submitted detailed response to Article 5 of Reg. 438/2001 to Cion. in early August, 2001.

- Recruited two additional controllers for the **ESF** Financial Control Unit (FCU) in August, 2001.
- Assigned 5% minimum checking responsibility of **ESF** expenditure to comply with the provisions of Articles 10, 11, 12, and 14 of Commission Regulation (EC) No. 438/2001 to the **ESF** FCU.
- Re-structured **ESF** Policy & Operations personnel in the National Authority – the Department of Enterprise, Trade and Employment into a new 3-Unit structure, namely, the **ESF** Paying Authority, the EHRD-OP Co-ordinating Managing Authority and the EQUAL CI Managing Authority.
- Agreed new Terms of Reference for the **ESF** Financial Management and Control Steering Committee and sub-Committee.
- Agreed draft audit plans with the FCU and our IAU.
- Engaged with FCU on new systems and in particular sought their advice on the preparation of new procedures manuals for each of the three Units.

### **4.3 Outline of Detailed Procedures**

*Circular ESF/PA/1-2001* sets out, in considerable detail, the requirements of the new financial management and control system. The Circular builds on the system put in place towards the end of the 1994-1999 round, to give effect to Regulation (EC) No. 2064/1997, and incorporates many improvements to that system, which are described below. In addition to the Circular, participants at the aforementioned seminar were provided with copies of all relevant EU Regulations.

The Department of Enterprise, Trade & Employment is the designated Paying Authority for the **ESF** in Ireland. She is also the designated Co-ordinating Managing Authority for the largest of the **ESF** co-funded Operational Programmes – the Employment and Human Resources Development OP (EHRD-OP). In order to respect the separation of functions required between Paying and Managing Authorities, two important changes to the previous system have been introduced for this Operational Programme:

- in the first instance, the EHRD-OP Managing Authority has been clearly separated from the **ESF** Paying Authority function and is headed up by a manager, at Assistant Principal level;
- secondly, the Managing Authority has, for the purposes of the EHRD-OP only, been designated as a “Co-ordinating Managing Authority” – i.e. it has no direct reporting link with intermediate or implementing bodies. All of implementing/ intermediate bodies must report through either the Section within this Department with policy/implementing responsibility for the Measure/sub-Measure or, where the activity is the responsibility of a separate Government Department, through a central unit within that Department. In all cases, important Managing Authority tasks have been delegated to the appropriate level below that of the Co-ordinating Managing Authority, which maintains an overall lead role with regard to the management of the

individual Measures, but does not get involved in the day to day detail of implementation. This approach is set out clearly in Circular **ESF/PA/1-2001** and the accompanying Forms A, B1-B3 and C.

#### **4.3.1 The ESF Paying Authority**

The **ESF** Paying Authority, within the Department of Enterprise, Trade & Employment, has overall responsibility for the measures required under Article 38 of Regulation (EC) No. 1260/1999 for all **ESF** co-funded activity in Ireland.

The Paying Authority is responsible for:

- submitting not later than 30 April of each year expenditure forecasts to the Commission for the current and following year (Article 32.7).
- managing the payment on account of Funds,
- drawing up and submitting certified payment applications to the Commission on the basis of expenditure actually incurred by the Final Beneficiaries/Final Recipients
- ensuring that the final beneficiary receives the EU contribution as quickly as possible; (Article 32.1)
- recovering sums due to the Funds and for the application of financial corrections where they arise as a result of the discovery of administrative errors, or from events arising from the management of the programmes or from the establishment of irregularities under Article 39.

The Paying Authority is, on behalf of the Member State, responsible for ensuring that the Managing Authorities exercise their responsibilities in relation to the Intermediate Bodies/Final Beneficiaries for ensuring that payments are legal and regular, and for preventing and detecting irregularities. It certifies that expenditure declarations are accurate and result from accounting systems based on verifiable supporting documentation (Article 38.1 *a*, *c*, *d* and *e*, Regulation (EC) No. 1260/1999). The Paying Authority requires the Managing Authorities to provide adequate assurance that Community rules are being complied with before claims are certified and submitted to the Commission.

#### **4.3.2. The EHRD-OP Co-ordinating Managing Authority**

The EHRD-OP Co-ordinating Managing Authority has overall responsibility for the efficiency and correctness of management and implementation. It has responsibility for the actions set out in Article 34.1 of Regulation (EC) No. 1260/1999, in particular for the requirements of Article 34.1 (a)<sup>3</sup>, (b), (c), (d) and (e). In particular, it ensures that:

- steps have been taken to give reasonable assurance that the amount of expenditure returned is correct and is in accordance with the latest financial tables;
- the up-to-date Programme Complement has been presented to the Commission;

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<sup>3</sup> It should be noted that the Department of Finance has overall responsibility for the Management Information System and for evaluation.

- the latest annual implementation report has been forwarded to the Commission ;
- a debtor's ledger is being maintained, in accordance with paragraph 8 of Circular ESF/PA/1-2001.

#### **4.3.3. Delegated Managing Authorities**

Delegated Managing Authorities under the OP have particular responsibility for the actions set out in Article 34.1(f), (g) and (h). This level certifies that management and control procedures described in the reporting Body's procedures manual (consistent with the guidance set out in Appendix 3 of Circular ESF/PA/1-2001) are in place at the level below and that steps (including sample checking of information at level 2) have been taken to give reasonable assurance that the amount of expenditure returned is correct, before certifying and reporting the expenditure to the Co-ordinating Managing Authority. When declaring expenditure to the Paying Authority, the Co-ordinating Managing Authority is required to draw up and submit a statement of expenditure in the form prescribed at Annex 2 of Commission Regulation (EC) No. 438/2001. This should accompany the Form B3.1 (attached to Circular).

#### **4.3.4. Intermediate Bodies**

Intermediate bodies, as defined by Article 2.2 of Regulation (EC) No. 438/2001 are responsible for certifying that management and control procedures described in the reporting Body's procedures manual (consistent with the guidance set out in Appendix 3 of Circular ESF/PA/1-2001) are in place at level 1 and that steps (including sample checking of information at level 1) have been taken to give reasonable assurance that the amount of expenditure returned is correct, before certifying and reporting the expenditure to Level 3. Each expenditure report forwarded from Level 2 must be accompanied by a completed Form B2.

#### **4.3.5. Final Beneficiaries**

Final beneficiaries, as defined by Article 9(l) of Regulation (EC) No. 1260/1999, are responsible for reporting and certifying the accuracy, actuality and eligibility of the expenditure to Level 2. In certain cases where the Measure covers a series of individual projects, the Form B1 must be accompanied by a schedule indicating project title and reference, the total eligible expenditure being reported and the associated ESF grant amount. Each expenditure report forwarded from Level 1 must be accompanied by a completed Form B1 and project schedule, where appropriate.

Final beneficiaries can only make claims for interim payments based on expenditure actually paid out. This expenditure must be based on receipts/invoices which are available for inspection by the next level up in the cascade and/or the ESF Financial Control Unit, the Internal Audit Unit and any other body authorised to audit the expenditure in question. The claim for interim payment will be prepared and signed-off by a designated official, before being submitted for further checking and sign-off at final beneficiary level. In certain cases where the Measure covers a series of individual projects, the Form B1 must be accompanied by a schedule indicating project title and reference, the total eligible expenditure being reported and the associated ESF grant amount. The final beneficiary must be in a position to demonstrate that they have in place a system for the physical verification of the operations in question and the reality of the expenditure being claimed.

The final beneficiary, on completion of the required Form B1 (and accompanying project schedule, where appropriate) will submit the claim for interim payment, along with the necessary supporting documentation, to the next level in the cascade. It should be noted that final beneficiaries may report directly to level 3 or level 3.1, in the absence of an intermediate body in the cascade for a particular Measure/sub-Measure.

The claim for reimbursement of expenditure actually incurred proceeds up through the financial management and control cascade, as set out clearly in Circular **ESF/PA/1-2001** and accompanying forms B and C. At each level the claim is further checked before being certified and validated and sent on to the next level. The Paying Authority only accepts claims for reimbursement which have come through this procedure and for which Forms B1 to B3, as appropriate, have been completed.

#### **4.4 Procedures Manuals**

Paragraph 11 of Circular **ESF/PA/1-2001** requires that, in order to overcome any weakness in the area of financial management and control of the Funds, detailed Procedures Manuals should be prepared - and reviewed regularly – by the Managing Authorities. The Procedures Manual shall give details of responsibilities, tasks and procedures for personnel involved in the implementation of EU co-financed activity. The Procedures Manuals should comply with the systems guidance set out in the Commission Guidelines on the application of financial corrections. They should include an organisation chart of the Body concerned, showing the financial flows and lines of reporting. These should be available for inspection by the **ESF** Paying Authority, the **ESF** Financial Control Unit, the Internal Audit Units, the European Commission and the European Court of Auditors. Managing Authorities were formally notified that the detailed procedures manuals were to be completed by 19<sup>th</sup> October, 2001. In early 2002, the EHRD-OP Co-ordinating Managing Authority finalised its Procedures Manual and was awaiting a Commission Systems Preventive Audit.

#### **4.5 Provisions for Audit of Management & Control Systems**

##### **4.5.1 European Social Fund Financial Control Unit (ESF FCU)**

The Manager and Controllers of the **ESF-FCU** are authorised officers under Regulation 3.(1) (b) of the European Communities (Financial Checks) Regulations, 1999 (S.I. No. 123 of 1999) to ensure compliance with the financial checks requirements of the Council Regulation or the Commission Regulation.

The Unit is required to:

- provide advice to the **ESF** Paying Authority on the proper management and control of **ESF** funded operations, in accordance with the relevant EU Regulations;
- devise and conduct an annual audit programme
- issue audit reports as appropriate.
- liaise on an ongoing basis with the Head of the **ESF** Mission.

An Audit Steering Committee for the Control Unit, comprising the Manager of the **ESF** Financial Control Unit, the Head of the Internal Audit Unit, the Head of the **ESF** Mission in Ireland and an independent auditor, meets on a regular basis to discuss the work programme of the Unit. The Manager is responsible for the organisation of the committee meetings.

The **ESF** Financial Control Unit, under the direction of the Manager, is responsible for :

#### (1) Audit of ESF expenditure

Audit of ESF expenditure to comply with the provisions of Articles 10, 11, 12, and 14 of Commission Regulation (EC) No. 438/2001.

#### (2) Co-ordination

Co-ordination as necessary with the ESF Paying Authority, the Department's Internal Audit Unit, the European Commission and the Court of Auditors staff in:

- preparing control visit itineraries including liaising with the relevant management and/or implementation bodies in advance of such visits
- following-up issues raised in the course of control visits by the Commission and the Court of Auditors.
- co-ordinating as necessary with the Department's Internal Audit Unit on financial control of the ESF;
- advising the ESF Paying Authority on the implications of national or EU audit and financial control measures or proposals, and
- attending as necessary national or EU meetings related to its functions.

An important development in 2001 was the recruitment of two additional Controllers to the ESF Financial Control Unit which means that the Unit now has a staff complement of 1 Manager/ Controller, 4 Controllers and appropriate administrative support.

#### **4.5.2. Internal Audit Unit (D/Enterprise, Trade & Employment)**

A Protocol (Bilateral Administrative Agreement on Audit Co-operation) was signed by the Head of IAU and the Financial Controller of the Commission in July 1998. The purpose of the agreement was to set down arrangements for decentralisation of the audit of Structural Funds and the rationalisation of audit effort between the Commission and the Department. The Memorandum of Understanding attaching to the Agreement outlines the approach adopted by the Department to comply with the Agreement. Following the signing of this Protocol, it was decided to enter into sub-contracts, known as cascade agreements, with the internal audit units of the various lead departments/implementing agencies. These departments/agencies then put in place subsidiary cascade agreements with any relevant bodies within the remit of their organisations. This ensured that the main objective of decentralisation and rationalisation would be addressed with the co-operation of all audit units concerned.

Due to organisational change in the Commission and new financial control requirements, a revised Protocol Agreement is required for the new round. This was subject of discussion at end 2001 between the Internal Audit Unit and the relevant Commission Services.

Annual audit plans are drawn up by both the Internal Audit Unit and the ESF Financial Control Unit each year and are co-ordinated at the level of the ESF Financial Management & Control Steering Committee to ensure, insofar as possible, no unnecessary overlap occurs. These Plans are presented to the Commission at the Co-ordination Meeting at the start of each year (as provided for in Art. 38(3) of Reg. 1260/99). The OP Managing Authority is notified of the Plans insofar as the operation of the OP is concerned.

#### **4.6 Drawdown of ESF**

In 2001, the Managing Authority received a number of claims in respect of co-funded expenditure under the OP. Expenditure of €135,688,500 in respect of eligible activities by

FAS and Enterprise Ireland was certified by the Managing Authority. This enabled the Managing Authority to forward a certified claim to the ESF Paying Authority in the amount €76,628,064 ESF aid. Those claims were processed by the ESF Paying Authority and submitted to the Commission. However, the **ESF** Paying Authority declined to certify other significant claims received from other Implementing Bodies due to concerns regarding the validity of the claims in questions. These concerns will, of course, have to be addressed by the Implementing Bodies in 2002 before the Paying Authority can consider them again.

#### **4.7 Closure of the Round**

The Head of Internal Audit, Department of Enterprise, Trade and Employment, as the designated functionally independent officer, will present to the Commission a Declaration at the winding up of the assistance (in accordance with Articles 15 to 17 of Reg. 438/2001).

## ***5. Detailed Measure/SubMeasure Reports, 2001***

### **5.1 Preamble**

Earlier in this Report we gave an overview of progress on activity and financial implementation of the OP in 2001 following the 4 Pillar framework. This Chapter is dedicated to outlining in some detail the progress achieved in 2001 for each of the 51 Measures and SubMeasures comprising the OP.

The Measure/SubMeasure reports are presented in OP sequence and each report clearly identifies whether it is an **ESF** co-funded measure, an exclusively nationally funded (or non co-funded) measure or whether it is, in fact, partly **ESF** co-funded.

## **01 Action Programme for the Unemployed FAS**

This **non-co-funded** measure, implemented by FÁS, sets out to provide pro-active services to persons on the Live Register reaching a pre-defined threshold including the provision of counselling, career guidance and vocational information with referral to suitable education or labour market opportunities and participation in relevant programmes.

Included in the Irish National Employment Action Plan is a commitment to a more systematic engagement of the Employment Services with the unemployed. To this end, during 2001 all individuals under 25 were referred to FÁS when they crossed the 6 months unemployment threshold and the timing of intervention by FÁS with all people in the 25 - 54 age group was 9 months. The aim is to minimise unemployment and prevent the drift into long-term unemployment and to assist unemployed people to return to employment through active engagement with them.

FÁS took a range of actions to promote and facilitate the participation of women on its programmes in 2001. A significant new development was the introduction in September 2001 of a new support system for childcare costs. The objective of this initiative is to promote and facilitate individuals, who were unable to avail themselves of training due to childcare responsibilities, to take up training opportunities in order to obtain paid employment. FÁS will review the new childcare payments scheme in 2002 in terms of its suitability and effectiveness.

### ***Horizontal Issues***

#### **Gender**

At the end of 2001, a total of 2,940 women (54% of completers) received training under this Measure, compared with 1,406 who completed training in 2000. 61% had below Leaving Cert level of education compared with 41% of throughput in 2000. In 2001, Lone Parents comprised 9% of total throughput completing programmes under this Measure, 461 women and 11 men, compared with 210 women and 2 men in 2000.

#### **Environment**

FÁS has developed an Induction Programme that includes a module on the environment. Relevant modules and inputs on environment are included in all appropriate courses and programmes to ensure compliance with all health and safety regulations.

#### **Social Inclusion/Poverty**

In 2001, a total of 5,432 unemployed people completed programmes under this Measure compared with 2,489 in 2000; an increase of almost 46%. 61% of these had below Leaving Cert level of education, compared with 48% in 2000. Lone Parents comprised 9% of completions in 2001 compared with 8% in 2000. Of those who completed programmes under this Measure in 2001, 35% of the males and 39% of the females were placed in employment. As shown in the Monitoring Indicator report, 70% of EAP participants under this measure were no longer signing-on the Live Register at the time of the survey. This percentage was even higher for female participants (81%). Early interventions, to prevent drift into long-term unemployment and to guide unemployed persons into further training or into a new employment opportunity, is seen as a key means of avoiding potential drift into poverty.

## Rural Proofing

In 2001, FÁS increased the Accommodation Allowance, from £27.50 to £55.00 (€69.84) for participants who attended programmes away from home. This may encourage increased participation from rural areas.

## Amendments to Programme Complements

It was agreed at the Monitoring Committee to a technical amendment to the Programme Complement that receipts under this measure will be treated as an appropriation-in-aid by the Department of Enterprise Trade and Employment.

## Expenditure report

### Expenditure in 2001

Region €m	Total Prog. Expre	Total Co-fin (CSF Expre)	ESF	Nat Public Cofin	Priv Co-fin	Total Non-Cofin	Public Non- Cofin	Private Non-Cofin
BMW	15.00	0	0	0	0	15.00	15.00	0
S& E	25.50	0	0	0	0	25.50	25.50	0
National	40.50	0	0	0	0	40.50	40.50	0

### Cumulative Expenditure for 2000 and 2001

Region €m	Total Prog. Expre	Total Co-fin (CSF Expre)	ESF	Nat Public Cofin	Priv Co-fin	Total Non- Cofin	Public Non- Cofin	Private Non-Cofin
BMW	20.12	0	0	0	0	20.12	20.12	0
S& E	35.37	0	0	0	0	35.37	35.37	0
National	55.49	0	0	0	0	55.49	55.49	0

This level of expenditure equates with 30.6 per cent of the OP provision for the measure for 2001 and 26.4 per cent of the cumulative O.P. provision.

The buoyant economy in 2000/2001 resulted in higher levels of employment than estimated, and hence lower numbers of unemployed requiring assistance. FAS will continue to monitor expenditure on this Measure in relation to the demands of the changing economic situation and client needs.

## Monitoring

The monitoring system for the measure is well defined; five indicators were nominated in the Programme Complement and data on these is set out below. This includes the Key Effectiveness/Performance Reserve indicator.

Indicator Data 2001

Indicator	Region	BaseLine						Mid-TermTarget		
		1999			Jan 2000-Dec 2001			(Cum 2000-2003)		
		M	F	T	M	F	T	M	F	T
Number of EAP clients completing FÁS programmes during period.	BMW			409	1226	1427	2,653			14,196
	SAE			1,065	2,349	2,919	5,268			31,304
	NAT	672	802	1,474	3,575	4,346	7,921	22,295	23,205	45,500
% of throughput that obtain employment at end of course*	BMW				35%	36%	36%			
	SAE				35%	42%	35%			
	NAT				35%	39%	36%			65%
Number Awarded Certificates	BMW				272	399	671			
	SAE				589	538	1127			
	NAT				861	937	1798			18200
% of throughput that are not on the Live Register at the time of the follow-up survey.**	BMW									
	SAE									
	NAT				52%	81%	70%			75%
% of throughput satisfied with the EAP process/ programmes (at time of Follow Up Survey)**	BMW									
	SAE									
	NAT				89%	81%	84%			85%

\* These figures indicate the annual % level

0 \*\* FÁS Follow-Up Survey refers to persons surveyed in 2001 who left FÁS programmes in 2000

#Key Effectiveness Indicator

## 02 National Employment Service FAS

Activities funded under this Measure include guidance, counselling and placement as part of Stage 1 of the process to prevent long-term unemployment and are designed to engage with EAP clients to help them identify the most suitable employment, training or placement options.

This closely-related (**ESF Co-funded**) measure centres on FÁS establishing and implementing an active National Employment Service through its network of 70+ Employment Services Offices, supplemented by part-time offices, improved use of information technology and the Internet. These services are to incorporate the specialist services of the Local Employment Services for long-term unemployed and socially excluded people. Web-based technology is to be used to assist employers to notify and fill vacancies and job seekers will be able to identify vacancies and post their CVs on the Internet. Employers will also be able to use the FAS national call centre to notify vacancies. The National Employment Service is to develop its role in identifying the changing needs of job seekers and advising training providers of these needs. Job Clubs will assist unemployed persons to develop their job-seeking skills.

To end November 2001, the Department of Social, Community and Family Affairs (DSCFA) referred 22,497 clients to FÁS. Of those referred, 67% had left the Live Register by the end of Dec 2001. 5,733 of those referred did not turn up for interview and of these 73% (4,204) had signed off the Live Register by the end 2001.

Of the 14,779 clients interviewed by FÁS, 1,925 progressed to FÁS programmes with a further 2,595 placed in employment and 614 in other education or training programmes. A further 4,245 of those interviewed had left the Live Register without notification of destination. The remaining interviewees had either been referred to a programme place but were still on the Live Register, were receiving ongoing support or were awaiting further action

In October 2000, FÁS initiated a new pilot project in Galway City and Clondalkin to engage with all people in the EAP process that were on the Live Register for 6 months or more. This followed the successful pilots in Ballyfermot and Kilkenny. Results for those referred to November end 2001, viewed at December end 2001, are attached below.

**Nap Referral Outcome Summary By Age Band**  
Cumulative Referrals to end November 2001 at December End 2001

Referral Band	Galway	Full %	Clondalkin	Full %
	Engagement		Engagement	
<b>Numbers Referred</b>	1322	100%	737	100
<b>Left Live Register</b>	852	64%	601	%
<b>Of Above – entered employment/FÁS programme / education</b> (this is a % of “Left live Register”)	439	52%	310	82%
				52%
	877	66%	580	
<b>Numbers Interviewed</b>	322	37%	253	79%
<b>Of these – Placed In Jobs/Programmes</b>				44%
	410	31%	152	
<b>Non Attendees</b>	323	79%	131	21%
<b>Non Attendees Now Off Live Register</b>	85	26%	30	86%
<b>Of above – entered employment/ FÁS programme / education</b> (this is a % of ‘Non Attendees Now Off Live)				23%

In July 2001 the FÁS National Employment Services Advisory Committee (NESAC) held its inaugural meeting. A second meeting was held in October.

FÁS continued to update its computerised career guidance tool ‘Career Directions’. This contains a self-assessment tool and a careers database. In late 2000, work began on the development of an Internet version of the software and this new version will include a direct link to live jobs and training courses on the FÁS JobBank. This Internet version was launched in February 2002.

FÁS, in conjunction with the National University of Ireland Maynooth, has developed a certificate and diploma in guidance and counselling aimed specifically at the needs of Job Advisors in the FÁS Employment Service. 130 Advisors, from both FÁS and Local Employment Services, graduated in early 2001 having completed their Certificate in Guidance and Counselling. Courses commencing in October 2001 have had strong interest from new and existing FÁS and LES staff.

The consultation and course development phase of two new programmes for Employment Services was completed in 2001. Both the ‘Marketing of Employment Services’ programme for 250 FÁS Employment Services Officers, and the ‘Management of Guidance’ programme for FÁS Employment Services Managers will be delivered in early 2002.

The CallNet service was launched by FÁS in late 2000 and uses the Internet and phone as labour market resource tools. The Tele-services centre takes vacancies over the phone and these vacancies are put up on the Internet. They are also sent to the local offices where they are either matched or advertised (using vacancy lists, self-service kiosks or from Totaline contact). This free service, which was initially available to employers in the Dublin/Wicklow/Kildare/Meath areas, was extended throughout Ireland in September 2001

FÁS services in respect of assisting employers to recruit from overseas were reviewed and revised during 2001 to respond to changing labour market conditions. In the first quarter of the year FÁS was actively engaged in recruitment fairs under the 'Jobs Ireland' logo in New York, Moscow and Prague. The New York fair was particularly notable in that FÁS and the Training and Employment Authority of Northern Ireland co-operated in providing stands at the fair.

Subsequent to these events, FÁS, recognising the changing labour market environment, discontinued efforts to recruit workers from outside the EU and concentrated on targeted initiatives with selected EU Member States. Working through the EURES system, FÁS developed specific joint ventures with the National Employment Services of several countries. In the case of Germany, for example, FÁS organised three job recruitment events in Berlin, Magdeburg and Leipzig. Irish employers in four specific occupational sectors - catering, call centres, healthcare and construction - attended these events. Overall, about 1,000 jobs were available through this process. By the end of 2001, applications had been received from 480 persons and 166 job offers made.

### ***Horizontal issues***

#### **Gender**

Activity on Return to Work programmes is planned to increase by 14% over the 2001-budgeted level of activity. FÁS monitors female participation in all its programmes to ensure that its 'gender mainstreaming' approach is working well.

#### **Environment**

Not applicable to this Measure.

#### **Social Inclusion/Poverty**

Actions under this Measure provided intensive support to those experiencing labour market disadvantages. This was a major priority for FÁS in 2001. The continued decline in the numbers of long-term unemployed will allow FÁS to concentrate its efforts on those suffering from the greatest labour market disadvantages therefore seeking to assist experiencing Labour Market disadvantages avoid poverty traps.

The Customised Training Fund (CTF) allowance was designed to provide an immediate training option for long-term unemployed jobseekers where the type of training required is not immediately available in the FÁS Training Centre. The limit was €635, but in the context of a new FÁS initiative 'Response to High Unemployment Areas' the CTF budget was increased to €1,270 per selected client.

In 2001, the FÁS freephone vacancy taking service, CALLNET, became fully operational countrywide. CALLNET, as part of an overall Employment Services strategy, is a tool intended to increase efficiency and offer an enhanced service using the most up-to-date technology. FÁS now has a number of complimentary services including CALLNET, Job

Bank and Job Connect which together service client needs in the area of Employment Services.

### Rural proofing

The development of Callnet and Job-connect has increased access for rural and urban clients registering and taking up vacancies with FÁS. Previously they would have had to call in to a FÁS office, whereas now they can apply for vacancies from home.

### Amendments to Programme Complements

It was agreed by the Monitoring Committee meeting in October of 2001 to amend Section 6 such that the ESF Financial Control Unit were identified as the responsible body for the Ex-Post Expenditure Verification (5%) check.

It was agreed at the Monitoring Committee to an amendment to the Programme Complement that receipts under this measure will be treated as an appropriation-in-aid by the Department of Enterprise Trade and Employment.

### Expenditure report

#### Expenditure Data 2001

Region €m	Total Prog. Expre	Total Co-fin (CSF Expre)	ESF	Nat Public Cofin	Priv Co-fin	Total Non-Cofin	Public Non- Cofin	Private Non-Cofin
BMW	14.20	2.00	1.50	0.50	0.00	12.20	12.20	0.00
S& E	42.20	4.00	2.00	2.00	0.00	38.20	38.20	0.00
National	56.40	6.00	3.50	2.50	0.00	50.40	50.40	0.00

#### Cumulative Expenditure Data for 2000 and 2001

Region €m	Total Prog. Expre	Total Co-fin (CSF Expre)	ESF	Nat Public Cofin	Priv Co-fin	Total Non-Cofin	Public Non- Cofin	Private Non-Cofin
BMW	24.98	3.59	2.69	0.90	0.00	21.39	21.39	0.00
S& E	67.34	7.62	3.81	3.81	0.00	59.72	59.72	0.00
National	92.32	11.21	6.50	4.71	0.00	81.11	81.11	0.00

This level of expenditure equates with 140.5% & of the OP provision for the measure for 2001 and 105.4% of the cumulative O.P. provision. To end 2001 81.25& of the ESF commitment for this measure for 2000 had been spent.

## Monitoring

### Cumulative Indicator Data 2001

Additional Measure Indicators	Region	BaseLine						Mid-TermTarget		
		1999			Jan 2000 - Dec 2001			(Cum 2000-2003)		
		M	F	T	M	F	T	M	F	T
No. of Persons registering during period (FÁS Monthly)	BMW			28,800			67,203			115,200
	SAE			91,200			194,651			364,800
	NAT			120,000			261,854			480,000
No. of Vacancies notified to FÁS (FÁS Qtrly)	BMW			14,629			33,164			66,143
	SAE			55,121			109,937			248,829
	NAT			69,750			143,101			314,972
Number of persons who registered with Job Clubs in the Period. (FÁS, Quarterly)*	BMW									
	SAE									
	NAT			N/A			14497			18,800
# No. of Persons Placed in Jobs or FÁS Programmes (FÁS Qtrly)	BMW									
	SAE									
	NAT			N/A	62,418	49,169	111,587	(n/a in 2000)		40%
Percentage of notified vacancies filled (Employers Survey, FÁS, Annual)** (****)	BMW						72%			
	SAE						80%			
	NAT			30%			76%			35%
% of Job Club registrants who successfully complete the formal group training sessions ( FÁS, Qtrly.)	BMW									
	SAE									
	NAT			N/A			N/A			60%
Percentage of Live Registrants with FÁS who leave the Live Register. (FÁS Tracking, Annual)*** (****)	BMW				31%	45%	36%			
	SAE				37%	49%	41%			
	NAT	74%	74%	74%	34%	47%	39%	75%	75%	75%
Percentage of FÁS Registrants who achieved a positive result. (Survey, FÁS, Annual) (****)	BMW									
	SAE									
	NAT	N/A	N/A	N/A			N/A			90%
% of those who register with Job Clubs who progress to employment, further training and education. ( FÁS, Qtrly.)****	BMW				53%	61%	58%			
	SAE				55%	62%	59%			
	NAT			N/A	55%	61%	59%			70%

\* A system for capturing data on Job Clubs has been established by FÁS in 2001. Figures refer to 2001 only

\*\* Based on sample survey of employers notifying FÁS of vacancies in 2001

\*\*\* Status in Sept 2001 of those on FÁS register in December 2000

\*\*\*\*These figures indicate the annual % level

# Key Effectiveness Indicator

As with the previous measure, the monitoring system in this case is well developed: nine indicators were nominated in the Programme Complement. 2001 data is available on all of them and is set out above. This includes the Key Effectiveness/Performance Reserve indicator.

### 03 Active measures for LTU and Socially Excluded FÁS

This **partly Co-Funded** measure is one of the largest in scale and resource terms in the OP. It concerns the provision by FÁS, in co-operation with other statutory and non-statutory bodies, of Community Employment (CE), Job Initiative training, Job clubs and Jobstart. FÁS activities under this Measure promote social inclusion with particular emphasis on the reintegration of long-term unemployed and socially excluded people into the workforce. Programmes assist long-term unemployed and socially excluded people to make a meaningful contribution to the local community and improve their prospects of obtaining or returning to employment.

In 2001 a policy change was implemented for Community Employment. As it was recognized that CE had become a substitute for the provision of normal employment, a system of 'mainstreaming' was agreed and introduced (in the first instance) for CE projects in schools i.e. schools became eligible for a new system of funding which allowed them to employ individuals, under normal employment contracts, for jobs previously undertaken under CE. The transfer of funding from FÁS to the Department of Education and Science has resulted in the departure of significant numbers of FÁS funded participants to employment in schools under funding from the Department of Education and Science. This transfer of funding and participants from CE will continue over 2002.

The phased reduction in the numbers of long term unemployed participating in CE continued and by year-end 2001 there were 30,809 persons on CE, a fall of 2,700 since the end of 2000. This reduction was caused by participants leaving CE to secure employment in the open labour market, reflecting the continued opportunities available in the economy.

In relation to childcare; systems were piloted in over 50 projects across a number of FÁS regions and were successfully completed in 2001. The pilots involved the establishment of a quality framework, the production of a handbook and training workshops for relevant staff. The new system will be rolled out nationally in 2002.

As regards our response to areas experiencing high levels of unemployment; an initiative by the Government to target the 25 most disadvantaged urban areas in the country which has been prioritised for investment and development in relation to health, education, housing, childcare and community facilities. An Area Implementation Team is bringing together local State Agency personnel, Local Partnership Company, and residents of the local community. In 2001 FÁS participated actively on each Area Implementation Team. FÁS has already selected 10 District Electoral Divisions areas for an intensive and integrated pilot programme.

### ***Horizontal Issues***

#### **Gender**

FÁS took a range of actions to promote and facilitate the participation of women on its programmes in 2001. The most significant new development was the introduction in September of a new support system for childcare costs. FÁS continued to provide a range of community-based training for socially excluded groups such as Travellers and Lone Parents. A programme for young disadvantaged women and for Traveller Women is run in conjunction with Traveller Action groups.

#### **Environment**

Under the Community Initiatives programme, FÁS supports many community projects that have a positive impact on both urban and rural environments.

#### **Social Inclusion/Poverty**

All provision under this measure is aimed at reducing poverty by preparing and encouraging socially excluded people to gain and retain employment. The Customised Training Fund provides a training option for long-term unemployed job seekers where the type of training required is not immediately available in FÁS. Net College training programmes are now available free to CE and Job Initiative participants. The most recent Follow Up Survey relating to persons who completed FÁS programmes in 2000 showed that 56% of persons trained under this Measure were in employment or further education/training at the time of the survey. In respect of persons under this measure who had attended Community Employment programmes, 54% were in employment (excluding persons who had remained/returned to Community Employment.)

## Rural proofing

Activities under this Measure are valid for both rural and urban areas. FÁS has supported and promoted rural development through the implementation of a very wide range of 'Community Initiatives' throughout Ireland. These initiatives are targeted at local communities and involve training, work experience and social/economic development projects. Over 2,000 FÁS supported community projects are established around Ireland.

## Amendments to Programme Complements

It was agreed by the Monitoring Committee meeting in October of 2001 to amend Section 6 such that the ESF Financial Control Unit were identified as the responsible body for the Ex-Post Expenditure Verification (5%) check.

It was agreed at the Monitoring Committee to an amendment to the Programme Complement that receipts under this measure will be treated as an appropriation-in-aid by the Department of Enterprise Trade and Employment.

## Expenditure report

### Expenditure Data 2001

Region €m	Total Prog. Expre	Total Co-fin (CSF Expre)	ESF	Nat Public Cofin	Priv Co-fin	Total Non-Cofin	Public Non- Cofin	Private Non-Cofin
BMW	121.80	3.13	2.35	0.78	0.00	118.67	118.67	0.00
S& E	283.10	8.08	4.04	4.04	0.00	275.02	275.02	0.00
National	404.90	11.21	6.39	4.82	0.00	393.69	393.69	0.00

### Cumulative Expenditure Data for 2000 and 2001

Region €m	Total Prog. Expre	Total Co-fin (CSF Expre)	ESF	Nat Public Cofin	Priv Co-fin	Total Non-Cofin	Public Non- Cofin	Private Non-Cofin
BMW	259.85	7.57	5.68	1.89	0.00	252.28	252.28	0.00
S& E	574.83	21.70	10.85	10.85	0.00	553.13	553.13	0.00
National	834.68	29.27	16.53	12.74	0.00	805.41	805.41	0.00

This level of expenditure equates with 113% of the OP provision for the measure for 2001 and 106.7% of the cumulative O.P. provision. To end 2001 all of the ESF commitment for this measure for 2000 and 2001 had been spent.

## Monitoring

### Indicator Data 2001

Measure Indicators	Region	BaseLine						Mid-TermTarget		
		1999			Jan 2000-Dec 2001			(Cum 2000-2003)		
Indicator		M	F	T	M	F	T	M	F	T
Number of persons completing programme at FÁS Annually	BMW			18,798	8,504	4,549	13,053			52,349
	SAE			40,954	15,919	22,641	38,560			114,051
	NAT	27,642	32,110	59,752	24,423	27,190	51,613	76,978	89,422	166,400
Percentage of programme participants who attend CE Core Skill Training ***	BMW									
	SAE									
	NAT			2%						10%
Percentage of Training Programme participants placed at end of programme (FÁS Qtrly)***	BMW				14%	27%	22%			
	SAE				15%	10%	12%			
	NAT			n/a	19%	25%	23%			60%
Number of training Programme Completions with Certification***	BMW				205	541	746			
	SAE				318	1,115	1,433			
	NAT			2,750	523	1,656	2,179			12,000
% of Training programme participants in employment or further education or training at time of follow-up survey. (LTU only) ***	BMW									
	SAE									
	NAT				45%	61%	56%			65%
% of CE Participants in employment or further education/ or training at time of follow up survey. ***	BMW									
	SAE									
	NAT				49%	56%	54%			55%

\* FÁS Follow-up Survey, refers to persons surveyed in 2001 who left FÁS programmes in 2000

\*\* This Figure is low because of operational problems organising Core Skills in 2001, including Foot and Mouth

\*\*\* These Figures indicate the annual % level

# Key Effectiveness Indicator

The monitoring arrangements in this case are well developed; six indicators were nominated in the Programme Complement. 2001 data is available on all and is set out above. This includes the Key Effectiveness/Performance Reserve indicator.

## 04 Early Education Department of Education & Science

This **non-co-funded** preventive measure is intended to encourage long-term education participation, identify and address literacy and numeracy difficulties at an early stage and to prevent subsequent problems giving rise to long term unemployment. Funding will be directed at key target groups, provided on a devolved basis and integrated with area-based interventions in the case of areas with significant concentrations of educational disadvantage.

In September 2001, the Minister for Education and Science appointed St. Patrick's College, Drumcondra and the Dublin Institute of Technology to jointly undertake and manage a project to develop and support the provision of quality early childhood education. The project will run for up to three years and a new Centre for Early Childhood Development and Education has been established for this purpose. The Centre, which is jointly managed by the two institutions, will be staffed by a full-time Director and project team with professional expertise in the area of early childhood education.

The work of the Centre will be undertaken in close consultation with the Department and the various agencies, advisory bodies and providers in the sector. One of the main objectives of the Centre will be to develop a quality framework in relation to the wide range of issues affecting early childhood education including equipment and material, staff qualifications and training, teaching and learning methodologies, curriculum, guidance for parents and related areas. It is envisaged that the quality framework would be capable of being adapted to the various settings in which early learning takes place. The Centre will also develop appropriate forms of early intervention and support for children from disadvantaged backgrounds and children with disabilities, building on the experience of existing programmes. Funding for the project will be met from the €94m allocation provided by the Government under the National Development Plan for the implementation of the White Paper.

### ***Horizontal Issues***

#### **Gender**

The aim of the early education measure is to provide early interventions (i.e. targeted at children aged up to 6 years) and to prevent subsequent problems giving rise to long-term unemployment and social problems. The principal focus will be on families where parents have a low level of educational attainment and on children with special needs.

There is no available data on the current gender profile of the target group in early childhood education. The progress of the measure will be monitored after commencement of the Work Programme of the Centre for Early Childhood Development and Education with a view to evaluating the benefits derived from it. Any gender differential in take up of the benefits or progress under them will be recorded as appropriate.

#### **Environment**

The measure will have a positive environmental impact in that the foundation laid in the measure regarding elementary nature study (such as teaching children the names of plants and animals) will help provide a basis for the long-term development of an awareness of the environment.

#### **Social Inclusion/Poverty**

The National Anti-Poverty Strategy identifies education as central to addressing poverty. The inter-relationship between educational attainment and subsequent life choices has been well documented. Expert studies have shown that targeting educational disadvantage must start as early as possible in the life of the child. Funding will be directed at key target groups and integrated within area-based interventions in areas with significant concentrations of poverty and consequent educational disadvantage.

#### **Rural Proofing**

This measure will have a positive impact on both rural and urban areas.

#### **Amendments to Programme Complements**

Change in Department of Education and Science Subhead Vote 27 FLE F.1 (iii) was agreed by the Monitoring Committee in October 2001.

## Expenditure Report

### Expenditure Data 2001

Region €m	Total Prog. Expre	Total Co-fin (CSF Expre)	ESF	Nat Public Cofin	Priv Co-fin	Total Non-Cofin	Public Non- Cofin	Private Non-Cofin
BMW	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
S& E	0.078	0.00	0.00	0.00	0.00	0.078	0.078	0.00
National	0.078	0.00	0.00	0.00	0.00	0.078	0.078	0.00

There was no expenditure on this measure in 2000. The expenditure in 2001 is negligible in terms of the O.P. forecast and consists of some basic start-up costs incurred in the fourth quarter of 2001.

### Reasons for under expenditure

As agreed with the Social Partners in the Programme for Prosperity and Fairness, the Department engaged with interested parties with a view to implementing the White Paper, on a phased basis. The Department invited relevant groups and bodies (many of whom had been involved in the National Forum on Early Childhood Education which preceded the publication of the White Paper) to give their observations on the policy framework outlined in the White Paper and a significant number of meetings were held. In September 2001, St Patrick's College, Drumcondra, and the Dublin Institute of Technology (DIT), were appointed to jointly establish the centre. The centre will progress the initiative.

### Monitoring

The following indicators have been identified:

- ◆ No. of disadvantaged / special needs children benefiting from State-funded pre-schooling
- ◆ No. of pre-schools receiving the Quality in Education (QE) mark

The Centre for Early Childhood Development and Education will collate baseline data. Apart from minimal expenditure on the establishment of the Centre, there has been no expenditure. Therefore, the provision of data in respect of 2000 or 2001 is not applicable.

## 05 School Completion Initiative Department of Education and Science

The **co-funded** School Completion measure deals with issues of both concentrated and regionally dispersed disadvantage. The schools to be involved in the initiative are required to operate on a multi-agency basis establishing, where appropriate, cross community links. It is comprised of two strands namely the *Early School Leavers Initiative (ESLI)* and the *Stay in School Retention Initiative (SSRI)*.

The first phase of the Early School Leavers initiative was established in 1998. The 17 projects piloted from 1998 to June 2000 were extended into a second phase from 1<sup>st</sup> July 2000 to 31 August 2002 as there was clear evidence of successful developments. There are currently 51 primary and 29 post-primary schools involved in the second phase. The current target group has increased from 1,193 to 1,788.

The SSRI was established in 1999 with the aim of increasing retention rates in education to completion of Leaving Certificate or its equivalent. Initially 58 post-primary schools were selected to participate in the scheme. The sub-measure has four strands – Research and Evaluation, Tracking, School Support and Student Support. With effect from September 2001, this initiative has been expanded to a total of 118 schools and an additional 100 whole-time equivalent post-primary teaching posts were allocated to cater for the expansion of the SSRI.

An internal planning group was established in 2001 to plan the expansion of the SSRI and the ESLI and to consider the assimilation of the two schemes, as they share the same objectives and target similar young people. This single initiative would incorporate the learning, experience and best practice from both the ESLI and SSRI. It is planned that the selection of areas for expansion will be based on objective data on early school leaving derived from the Department's Post Primary Pupil Database and the Programme will target the areas of greatest need, i.e. areas with the highest school leaving rates particularly before completion of junior cycle. It is intended that the expanded initiative will represent an integrated, area based response to young people at risk of early school leaving

### ***Horizontal Issues***

#### **Gender**

The ESRI survey of the 1998 post-primary school leavers indicates that 23.5% and 13.2% of men and women respectively, left school prior to completion of Leaving Certificate or its equivalent. In order to establish the possible reasons for the differences between men and women in terms of early school leaving the Gender Equality Unit, which has recently been established within the Department of Education and Science, has been asked to include this issue in their programme of research.

#### **Environment**

Environmental education and environmental awareness-raising is an important component of programmes in the education sector. With regard to the Primary Sector, environmental education is an important element of both the Geography and Science programmes in the revised curriculum. In the Post-Primary Sector, environmental education is an important component in several subjects (i.e. Science subjects; Geography; Civic, Social and Political Education; Business Subjects and Home Economics). Under the Transition Year Programme, schools may offer modules on issues relating to the environment and to sustainable development. The increased retention of pupils in school to completion of the Leaving Certificate or its equivalent, will facilitate these pupils benefiting from the above, which will develop greater awareness of environmental issues and sustainable development, and ultimately have a positive impact on the environment.

#### **Social Inclusion/Poverty**

There is a proven correlation between poor educational achievement and leaving school without certification on the one hand and subsequent unemployment or under-employment on the other. Consequently increased retention to completion of senior cycle at post primary level will have a positive impact alleviating poverty and disadvantage.

#### **Rural Proofing**

As both urban and rural schools participate in this measure, it will have a positive impact on both.

### Amendment to Programme Complements

It was agreed by the Monitoring Committee meeting in October of 2001 to amend Section 6 such that the ESF Financial Control Unit were identified as the responsible body for the Ex-Post Expenditure Verification (5%) check.

### Modification proposed –

Change in Department of Education and Science Subhead 8-15 ESLI: Vote 26 OME B. 5(ii); SSRI: Vote 28 SLE H2 (non-pay)

### Expenditure report

#### Expenditure 2001

Region €m	Total Prog. Expre	Total Co-fin (CSF Expre)	ESF	Nat Public Cofin	Priv Co-fin	Total Non-Cofin	Public Non- Cofin	Private Non-Cofin
BMW	1.249	1.249	0.937	0.312	0.00	0.00	0.00	0.00
S& E	7.568	7.568	3.784	3.784	0.00	0.00	0.00	0.00
National	8.817	8.817	4.721	4.096	0.00	0.00	0.00	0.00

#### Cumulative Expenditure for 2000 and 2001

Region €m	Total Prog. Expre	Total Co-fin (CSF Expre)	ESF	Nat Public Cofin	Priv Co-fin	Total Non-Cofin	Public Non- Cofin	Private Non-Cofin
BMW	2.66	2.66	2.00	0.66	0.00	0.00	0.00	0.00
S& E	10.48	10.48	5.24	5.24	0.00	0.00	0.00	0.00
National	13.14	13.14	7.24	5.90	0.00	0.00	0.00	0.00

This level of expenditure equates with 55.6 % of the OP provision for the measure for 2001 and 32.34% of the cumulative O.P. provision. To end 2001, 49.7 per cent of the ESF commitment for this measure for 2000 had been spent.

It should be noted that the expenditure is being compared to the projection in the OP forecast which is based on the Berlin profile and not the Department of Education and Science's estimates for this measure, for the 2000 and 2001 financial years. The OP forecast is based on the Berlin Profile, which is front-loaded, while the NDP allocations for this measure, as it a new initiative, are end-loaded.

### Monitoring

Progress with regard to physical indicators and targets: Actual indicators are in the process of being finalised by the Department of Education and Science

## **06 Early Literacy**

### **Department of Education & Science**

The **non-co-financed** Early Literacy measure aims to improve the level of reading in the population by increasing public awareness of the importance of reading and by improving the quality of the teaching of reading.

2001 saw the completion of the National Reading Initiative which was launched in January 2000. Its aims were to raise awareness in the general public of the importance of reading and to lay the foundation for improving the quality of the teaching of reading in the formal and non-formal sectors. The initiative was widely acknowledged as a success, and concluded its remit in April 2001.

The Special Training Programme on the Learning Support Guidelines issued to all Primary Schools for all Learning-Support Teachers, Resource Teachers and Resource Teachers for Travellers. The provision of the programme in conjunction with the Primary Curriculum Support Programme is designed to ensure that whole school involvement is achieved. Training seminars for target group and school principals were completed in 2001 and the training will commence in January 2002. The Primary Curriculum Support Programme will deliver the training and will manage the project in conjunction with the In-Career Development Unit of the Department of Education & Science.

The Reading Recovery Pilot Scheme was extended to explore and evaluate new approaches to reading difficulties in children. This is an early intervention programme to help reduce literacy problems in schools. It provides intensive, individual help for children who have not responded to the standard instructional programme in reading and writing after one year.

The Junior Certificate School Programme Literacy Strategy (including the provision of library books and staff to 10 JCSP schools) was established to address the literacy needs of Junior Certificate students in selected schools. The strategy consists of two strands:

- proposal for the development of the Junior Certificate School Programme Literacy Strategy
- proposal for National Demonstration Project for the provision of libraries for JCSP schools as part of the Junior Certificate School Programme Literacy Strategy

The overall, two-pronged proposal is a direct response to very important research findings in recent years which clearly indicate that appropriate access to books and reading resources is one of the most important predictors of reading success.

Also, during the summer holidays 2001, 7–11 year old children from nineteen disadvantaged areas throughout the country, participated in two-week long Summer Literacy Camps, which addressed literacy through the medium of the arts. The project emphasised fun learning through art, drama, music and dance but incorporated learning goals associated with reading, literacy and thinking skills.

#### ***Horizontal Issues***

##### **Gender**

The focus of these initiatives, at all levels, encompasses both genders. The initiatives in this measure will be subject to regular review and, in the case of each initiative, evaluations will take place which will, inter alia, yield information on gender differences that may exist.

## Environment

It is anticipated that each of the initiatives will have an indirect positive impact on the environment to the extent that an appreciation of reading should lead to better literacy skills, thereby giving individuals enhanced skills in learning about, and becoming aware of, environmental issues.

## Social Inclusion/Poverty

An appreciation of reading can lead to greater literacy skills, thus maximising (a) the benefit that individual people can derive from available educational/training opportunities and (b) the chances of the same people acquiring sustainable employment and thereby assists us in our anti-poverty endeavours.

## Rural Proofing

The aim of the initiatives outlined above is to raise awareness in the general public of the importance of reading and to assist in improving the quality of the teaching of reading. It will have a positive impact on both rural and urban communities.

## Amendments to Programme Complements

The Department of Education and Science introduced an amended Programme Complement and was agreed by the Monitoring Committee on October last.

## Expenditure report

Expenditure Data 2001

Region €m	Total Prog. Expre	Total Co-fin (CSF Expre)	ESF	Nat Public Cofin	Priv Co-fin	Total Non-Cofin	Public Non- Cofin	Private Non-Cofin
BMW	0.429	0.00	0.00	0.00	0.00	0.429	0.429	0.00
S& E	2.577	0.00	0.00	0.00	0.00	2.577	2.577	0.00
National	3.007	0.00	0.00	0.00	0.00	3.007	3.007	0.00

Cumulative Expenditure for 2000 and 2001

Region €m	Total Prog. Expre	Total Co-fin (CSF Expre)	ESF	Nat Public Cofin	Priv Co-fin	Total Non-Cofin	Public Non- Cofin	Private Non-Cofin
BMW	0.85	0.00	0.00	0.00	0.00	0.85	0.85	0.00
S& E	4.95	0.00	0.00	0.00	0.00	4.95	4.95	0.00
National	5.80	0.00	0.00	0.00	0.00	5.80	5.80	0.00

This level of expenditure equates with 113.9 % of the OP provision for the measure for 2001 and 98.80% of the cumulative OP provision.

## Monitoring

Indicators for this measure have yet to be developed.

## **07 Traveller Education**

### **Department of Education & Science**

The aim of this **non-co-funded** measure is to encourage each Traveller child to participate fully in and benefit from the education system and to enable him/her to develop to his/her full potential and to increase the retention level of Traveller pupils to the completion of Leaving Certificate or its equivalent and to provide them with further education/training options. An enhanced capitation grant is now being paid to all post-primary schools in respect of the Traveller pupils enrolled.

The allocation for Traveller education in the National Development Plan covers the allocation of teachers to post-primary schools for the purposes of teaching pupils from the Traveller community. In addition to this allocation it should be noted that:

- The Visiting Teacher Service has been extended to 40 Visiting Teachers. This service focuses mainly on the parents and the enrolment and support of their children in primary and post primary schools..
- A total of 474 Resource Teachers for Travellers (RTTs) are supporting the education of Traveller children who have been enrolled in 428 primary schools on a fully integrated basis.
- The National Education Officer for Travellers works in close collaboration with the Visiting Teachers, makes a major input into Department policy and deals with the professional development of the Visiting Teacher Service.

### **Horizontal Issues**

#### **Gender**

The gender breakdown of Traveller post-primary pupils is 60% women and 40% men. As part of the culture of Travellers there is a tradition of males leaving school early to take-up work in the family business. In addition, it has been traditional for some Traveller families not to avail themselves of a complete post-primary education for their children.

#### **Environment**

Travellers will gain increased awareness of environmental issues through their participation in the education system. Schools are being encouraged and supported to recognise and validate Traveller culture in their school development plans.

#### **Social Inclusion/Poverty**

The National Anti-Poverty Strategy identifies education as central to addressing poverty. The enrolment and retention of Traveller children in schools so that they can complete their second-level education programme is vital in order to break the inter-generational cycle of poverty and educational disadvantage.

#### **Rural Proofing**

This measure will have a positive impact on both urban and rural areas.

### **Amendments to Programme Complements**

**Modification Proposed** – Change in Department of Education and Science Subhead Vote 28 SLE A, D, K was agreed at the October Monitoring Committee Meeting

## Expenditure report

### Expenditure Data 2001

Region €m	Total Prog. Expre	Total Co-fin (CSF Expre)	ESF	Nat Public Cofin	Priv Co-fin	Total Non-Cofin	Public Non- Cofin	Private Non-Cofin
BMW	0.811	0.00	0.00	0.00	0.00	0.811	0.811	0.00
S& E	1.893	0.00	0.00	0.00	0.00	0.893	0.893	0.00
National	2.705	0.00	0.00	0.00	0.00	1.893	1.893	0.00

### Cumulative Expenditure for 2000 and 2001

Region €m	Total Prog. Expre	Total Co-fin (CSF Expre)	ESF	Nat Public Cofin	Priv Co-fin	Total Non-Cofin	Public Non- Cofin	Private Non-Cofin
BMW	1.61	0.00	0.00	0.00	0.00	1.61	1.61	0.00
S& E	3.75	0.00	0.00	0.00	0.00	3.75	3.75	0.00
National	5.36	0.00	0.00	0.00	0.00	5.36	5.36	0.00

This level of expenditure equates with 146.21% of the OP provision for the measure for 2001 and 146% of the cumulative O.P. provision.

## Monitoring

### Indicator Data 2001

	Baseline	Indicator Target 2006	Outturn 2001 (School Year 2000/2001) <sup>4</sup>
<b>Measure</b> Traveller Education			
<b>Indicator</b> # No. of Travellers enrolled in Post-Primary Schools			
<b>BMW</b>	225	225	306
<b>SAE</b>	525	525	715
<b>National</b>	750	750	1021
<b>Indicator</b> No. of Travellers enrolled in post-primary schools as a percentage of the total number of travellers in the relevant age cohort			
<b>BMW</b>	-	-	-
<b>SAE</b>	-	-	-
<b>National</b>	25%	25%	Not yet available
<b>Teacher Numbers</b> <sup>5</sup>	<b>BMW</b>	<b>SAE</b>	<b>Total</b>
Actual No. of Traveller Teaching Posts Allocated to post-primary schools 2000/2001	21	50	71

<sup>1</sup> Pupil and Teacher Numbers for the 2001/2002 school year not yet finalized

<sup>1</sup> There is no baseline for this indicator, as the indicator is not included in the Programme Complement

#### # Key Effectiveness Indicator

An additional .07 of a teacher allocation is granted for each Traveller pupil enrolled in post primary schools.

## **08 School Guidance Service**

### **Department of Education & Science**

The **non-co-funded** school guidance service can be defined as the full range of activities undertaken or supported by the school, that assist pupils to make choices and transitions in the personal/social, educational and career areas, as well as the provision of individual personal counselling for those with particular needs.

This service supports both the School Completion (05) and Traveller Education (07) measures. This service is also complemented by the provision for guidance under the Lifelong Learning – Further Education Support Services (23) measure, provided for under the Adaptability Pillar of the OP, which caters for trainees/students on courses under the Back-to-Education-Initiative (21) and Adult Literacy (22) measures.

In the 2000/2001 school year, there were approximately 580 whole-time equivalent guidance teachers engaged in post-primary schools (of the order of 174 and 406 in the BMW and S&E regions respectively). All post-primary schools in the State, are in a position to offer guidance services to their pupils.

A major new initiative to promote the development of guidance provision in second level schools has been undertaken by the Department of Education and Science. Under the initiative, 50 new guidance counsellor posts will be established to develop innovative ways of enhancing guidance for students and to promote links between schools, business, voluntary and State agencies. This is a 9% increase in the availability of guidance counsellors for second level students. 103 second level schools will receive additional hours for guidance under the initiative.

#### ***Horizontal Issues***

##### **Gender**

Through the guidance service, initiatives have been supported to facilitate a more balanced gender take up of different fields of study.

##### **Environment**

The School Guidance Service will facilitate fuller participation in education and enhance the benefit derived by pupils from the environmental components of their subjects and programmes, which will develop greater awareness of environmental issues and sustainable development, and ultimately have a positive impact on the environment.

##### **Social Inclusion/Poverty**

The National Anti-Poverty Strategy identifies education as central to addressing poverty. The inter-relationship between educational attainment and subsequent life chances has been well documented. One of the aims of the school guidance service is to assist students to benefit fully from the education system and to provide guidance regarding further education and third level options, which should improve their long-term employment prospects, thereby seeking to break the inter-generational cycle of poverty for those from disadvantaged backgrounds.

##### **Rural Proofing**

This measure will have a positive impact on both urban and rural areas.

## Amendments to programme complements

### Modification Proposed -

- Change in Department of Education and Science Subhead Vote 28, SLE A,D,K.
- Baseline Data incorporated in the indicator table.

## Expenditure report

### Expenditure Data 2001

Region €m	Total Prog. Expre	Total Co-fin (CSF Expre)	ESF	Nat Public Cofin	Priv Co-fin	Total Non-Cofin	Public Non- Cofin	Private Non-Cofin
BMW	6.628	0.00	0.00	0.00	0.00	6.628	6.628	0.00
S& E	15.465	0.00	0.00	0.00	0.00	15.465	15.465	0.00
National	22.093	0.00	0.00	0.00	0.00	22.093	22.093	0.00

### Cumulative Expenditure for 2000 and 2001

Region €m	Total Prog. Expre	Total Co-fin (CSF Expre)	ESF	Nat Public Cofin	Priv Co-fin	Total Non-Cofin	Public Non- Cofin	Private Non-Cofin
BMW	13.55	0.00	0.00	0.00	0.00	13.55	13.55	0.00
S& E	31.61	0.00	0.00	0.00	0.00	31.61	31.61	0.00
National	45.16	0.00	0.00	0.00	0.00	45.16	45.16	0.00

This level of expenditure equates with 119.4 % of the OP provision for the measure for 2001 and 123.2% of the cumulative O.P. provision.

## Monitoring

### Indicator Data 2001

	Baseline	Indicator Target 2006	Outturn 2001
<b>Measure</b> School Guidance Service			
<b>Indicator</b> No. of schools with guidance provision <sup>1</sup>			
<b>BMW</b>	210	210	
<b>SAE</b>	550	550	
<b>National</b>	760	760	100%
<b>Indicator</b> # No. of guidance counsellors (DES Annual)			
<b>BMW</b>	154	154	174
<b>SAE</b>	406	406	406
<b>National</b>	560	560	580
<b>Indicator</b> Hours spent by schools on guidance work (DES Annual)			
<b>BMW</b>	2927	-	
<b>SAE</b>	7368	-	
<b>National</b>	10294	-	Not Available

# Key Effectiveness Indicator

<sup>1</sup> Note that all primary schools have guidance provision

## 09 Third Level Access

### Department of Education & Science

This **co-funded** promotion of Third Level Access aims to increase the participation of students with disabilities, students from disadvantaged backgrounds and mature “second chance” students, in third-level and PLC courses. The funding provided is intended to:

- Meet the specific needs of students with disabilities, in terms of equipment and additional support services
- Provide financial support to disadvantaged students by way of additional support, to the existing maintenance grants scheme
- Develop outreach initiatives currently undertaken by a number of colleges which involve links with post-primary schools, in disadvantaged areas
- Expand the provision of particular services such as counselling and mentoring services, to meet the needs of non-traditional students.

The fund provides for the following:

- **The Student Assistance/Access Fund:** Provision for this fund increased from €2.49m (£1.964m) in respect of the 2000/01 academic year to €7.49m (£5.9m) in respect of the 2001/02 academic year
- **The Special Fund for Students with Disabilities:** The number of approved applications increased significantly from 511 in 2000 to 809 in 2001. Expenditure also increased significantly from €1.565m (£1.233m) in 2000 to €2.619m (£2.063m) in 2001.
- **Assistance to students via Area Partnerships:** The Millennium Partnership Fund for Disadvantage was established in September 2000, with provision of €1.27m (£1m) in 2001. Area Development Management (ADM) Ltd under whose aegis the Partnerships operate, accepted the Department’s request that it would administer the Fund for the 2001/02 academic year. The application process was completed in December 2001 with 35 partnerships and community groups receiving allocations from the Fund. The Department also provided direct funding in 2001 to the Northside Partnership, Dublin, and to the Ballymun Initiative for Third Level Education (BITE).
- **Payment of Special Rates of Maintenance Grant to disadvantaged students:** The payment of special rates of maintenance grant to disadvantaged students was introduced with effect from the 2000/01 academic year. The special rates, effective from the 2000/01 academic year, are €3,809 (£3,000) for students residing over 15 miles from the college attended and €1,535 (£1,200) for students residing less than 15 miles from the college attended. There was a lower than anticipated take-up of the Special Rates of Maintenance Grants by disadvantaged students, in the 2000/2001 academic year. A review is underway to assess the coverage and effectiveness of the implementation of the special rates in its first year of operation, with a view to extending eligibility
- **Introduction of Access Officers to the Institutes of Technology:** In 2000, the Department of Education and Science approved an access officer post for each Institute of Technology, to enhance access by disadvantaged, mature and disabled students

The Action Group on Access to Third Level Education launched a report in July 2001 which set out a comprehensive framework to increase participation by disadvantaged groups of

students and contains 78 recommendations. The Minister of Education and Science has indicated that action will be taken on foot of these recommendations.

### **Horizontal Issues**

#### **Gender**

The gender of those assisted is dependant on the number, by gender, who apply for, and subsequently receive, assistance. Data collated to date indicated that 54.6% of the students/trainees receiving assistance from this fund are female.

#### **Environment**

This is a socio-economic measure with no direct environmental impact.

#### **Social Inclusion/Poverty**

This measure which involves intervention at third/PLC level aims to break the inter-generational cycle of poverty and educational disadvantage by increasing the participation of the three target groups (and their retention through to completion of their studies) and in particular that of the students from disadvantaged backgrounds, it will improve access to the labour market for the beneficiaries and improve their long-term employability.

#### **Rural Proofing**

The initiatives provided for under this fund, are available to students from both the BMW and S&E regions, providing they satisfy the conditions of the respective schemes.

#### **Amendments to programme complements**

It was agreed by the Monitoring Committee meeting in October of 2001 to amend Section 6 and that the ESF Financial Control Unit were the responsible body for the Ex-Post Expenditure Verification (5%) check.

#### **Modification Proposed**

- a. Change in Department of Education and Science Subhead Vote 29 TOTALE K (non pay), TOTALE C (Its pay), TOTALE B2 (Univ's Pay)
- b. Amended an indicator report up to 2006

#### **Expenditure report**

##### **Expenditure Data 2001**

Region €m	Total Prog. Expre	Total Co-fin (CSF Expre)	ESF	Nat Public Cofin	Priv Co-fin	Total Non-Cofin	Public Non- Cofin	Private Non-Cofin
BMW	5.124	5.124	3.844	1.28	0	0	0.00	0.00
S& E	9.634	9.634	4.817	4.817	0	0	0.00	0.00
National	14.758	14.758	8.661	6.097	0	0	0.00	0.00

##### **Cumulative Expenditure for 2000 and 2001**

Region €m	Total Prog. Expre	Total Co-fin (CSF Expre)	ESF	Nat Public Cofin	Priv Co-fin	Total Non-Cofin	Public Non- Cofin	Private Non-Cofin
BMW	5.96	5.96	4.47	1.49	0.00	0.00	0.00	0.00
S& E	13.48	13.48	6.74	6.74	0.00	0.00	0.00	0.00
National	19.45	19.45	11.21	8.23	0.00	0.00	0.00	0.00

This level of expenditure equates with 65.7% of the OP provision for the measure for 2001 and 40.7% of the cumulative O.P. provision. To end 2001, 76.5% of the ESF commitment for this measure for 2000 had been spent.

## Explanation for under-expenditure

- There was a lower than anticipated take-up of the Special Rates of Maintenance Grants by disadvantaged students. The eligibility criteria were devised by the Action Group on Access to Third Level Education. The eligibility requirements are being reviewed with a view to extending eligibility.
- While expenditure on this measure is lower than anticipated, due to the above, it should be noted that the expenditure is being compared to the projection in the OP forecast which is based on the Berlin profile and not the Department of Education and Science's estimates for this measure, for the 2000 and 2001 financial years. The OP forecast is based on the Berlin Profile, which is front-loaded, while the NDP allocations for this measure, as it a new initiative are end-loaded.

## Monitoring

### Indicator Data 2001

	Baseline 1999	Indicator Target 2006 --	Outturn 2000 (ie 2000/01 academic year)	Outturn 2001 (ie 2001/02 academic year)
<b>Measure – Third Level Access</b>				
<b>Indicator</b>				
<b>No. of students benefiting from the disability fund</b>				
BMW	51	102	75	128
SAE	265	530	436	681
National	316	632	511	809
<b>Indicator</b>			Provisional data	Data for 2001/02 not yet available
<b>No. of students benefiting from the financial hardship fund</b>				
BMW			1,018	-
SAE			2,870	-
National			3,888	-
<i>Indicator</i>		Targets to be set by National Office upon establishment		
<b>No. of students benefiting from mature “second-chance fund</b>				
BMW	Nil			
SAE	Nil			
National	Nil			
<b>Indicator</b>				
<b># Increased participation by students with disabilities</b>				
BMW	-	-		
SAE	-	-		
National	0.9%	1.8%		
<b>Indicator</b>				
<b># National participation by students from disadvantaged backgrounds</b>				
BMW	20%	33%		
SAE	15%	26%		
National	16%	27%		
<b>Indicator</b>			Not yet available	Not yet available
<b># Mature students as a percentage of all entrants to undergraduate full-time and part-time education</b>				
BMW	-	-		
SAE	-	-		
National	22%	30%		
<b>Indicator</b>			Not yet available	Not yet available
<b>Mature students as a percentage of all entrants to undergraduate full-time education</b>				
BMW	-	-	-	-
SAE	-	-	-	-
National	5%	7%		

<sup>4</sup> This fund is now known as the Student Assistance Fund

<sup>5</sup> Baseline data for this fund not yet complete, targets for this fund to be established

<sup>6</sup> Fund not yet established

<sup>7</sup> Data in respect of 2000 and 2001 is not available

<sup>8</sup> Data in respect of 2000 and 2001 is not available. Data collated as part of survey, which is not conducted on an annual basis

#Key Effectiveness Indicators

## 10 Schools Modern Languages

### Department of Education and Science

This **non co-funded** measure seeks to design a fuller policy on the teaching of languages which have low participation in second-level schools or are not available as part of current syllabi. Arising from this work, the Department of Education and Science is promoting the wider teaching of Italian, Spanish and Japanese in post-primary schools. It is proposed to introduce the teaching of Russian in the forthcoming (2002/03) academic year.

#### Primary Sector

- 379 schools were involved in the initiative in 2000/2001 (including schools with designated disadvantaged status).
- The National Council for Curriculum Assessment (NCCA) Education Officer finalised Teacher Guidelines for all schools involved in the Project and these issued to schools in the first term of the 2001/2002 school year. These Teacher Guidelines are complementary to the Curriculum Guidelines that issued last year to all schools participating in the Project.
- The Irish Linguistics Institute was involved in the period under review in co-ordinating an on-going evaluation of the project. An Interim Report from the evaluator was presented to the Department in June 2001 and the final report is expected in 2002.
- By the end of December 2001, evening programmes for teachers involved in the project were being provided in approximately 11 Institutes of Technology. Some of the Institutes are providing courses in more than one of the target languages.
- A full time National Co-ordinator has been appointed to this project with effect from the beginning of September 2001. One of the main roles envisaged for this person will be to develop proposals for the expansion of the teaching of modern languages in primary schools and submit such proposals to the Project Management Team for consideration.

#### Post-primary Sector

The post-primary languages initiative was established in the 2000/2001 academic year. Following assessment of the applications received, there are 111 schools participating in the initiative

- ♦ Up until now it was not considered economically feasible for publishers to produce text books and other resource materials for the languages involved in the initiative. Textbooks are currently being produced and are at an advanced stage.
- ♦ Additional teaching hours, to a maximum of six hours per week per language chosen, have been authorised for schools which have applied to participate in this initiative. A resource grant for the supply of materials (€630 per language subject) has also been allocated to each participating school.  
In respect of the Japanese initiative, two native speakers were appointed in 2001 as Language Development Officers.
- ♦ It is intended to promote another language (Russian) under the Initiative in the forthcoming (2002/2003) academic year.
- ♦ Special courses will be run in Universities and Institutes of Technology at both Diploma and post graduate level to increase the number of teachers and develop the quality of language teaching at Post Primary level. These courses will be coordinated through the Languages Initiative.

2001 was designated as the European Year of Languages, which was a joint initiative by the Council of Europe and the European Union. Information packs regarding the European Year of Languages were sent to every school in the country. Members of the Modern Languages Teachers' Associations received detailed information on European Year of Languages. Information on a number of European Year of Languages related events was published on Education Matters Internet site.

All primary schools in the Modern Languages Primary Project were informed about the Launch of European Year of Languages and competed for attendance for the National Event. All Post-Primary schools were invited to celebrate European Day of Languages and given details of the special competitions for European Day of Languages.

### ***Horizontal Issues***

#### **Gender**

The initiative will be monitored having particular regard to any gender differential in the take-up and to the factors influencing any such differential. Data collated to date, with regard to the primary strand of the initiative, indicates that females account for 54% of the pupils participating in the initiative.

#### **Environment**

The development of an environmental module is not considered relevant in the context of a pilot project aimed at encouraging the learning of modern languages. However, educational material utilised in the course of language teaching could, in some instances, cover environmental issues.

#### **Social Inclusion/Poverty**

In an increasingly globalised society, it is hoped that by enhancing the language skills of young people, it will benefit them in obtaining employment in the workforce in future years.

#### **Rural Proofing**

Primary and post-primary schools in both rural and urban communities are involved in this initiative.

### **Amendments to programme complements**

#### **Modification Proposed**

Change in Department of Education and Science Subhead Vote 27 FLE F.1, Vote 28 SLE K. was agreed at the Monitoring Committee Meeting in October last.

### **Expenditure report**

**Expenditure Data 2001**

<b>Region €m</b>	<b>Total Prog. Expre</b>	<b>Total Co-fin (CSF Expre)</b>	<b>ESF</b>	<b>Nat Public Cofin</b>	<b>Priv Co-fin</b>	<b>Total Non-Cofin</b>	<b>Public Non- Cofin</b>	<b>Private Non-Cofin</b>
BMW	0.534	0	0	0	0	0.534	0.534	0.00
S& E	1.823	0	0	0	0	1.823	1.823	0.00
National	2.357	0	0	0	0	2.357	2.357	0.00

### Cumulative Expenditure for 2000 and 2001

Region €m	Total Prog. Expre	Total Co-fin (CSF Expre)	ESF	Nat Public Cofin	Priv Co-fin	Total Non-Cofin	Public Non- Cofin	Private Non-Cofin
BMW	0.85	0.00	0.00	0.00	0.00	0.85	0.85	0.00
S& E	2.78	0.00	0.00	0.00	0.00	2.78	2.78	0.00
National	3.63	0.00	0.00	0.00	0.00	3.63	3.63	0.00

This level of expenditure equates with 54.2% of the OP provision for the measure for 2001 and 52.3% of the cumulative O.P. provision.

#### Explanation for under-expenditure

- With regard to the expenditure incurred in 2000, it should be noted that this measure was ESF-aided under the 1994-1999 HRD OP until 30 June 2000. Therefore the 2000 expenditure reported under the 2000-2006 CSF relates to the period 1 July – 31 December 2000, thereby impacting on cumulative expenditure to date under the OP.
- The post-primary modern languages pilot commenced in the 2000/2001 academic year, 3 -++ which was the earliest possible school year, following the launch of the NDP, which is reflected in the expenditure. There are ongoing efforts to encourage more post-primary schools to join the initiative.
- In addition, the 2001 budgetary provision for this measure was not as high as the OP Forecast.

#### Monitoring

##### Indicator Data 2001

	Baseline	Indicator Target 2006	Outturn 2000/2001
<b>Measure</b> Modern Languages			
<b>Indicator</b> : No. of (primary) schools involved in Primary Modern Languages strand (DES data)			
<b>BMW</b>	67		
<b>SAE</b>	174		
<b>National</b>	241	--(7)	379(8)
<b>Indicator</b> : No. of (primary) pupils in Primary Modern Languages strand (DES data)			
<b>BMW</b>	3632		
<b>SAE</b>	15936		
<b>National</b>	19568	--(9)	16421(10)
<b>Indicator</b> : No. of post-primary schools offering Japanese, Italian and/or Spanish at Junior Certificate, Leaving Certificate, Leaving Certificate Applied, Transition Year and AB Initio courses			
<b>BMW</b>	61		27(6)
<b>SAE</b>	239		84(6)
<b>National</b>	300	--(11)	111(12)
<b>Indicator</b> : No. of post-primary pupils studying Japanese, Italian and/or Spanish at Junior Certificate, Leaving Certificate, Leaving Certificate Applied, Transition Year and AB Initio courses			
<b>BMW</b>	3690		
<b>SAE</b>	12648		
<b>National</b>	16338	--(13)	16

<sup>9</sup>Targets to be established following consideration of the evaluation of the project

<sup>10</sup> data provided by Kildare Education Centre – 299 schools, 80 disadvantaged schools

<sup>11</sup> targets to be set

<sup>12</sup> 7559 males, 8862 females

<sup>13</sup> targets to be set following evaluation of pilot project – end 2002

<sup>14</sup> No. of schools involved in the initiative

<sup>15</sup>targets to be set following evaluation of pilot project – end 2002

<sup>16</sup> data not available

# Key Effectiveness Indicators

*There are 145 schools involved in the initiative school year 2001/2002*

## 11 Early School Leaver – Progression FÁS

This **co-funded** sub-measure is one of several in the OP involving support for early school leavers through the provision of counselling<sup>7</sup> guidance, training and remedial education and work experience. This sub-measure consists of a foundation phase and progression pathways to regular employment or skills training. It increasingly involves tracking, monitoring and advocacy. All participants in the Early School Leaver category are defined as unemployed, are under the age of 21 years and have below Leaving Certificate standard of education. A major investment programme in Community Training Workshops (CTW's) is underway, and improved literacy/numeracy provision is being developed. The intention is to continue to develop provision, at foundation and progression phase, along the present lines. All participants in the Early School Leaver category are defined as unemployed, are under the age of 21 years and have below Leaving Certificate standard of education.

The year 2001 saw an important development in the quality of service with the establishment of a new quality assurance framework for Community Training Workshops. This framework will now be developed down to detailed guidelines and procedures for implementation.

The major investment programme in Community Training Workshops (CTWs) continued in 2001, targeting improvement to existing facilities, which require upgrading and expanding the range of skill training areas.

The full time Literacy Development Workers, provided ongoing support to CTWs. In response to demand, two FÁS/NALA/NUI 'Integrating Literacy' courses for CTW Staff, one in the Mid-West and one in Dublin got under way in September 2001.

CTWs made an average of 14 places each available for pre-apprenticeship during 2001. Similarly, Advocacy continues to be rolled out with eight additional Advocates being put in place

Overall Early School Leavers (ESL) participation levels in designated programmes have been on target for 2001. This is reflected in the fact that, during 2001, there was a reduction in the numbers entering Foundation level; however there has been an increase in the numbers of slightly older early school leavers availing of Specific Skills Training.

During 2001, work got underway in exploring ways in which to respond to the development needs of young unqualified workers. This included collaboration with the Department of Education and Science and other interests in a Pilot under the Dublin Employment Pact. Another initiative was an internal cross-divisional seminar held in December 2001 to examine the demand and possible response to unqualified young workers. Further work will be undertaken in 2002.

The second half of the year suffered from the knock-on effects of the curtailment of development activity during the first half due to regulations associated with the threat of Foot

and Mouth disease. However, good progress was made in developing a strategy for Quality Standards for CTWs, this included a 2-year strategy, linked across all strands of YOUTHREACH, for the development of a Quality Framework, and in rolling out Advocacy into new areas of the country.

### ***Horizontal Issues***

#### **Gender**

The Advocate programme continued to have a very positive impact to assist both men and women within this measure to avail themselves of the full range of career opportunities available. As mentioned earlier, FÁS received funds to provide childcare payment supports to trainees who are ESLs or disadvantaged. This facility came on stream in the second half of the year and it is anticipated that it will have a significant impact on both full time and part time training for lone parent ESLs.

#### **Environment**

Environment issues and inputs are covered as and when they are relevant to the courses concerned. Five CTWs include environment modules in their programmes.

#### **Social Inclusion/Poverty**

CTWs take a holistic and integrated approach to addressing disadvantage and the effects of marginalisation. FÁS activities under this Measure are designed to help prevent early school leavers from drifting into long-term unemployment. The Gateway programme has had some impact in this area and in one Dublin suburb, FÁS are introducing a Youth Passport aimed at maximising the strengths of each provider and tracking the progress of the individual participant.

A FÁS Dedicated Electoral Division (DED) based Pilot in seven selected ‘Revitalising Areas by Planning, Investment and Development (RAPID) areas’ involved identifying and providing intensive guidance, counselling and information, leading to access to a suitable training place on a FÁS programme or to a job. The outcomes to date, which included the referral of over 220 early school leavers to relevant provision, were very encouraging.

#### **Rural Proofing**

Both rural and urban communities benefit from activities under this Measure. FÁS is particularly aware of transport issues for rural ESLs and is examining the extent to which this affects participation and progression choices.

#### **Amendments to Programme Complement**

Change in the FAS Subhead Vote 28 SLE F1 was agreed at the last Monitoring Committee Meeting in October.

#### **Expenditure report**

**Expenditure Data 2001- FAS\***

<b>Region €m</b>	<b>Total Prog. Expre</b>	<b>Total Co-fin (CSF Expre)</b>	<b>ESF</b>	<b>Nat Public Cofin</b>	<b>Priv Co-fin</b>	<b>Total Non-Cofin</b>	<b>Public Non- Cofin</b>	<b>Private Non-Cofin</b>
BMW	5.800	4.750	3.560	1.190	0.000	1.050	1.050	0.000
S& E	21.600	18.340	9.170	9.170	0.000	3.260	3.260	0.000
National	27.400	23.090	12.730	10.360	0.000	4.310	4.310	0.000

**Cumulative Expenditure for 2000 and 2001 – FÁS\***

<b>Region €m</b>	<b>Total Prog. Expre</b>	<b>Total Co-fin (CSF Expre)</b>	<b>ESF</b>	<b>Nat Public Cofin</b>	<b>Priv Co-fin</b>	<b>Total Non-Cofin</b>	<b>Public Non- Cofin</b>	<b>Private Non-Cofin</b>
BMW	13.69	9.12	6.84	2.28	0.00	4.57	4.57	0.00
S& E	41.92	35.56	17.78	17.78	0.00	6.36	6.36	0.00
National	55.61	44.68	24.62	20.06	0.00	10.93	10.93	0.00

This level of expenditure equates with 66.5% of the OP provision for the measure for 2001 and 68.13% of the cumulative O.P. provision. To end 2001, all of the ESF commitment for this measure for 2000 and 28% of the 2001 commitment had been spent.

\*The sub-measure is however implemented in close co-operation with the Department of Education and Science which also has an ESF co-funded role here

**Expenditure Data 2001 – Dept Education and Science\*\***

<b>Region €m</b>	<b>Total Prog. Expre</b>	<b>Total Co-fin (CSF Expre)</b>	<b>ESF</b>	<b>Nat Public Cofin</b>	<b>Priv Co-fin</b>	<b>Total Non-Cofin</b>	<b>Public Non- Cofin</b>	<b>Private Non-Cofin</b>
BMW	0.481	0.481	0.361	0.12	0	0	0.00	0.00
S& E	1.576	1.576	0.788	0.788	0	0	0.00	0.00
National	2.057	2.057	1.149	0.908	0	0	0.00	0.00

**Cumulative Expenditure for 2000 and 2001 – Dept. Education and Science\*\***

<b>Region €m</b>	<b>Total Prog. Expre</b>	<b>Total Co- fin (CSF Expre)</b>	<b>ESF</b>	<b>Nat Public Cofin</b>	<b>Priv Co-fin</b>	<b>Total Non- Cofin</b>	<b>Public Non- Cofin</b>	<b>Private Non-Cofin</b>
BMW	0.91	0.91	0.68	0.23	0.00	0.00	0.00	0.00
S& E	3.00	3.00	1.50	1.50	0.00	0.00	0.00	0.00
National	3.91	3.91	2.18	1.73	0.00	0.00	0.00	0.00

This level of expenditure equates with 114.9% of the OP provision for the measure for 2001 and 110% of the cumulative O.P. provision. To end 2001, all of the ESF commitment for 2000 and 2001 had been spent.

\*\* See also details of Fás expenditure on their part of this sub-measure

## Monitoring

### Indicator Data 2001

Indicator	Region	Baseline						Mid-Term Target		
		1999			Jan 2000-Dec 2001			(Cum 2000-2003)		
		M	F	T	M	F	T	M	F	T
# Number of Completions	BMW			1,037	663	761	1,424			3,591
	SAE			3,340	2,908	2,511	5,419			11,809
	NAT	2,578	1,799	4,377	3,571	3,272	6,843	9,086	6,314	15,400
Number of Early School Leaver beneficiaries on FÁS programmes during the year. (FÁS Qtrly)	BMW			1,669	1,121	1,282	2,403			
	SAE			5,376	4,814	4,220	9,034			
	NAT	4150	2895	7,045	5,935	5,502	11,437			
% of those who commence the engagement process with FÁS who are successfully supported through existing or tailor made programmes and longitudinal supports. (FÁS Annual Survey)	BMW									
	SAE			N/A			N/A			92%
	NAT									
% of beneficiaries on FÁS programmes that complete the programme and proceed to employment, education or further training. *** (****)	BMW									
	SAE									
	NAT			**	56%	72%	64%			40%
Number of participants who achieve a recognised improvement in their literacy and/or numeracy level (Survey) *** (****)	BMW									
	SAE									
	NAT			*	42%	42%	42%			*

# Key Effectiveness Indicator

\*Baseline and targets to be provided later: FÁS is co-operating with the National Association for Adult Literacy Advancement to develop a suitable system to measure progress in this indicator

\*\*Figure represents the percentage of participants in the Follow-Up Survey who indicated that their programme helped them with literacy.

\*\*\*FÁS Follow-Up Survey, refers to persons surveyed in 2001 who left FÁS programmes in 2000.

\*\*\*\*These figures indicate the annual % level

## 11B Early School Leaver – Youthreach & Travellers – Dept. Education & Science

This **co-funded** sub-measure provides for the continuation of existing full-time provision under the Youthreach and Senior Traveller Training Programmes as an adjunct to the wider Back to Education Initiative (BTEI) Measure (21).

The overall Youthreach programme is administered jointly by the Department of Education and Science and FAS. The Department of Education and Science element in this measure includes: delivery of Youthreach in VEC out-of-school centres and in a network of Senior Travellers Training Centres.

Extra places have been provided in the network of Senior Travelling Training Centres to support a longer programme i.e. from 550 to 811. Boards of Management for the centres have been established. The structures provide for VEC, FAS, health, welfare or local authority, Traveller, employer, staff and local educational or community interests with an active role in Traveller development.

291 full awards at Foundation Level were issued by the National Council for Vocational Awards (NCVA) in 2001 and 17 at Level 1. However, in the majority of cases within Youthreach, participants do a number of modules rather than a full award at a time. These may be combined over time, as Records of Achievement, towards a full award. Overall, 8010 candidates received records of achievement

Provision of £785,000 (€996,744) for guidance, counselling and psychological services was provided in 2001. The vast majority of applications prioritised counselling and psychological services as the key gaps in their areas.

### ***Horizontal Issues***

#### **Gender**

The profile of early school leavers nationally (ESRI survey) for those leaving school with no qualifications is 64% male and 36% female. Therefore females are over-represented on Youthreach, while males are under represented in Travelling Training Centres. Factors which impact on this are:

- A “pull” of a greater proportion of males into unskilled work on leaving school (48% compared to 39% of females) leaving them unavailable for education/training.
- A perception among the Traveller Community that male participation of over 18s in training is not appropriate and that they should be earning income.

The part-time options being introduced will facilitate those with family responsibilities, those in employment etc accessing second-chance education.

#### **Environment**

Improved access to education, training and employment facilitates an increase in awareness, social participation and citizenship, and reduced risks of vandalism. In addition, those completing programmes under this measure may progress to further education/training programmes, which could include courses with environmental modules/elements.

#### **Social Inclusion/Poverty**

This measure seeks to improve the skills of participants, thereby enhancing their prospects of attaining sustainable employment and enhancing support for their children’s participation in schooling thereby aiding the anti-poverty strategy.

#### **Rural Proofing**

This measure will have a positive impact on both rural and urban communities.

#### **Amendments to programme complements**

Change in Department of Education and Science Subhead Vote 28 SLE F1 (Pay and Non Pay) was agreed at the last Monitoring Committee Meeting in October

#### **Expenditure report**

**Expenditure Data 2001**

<b>Region €m</b>	<b>Total Prog. Expre</b>	<b>Total Co-fin (CSF Expre)</b>	<b>ESF</b>	<b>Nat Public Cofin</b>	<b>Priv Co-fin</b>	<b>Total Non-Cofin</b>	<b>Public Non- Cofin</b>	<b>Private Non-Cofin</b>
BMW	13.960	13.960	10.470	3.490	0.000	0.000	0.000	0.000
S& E	31.839	31.839	15.919	15.919	0.000	0.000	0.000	0.000
National	45.799	45.799	26.390	19.409	0.000	0.000	0.000	0.000

### Cumulative Expenditure for 2000 and 2001

Region €m	Total Prog. Expre	Total Co-fin (CSF Expre)	ESF	Nat Public Cofin	Priv Co-fin	Total Non-Cofin	Public Non- Cofin	Private Non-Cofin
BMW	17.80	17.80	13.35	4.45	0.00	0.00	0.00	0.00
S& E	44.68	44.68	22.34	22.34	0.00	0.00	0.00	0.00
National	62.48	62.48	35.69	26.79	0.00	0.00	0.00	0.00

This level of expenditure equates with 102.8% of the OP provision for the measure for 2001 and 70.8% of the cumulative O.P. provision. To end 2001, all of the ESF commitment for this measure for 2000 and 63% of the 2001 ESF commitment had been spent.

### Monitoring

#### Indicator Report

	Baseline	Indicator Target 2006	Outturn 2001
<b>Measure</b> Early School Leavers			
<b>Indicator</b> No. of trainees on full-time Youthreach and Traveller Training Courses			
<b>BMW</b>	655	-	
<b>SAE</b>	2195	-	
<b>National</b>	2850	5800	3452
<b>Indicator</b> Progression of trainees on full-time Youthreach and Traveller Training courses, to employment/ education/ training			
<b>BMW</b>	N/A	-	-
<b>SAE</b>	N/A	-	-
<b>National</b>	80%	80%	(74% Youthreach) (51% Traveller Training)

## 12A Sectoral Entry Training Tourism School Leavers CERT

This **non co-funded** sub-measure aims to facilitate the transition from second-level education to job placement within the tourism industry. The tourism and hospitality industry experienced once of its most difficult years in 2001. Following a decade of rapid and sustained growth, a succession of shocks during the year brought about a downturn in business levels compared with the record levels recorded over the previous year. However placement rates for trainees available for placement were maintained at 99%, in spite of the loosening in the labour market due to international economic and political factors

During 2001 CERT trained 2,546 people on college-based professional hospitality and tourism programmes under this measure with 40% of the activity taking place in the BMW region and 60% in the SAE region. Training levels were slightly down on 2000 at 2,546 (2,691) in line with expectations

CERT increased access to training with flexible, part-time options for a range of programmes. The success of this policy has been confirmed by a significant increase in the number of employees pursuing continuous training and by the positive response to the new National Apprenticeship Scheme. Drawing on best practice studies, the full review of national curriculum for the industry will shortly be completed and new curriculum will be introduced

during 2002, validated under the new National Qualifications Authority of Ireland framework.

New products developed during 2001, include:

- National Apprenticeship Programme (Block and Day-Release)
- National Certificate in Professional Cookery (full-time over two years)
- National Certificate in Hotel Front Office
- Culinary Arts Diploma Programme
- Skills Programmes in Bar, Hotel Front Office, Cookery (at elementary level)
- Introductory programmes in Bar and a 100 hour taster programme for aspiring chefs

The above programmes were introduced following a full review of existing curricula in these areas which were benchmarked against international best practice. In addition, CERT launched its new website which is designed to offer the visitor comprehensive information on its services.

### ***Horizontal Issues***

#### **Gender**

All CERT literature and application forms contain a positive statement on equal opportunity. The CERT careers video has been gender-proofed. These actions are beginning to have some impact on courses where the male/female ratio was skewed in favour of one gender or another. The Male/female participation rate overall is 40%/60%.

#### **Environment**

Training programmes do not have a direct impact on the environment although the Complementary Studies component of programmes would create an environmental awareness for students.

#### **Social Inclusion/Poverty**

Access to training is a priority for CERT. Programme design is vertical with progression routes built in. Mature students who have been in receipt of benefit from the Department of Social, Community and Family Affairs can access full time craft programmes while retaining their benefit and receiving grant aid.

#### **Rural Proofing**

Courses are delivered on a regional basis and their widespread dispersal throughout the country, in urban and in locations close to rural tourism, promotes a balanced contribution towards both urban and rural economies.

### **Expenditure report**

**Expenditure Data 2001**

<b>Region €m</b>	<b>Total Prog. Expre</b>	<b>Total Co-fin (CSF Expre)</b>	<b>ESF</b>	<b>Nat Public Cofin</b>	<b>Priv Co-fin</b>	<b>Total Non-Cofin</b>	<b>Public Non- Cofin</b>	<b>Private Non-Cofin</b>
BMW	4.86	0	0	0	0	4.86	4.86	0.00
S& E	4.91	0	0	0	0	4.91	4.91	0.00
National	9.77	0	0	0	0	9.77	9.77	0.00

### Cumulative Expenditure for 2000 and 2001

Region €m	Total Prog. Expre	Total Co- fin (CSF Expre)	ESF	Nat Public Cofin	Priv Co-fin	Total Non- Cofin	Public Non- Cofin	Private Non-Cofin
BMW	8.30	0.00	0.00	0.00	0.00	8.30	8.30	0.00
S&E	7.61	0.00	0.00	0.00	0.00	7.61	7.61	0.00
National	15.91	0.00	0.00	0.00	0.00	15.91	15.91	0.00

This level of expenditure equates with 93.9% of the OP provision for the measure for 2001 and 77% of the cumulative O.P. provision.

### Monitoring

The monitoring arrangements for the sub-measure involve two Programme Complement indicators including a Key Effectiveness/Performance Reserve Indicator supplemented, in line with OP obligations, with a range of relevant core minimum indicators. The CERT reporting material to the April 2002 Monitoring Committee meeting included data for 2001 profiling sub-measure starts, throughput, carryover and totals trained by gender, age, prior labour market status and educational qualifications as well as employment, further education/training and certification outcomes.

### Indicator Data 2001

Indicator 1	Baseline 1999	Target 2006	End Dec 2001 (cumulative)
<b>Target Number to be trained</b>			
➤ BMW	1,151	8,594	2,069
➤ SAE	1,515	10,936	3,168
➤ National	2,666	19,530	5,237
<b>Indicator 2</b>			
# Job Placement Rates on completion of training	99%	99%	99%
➤ BMW	99%	99%	99%
➤ SAE	99%	99%	99%
➤ National	99%	99%	99%

# Key Effectiveness Indicator

*Note: Out-turn figures to December 2001 include 2000 and 2001.*

## 12B Sectoral Entry Training - Tourism CERT

This **non co-financed** sub-measure provides interventions at national, regional and local levels for the unemployed, women returners, early school leavers and the socially excluded leading to recognised qualifications and sustainable employment.

Business in 2001 was down on 2000 levels by 3 to 5 percent. However, certain sectors, most notably guesthouses and those firms heavily reliant on US business, experienced a much more significant drop in business. Whilst some slowdown was expected at the beginning of the year, the impact of the Foot and Mouth disease in Britain and the events of September 11<sup>th</sup> precipitated a significant downturn in business at a critical time for the industry. In spite of these developments the placement of CERT students on this measure was not adversely affected.

In 2001, CERT recruited over 1,000 people for the Return to Work Programmes and almost 900 completed the course. In addition, demand for Elementary Training Programmes remained high and the target number to be trained was exceeded. The regional spread of activity overall was 27% in the BMW region and 73% in the SAE region. However, the

regional spread of Return to Work Programmes (RTW) was almost 50/50. Also, whilst the overall male/female split was 28%/72%, this was significantly skewed by the RTW Programme which specifically targets women returners (94%).

In Spring 2001, a pilot programme designed to train international trainees commenced, following an extensive period of research and selection in Poland and Russia. A review of the scheme highlighted the quality and professionalism of these trainees, both in the training centre and subsequently in industry. In addition, the demand from employers has exceeded supply and hoteliers have been very happy with the calibre and skills of these trainees. The project formally concluded in January 2002.

#### **New developments during the year included:**

- The development and piloting of a programme for non-nationals in response to the increase in the employment of non-nationals by Irish hospitality and tourism employers
- Two new training centres were opened to recruit from areas of high unemployment and to feed local employment openings in the industry.
- As part of its career promotion strategy CERT produced a new promotional video designed to support nationwide recruitment drives in the key mature adult market.

#### ***Horizontal Issues***

##### **Gender**

CERT implements a policy to promote equality of access to all tourism training schemes. Also, CERT's career promotion activities consciously address the issue of stereotypes and the CERT careers video has been gender-proofed.

##### **Environment**

Training programmes do not have a direct impact on the environment although awareness of environmental issues, as they apply to the hospitality and tourism industry, is created in the Complementary Studies component of programmes.

##### **Social Inclusion/Poverty**

Training programmes for the unemployed have a positive impact on participants in terms of alleviating poverty. Participants receive the necessary technical and lifeskills training to prepare for employment in tourism on completion of training. Indeed a very high placement rate was achieved on both Elementary (90%) and Return to Work Programmes (80%) during 2001. Access to training is a priority with CERT. Programme design is vertical with progression routes built in.

##### **Rural Proofing**

CERT programmes have a positive impact in terms of rural proofing. Courses are delivered on a regional basis and their widespread dispersal throughout the country, in urban and in locations close to rural tourism, promotes a balanced contribution towards both urban and rural economies. Programmes were delivered by CERT in 75 centres during 2001.

##### **Expenditure**

**Expenditure Data 2001**

<b>Region</b>	<b>Total</b>	<b>Total</b>		<b>Nat Public</b>	<b>Priv</b>	<b>Total Non-</b>	<b>Public Non-</b>	<b>Private</b>
<b>€m</b>	<b>Prog. Expre</b>	<b>Co-fin</b>	<b>ESF</b>	<b>Cofin</b>	<b>Co-fin</b>	<b>Cofin</b>	<b>Cofin</b>	<b>Non-Cofin</b>
		<b>(CSF</b>						
		<b>Expre)</b>						
BMW	1.55	0	0	0	0	1.55	1.55	0.00
S& E	7.81	0	0	0	0	7.81	7.81	0.00
National	9.36	0	0	0	0	9.36	9.36	0.00

**Cumulative Expenditure for 2000 and 2001**

Region €m	Total Prog. Expre	Total Co- fin (CSF Expre)	ESF	Nat Public Cofin	Priv Co-fin	Total Non- Cofin	Public Non- Cofin	Private Non- Cofin
BMW	2.66	0.00	0.00	0.00	0.00	2.66	2.66	0.00
S& E	15.67	0.00	0.00	0.00	0.00	15.67	15.67	0.00
National	18.33	0.00	0.00	0.00	0.00	18.33	18.33	0.00

This level of expenditure equates with 141.6% of the OP provision for the measure for 2001 and 139.9% of the cumulative O.P. provision.

**Monitoring**

The programme Complement contains two indicators including a Key Effectiveness/Performance Reserve indicator to monitor this sub-measure. Given the training nature of the activity and in line with OP obligations, these are supplemented with a range of relevant core minimum indicators; the CERT reporting material for the April 2002 Monitoring Committee meeting included extensive core minimum data for 2001 under the required headings.

**Indicator Data 2001**

	Baseline 1999	Indicator Target 2006 (Cumulative)	Out-turn to end-December 2001(Cumulative)
No. to be trained on Elementary Skills & Return to Work Prog	1,417	16,516	3,997
➤ BMW	145	6,937	1,188
➤ SAE	1,272	9,579	2,809
Job Placement Rate on completion of training	92%	80%	80%
<b>Elementary Programmes</b>			
➤ BMW	92%	80%	90%
➤ SAE	92%	80%	90%
<b>Return to Work</b>			
➤ BMW	92%	80%	80%
➤ SAE	92%	80%	80%

**12C Sectoral Entry Training – Tourism  
Department of Education and Science**

This **non co-funded** measure provides professional craft courses leading to National Certificate, Advanced National Certificate and Diploma awards to the core of new entrants to the tourism industry to enhance their employability and career progression potential.

There has been a significant growth in the tourism and hospitality industry in Ireland in recent years leading to an increase in the demand for the supply of highly qualified graduates at certificate and diploma level. The Department of Education and Science in co-operation with the technological sector has initiated a number of measures to cater for this growth, particularly in the areas of catering, tourism and hospitality. Action includes the development of a number of new courses, the sanction of additional staffing together with investment in the upgrade of existing facilities and the provision of new facilities.

**Horizontal Issues**

**Gender**

All of the programmes in the technological sector are open to both male and female applicants.

## Environment

Environmental awareness modules are included in a number of courses under this sub-measure. This benefits trainees by raising their awareness of environmental issues and educating them in areas such as waste management, energy conservation, pollution monitoring etc, thereby aiding the incorporation of environment-friendly operation methods in the workplace.

## Social Inclusion/Poverty

The National Anti-Poverty Strategy identifies education as central in addressing the issue of poverty. The objectives of the sectoral entry training programmes are to provide participants with relevant, recognised training in a variety of subject areas to meet the modern challenges of the tourism and hospitality industry. The acquisition of these qualifications enhances prospects of sustainable employment for beneficiaries and provides them with the foundations required for life long learning. By extension, the earning capability of the beneficiaries is enhanced and thereby positively contributes to breaking the inter-generational cycle of educational disadvantage and poverty.

## Rural Proofing

The objectives of this measure are valid for both urban and rural areas. Courses are delivered in regional locations. By extension, graduates from this measure will enhance the quality of the tourism sector in both rural and urban areas thereby positively contributing to these economies.

## Amendments to programme complements

The Programme Complement was amended in 2001 to incorporate target data in the indicator table.

## Expenditure report

Expenditure Data 2001

Region €m	Total Prog. Expre	Total Co-fin (CSF Expre)	ESF	Nat Public Cofin	Priv Co-fin	Total Non-Cofin	Public Non- Cofin	Private Non-Cofin
BMW	6.586	0	0	0	0	6.586	6.586	0.00
S&E	7.795	0	0	0	0	7.795	7.795	0.00
National	14.381	0	0	0	0	14.381	14.381	0.00

Cumulative Expenditure for 2000 and 2001

Region €m	Total Prog. Expre	Total Co-fin (CSF Expre)	ESF	Nat Public Cofin	Priv Co-fin	Total Non-Cofin	Public Non- Cofin	Private Non-Cofin
BMW	12.03	12.03	0.00	0.00	0.00	12.03	12.03	0.00
S&E	14.49	14.49	0.00	0.00	0.00	14.49	14.49	0.00
National	26.52	26.52	0.00	0.00	0.00	26.52	26.52	0.00

This level of expenditure equates with 118.9% of the OP provision for the measure for 2001 and 110.8% of the cumulative O.P. provision.

### Monitoring

The monitoring arrangements for the sub-measure involve, firstly, two indicators chosen in the Programme Complement context including a key Effectiveness/Performance Reserve indicator.

#### Indicator Data 2001

	Baseline	Indicator target 2006	Outturn 2001
Number of students on sectoral-entry CERT programmes in the education sector: <b>BMW</b> <b>SAE</b> <b>National</b>	1151 1295 2466	2750	Not available
Number of students graduating from sectoral-entry CERT programmes in the education sector <b>BMW</b> <b>SAE</b> <b>National</b>	1139 1282 2422	2723	Not available

# Key Effectiveness Indicator

## 12D Sectoral Entry Training Department of Agriculture, Food and Rural Development

This **non co-funded** training programme is targeted at young people embarking on careers in agriculture, horticulture and other farming and rural business. Course design covers theoretical and practical instruction and both Certificate and Diploma courses are provided.

A total of 218 students commenced training in the 10 third-level courses being run in conjunction with Institutes of Technology. All colleges and courses were closed for 11 weeks during the foot and mouth outbreak in 2001. An Education and Training Forum has been established to advise Teagasc on ongoing basis on the training needs of the industry and how best to meet them.

### *Horizontal Issues*

#### **Gender**

All potential female students are made aware of the courses and are not discriminated against while on the course.

#### **Social Inclusion/Poverty.**

The courses are open to all applicants many of whom are from small farms. This programme will help them maximise their returns from farming and to access part-time employment.

## Environment

All courses contain a module on environmental protection.

## Rural Proofing

This course is about rural maintenance.

## Expenditure report

### Expenditure for 2001

Region €m	Total Prog. Expre	Total Co-fin (CSF Expre)	ESF	Nat Public Cofin	Priv Co-fin	Total Non-Cofin	Public Non- Cofin	Private Non-Cofin
BMW	4.48	0.00	0.00	0.00	0.00	4.48	4.48	0.00
S& E	6.74	0.00	0.00	0.00	0.00	6.74	6.74	0.00
National	11.22	0.00	0.00	0.00	0.00	11.22	11.22	0.00

### Cumulative Expenditure for 2000 and 2001

Region €m	Total Prog. Expre	Total Co-fin (CSF Expre)	ESF	Nat Public Cofin	Priv Co-fin	Total Non-Cofin	Public Non- Cofin	Private Non-Cofin
BMW	8.73	0.00	0.00	0.00	0.00	8.73	8.73	0.00
S& E	13.13	0.00	0.00	0.00	0.00	13.13	13.13	0.00
National	21.86	0.00	0.00	0.00	0.00	21.86	21.86	0.00

This level of expenditure equates with 100% of the OP provision for the measure for 2001 and 98.33% of the cumulative O.P. provision.

## Monitoring

The monitoring arrangements for the sub-measure involve a single Programme Complement indicator which was also designated as the Key Effectiveness/Performance Reserve indicator.

### Indicator Data 2001

Sub-Measure: 12D Sectoral Entry Training – Agriculture	Region	Baseline 1999	Indicator target 2006	Outturn to End Dec. 2001
<b>Indicator</b> # No. of young people obtaining a certificate in farming	BMW	588	1,920	535
	S & E	883	2,880	1,170
	Total	1,471	4,800	1,705
	National			

# Key Effectiveness Indicator

## **13 SKILL TRAINING FOR UNEMPLOYED & REDUNDANT WORKERS**

### **FÁS**

Under this **partly co-funded** measure, FÁS delivers a wide range of skills training courses through its network of training centres and contracted training providers. Courses and programmes are designed to mobilise all potential sources of labour supply and enhance its quality in order to address skills and labour shortages across the economy as a whole.

In 2001, FÁS played a major role in helping to provide the supply of skilled labour needed by employers through the provision of skills training for unemployed and redundant workers. FÁS has been steadily building up its provision in Skills Shortages areas and in 2001 a total of 1,524 persons completed such training while another 695 were still in training at the end of the year.

In 2001 FÁS continued to implement a comprehensive suite of courses called Skills Link to Information Technology in order to ensure that its range of training courses met the needs of the ICT sector. FÁS also continued its wide range of Specific Skills Training courses in 2001 with a total of 12,632 persons completing training. FÁS expects in 2002 to be faced with the need for a series of similar interventions in relation to closures or redundancies to those it faced in 2001. It will continue to develop its services through, for example, efforts to increase the flexibility and customisation of training offers.

The Managing Authority is acutely conscious of the fact that expenditure on this measure is way ahead of forecast and, indeed, that the ESF allocation for the entirety on the OP's life has already been spent. No proposals have yet been put to the Managing Authority by the Department of Enterprise, Trade and Employment or FÁS concerning the possible re-allocation of resources from any other area of OP activity to this measure. The Managing Authority will keep this measure under close scrutiny in the context of resources becoming available from elsewhere within the Employability Priority or beyond.

#### ***Horizontal Issues***

##### **Gender**

In 2001, a total of 12,632 people completed courses under this Measure, of whom 59% were women. The introduction of childcare payments for FÁS trainees will encourage long-term unemployed men and women to access training in the future.

##### **Environment**

All courses include inputs on environment to ensure that participants are fully aware of relevant health and safety regulations and requirements.

##### **Social Inclusion/Poverty**

The FÁS 2001 Follow-up survey shows that 65% of those who completed training courses under this Measure will be employed within a year to 18 months of completion. An evaluation by ESRI showed that Specific Skills Trainees increased their earnings by 7% over a comparator group. Of those who completed programmes under this Measure in 2001, 43% were placed in employment, 5% progressed to further education/training and 58% received certification.

##### **Rural Proofing**

External training contractors and mobile training facilities deliver courses in areas not serviced by mainline provision. The availability of on-line training by FÁS Net College also facilitates the delivery throughout the whole country.

The monitoring arrangements for the sub-measure are based on five Programme Complement indicators including a Key Effectiveness/Performance Reserve indicator supplemented, in line with OP obligations, with a range of relevant core minimum indicators.

### Amendments to programme complements

It was agreed by the Monitoring Committee meeting in October of 2001 to amend Section 6 and that the ESF Financial Control Unit were identified as the responsible body for the Ex-Post Expenditure Verification (5%) check.

It was agreed at the Monitoring Committee to an amendment to the Programme Complement that receipts under this measure will be treated as an appropriation-in-aid by the Department of Enterprise Trade and Employment.

### Expenditure Report

#### Expenditure for 2001

Region €m	Total Prog. Expre	Total Co-fin (CSF Expre)	ESF	Nat Public Cofin	Private Co-fin	Total Non-Cofin	Public Non- Cofin	Private Non-Cofin
BMW	17.70	17.13	12.85	4.28	0.00	0.57	0.57	0.00
S& E	66.10	40.94	20.47	20.47	0.00	25.16	25.16	0.00
National	83.80	58.07	33.32	24.75	0.00	25.73	25.73	0.00

#### Cumulative Expenditure for 2000 and 2001

Region €m	Total Prog. Expre	Total Co-fin (CSF Expre)	ESF	Nat Public Cofin	Priv Co-fin	Total Non-Cofin	Public Non- Cofin	Private Non-Cofin
BMW	38.87	32.24	24.18	8.06	0.00	6.63	6.63	0.00
S& E	127.72	96.40	48.20	48.20	0.00	31.32	31.32	0.00
National	166.59	128.64	72.38	56.26	0.00	37.95	37.95	0.00

This level of expenditure equates with 343.8% of the OP provision for the measure for 2001 and 327.16% of the cumulative O.P. provision. To end 2001, the entire ESF allocation for this measure for the 2000-2006 periods had been spent.

**Monitoring  
Indicator Data 2001**

Additional Measure Indicators		BaseLine						Mid-TermTarget		
Indicator	Region	1999			Jan 2000-Dec 2001			(Cum 2000-2003)		
		M	F	T	M	F	T	M	F	T
Number completing training during the year	BMW			3,462	2,127	4,588	6,715			5,000
	SAE			10,211	8,496	11,105	19,601			15,000
	NAT	5,748	7,925	13,673	10,623	15,693	26,316	8,400	11,600	20,000
# Placement % at end of course (FÁS Qtrly.) **	BMW				38%	47%	44%			
	SAE				47%	46%	46%			
	NAT	N/A	N/A	N/A	45%	46%	46%			75%
No. of completions with certification	BMW				1128	2491	3619			
	SAE				4492	6828	11320			
	NAT	N/A	N/A	N/A	5620	9319	14939			15,000
% in employment or further education/ training at time of follow-up survey (Annual Follow-Up Survey.)* (**)	BMW									
	SAE									
	NAT			75%	67%	64%	65%			80%
Satisfaction of trainees with programme. (Annual Follow-Up Survey.)* (**)	BMW									
	SAE									
	NAT			N/A	82%	83%	83%			85%

\* FÁS Follow-up Survey, Refers to persons surveyed in 2001 who left FÁS programmes in 2000

\*\*These figures indicate the annual % level

# Key Effectiveness Indicator

## 14A APPRENTICESHIP/TRAINEESHIP FÁS

This measure is **partly co-financed** by the ESF. The sub-measure supports the apprenticeship system which is expected to provide the training required to qualify over 5,000 young persons per annum in key craft qualifications and the new Traineeships system which provides occupationally relevant skills and qualifications to meet the needs of the job seekers and employers. It is the Traineeship programme that enjoys ESF support.

### Traineeship:

In 2001 1,304 persons completed the ESF co-funded Traineeships that had been specifically designed and organised with companies. Follow-up survey results indicate that 78% of these will be in jobs 12-18 months later.

Agreements between FÁS and Employer association's in respect of the content of Traineeships have been reached in relation to 17 occupation/sectors.

In 2001 six new traineeships, together with assessment/certification systems, were developed in co-operation with relevant industry and employee representatives in areas of Childcare, Office Admin, Personal Assistance, Radio Broadcasting, Software Development and Hairdressing.

The Traineeship model was consolidated and a national procedures manual was drawn up. To improve the quality of the workplace-training component, a series of one-day mentoring/skill coach development workshops were run.

### **Apprenticeship**

In 2001 there were 7,798 registrations, which was down on the 2000 figure of 8006. However, the total number of apprentices across all four years of apprenticeship continued to rise and reached 25,774 at end-December 2001. FÁS continued to expand its capacity to provide off the job Phase 2 training, which reached 7,800 by end – 2001, equalling the level of new intake during the year.

Ireland was represented by 15 apprentices at the World Skills Competition and achieved 8<sup>th</sup> in the World overall. Particularly notable were the achievement of one gold medal for bricklaying, one bronze medal and ten certificates of merit.

Computer-based/internet systems were used by FÁS to improve training delivery in some apprentice courses in 2001. The theory content of Phase 2 for some apprentice courses was assessed using a computer-based package, and computer-based simulation training models were used for apprentice fitter training.

Work continued on the development and updating of assessment programmes for the Standards Based Apprenticeships (SBA). Apprenticeship Assessment Tests for the Dept of Education and Science Institutes of Technology were compiled and distributed. A project involving the “Equivalence of Qualifications” for entry to Apprenticeship Programmes for Ireland and the U.K. was completed.

The current population of apprentices is the highest ever registered. The total population under the standards-based system at 31<sup>st</sup> December 2001 reached 25,675 - an increase of 1,752 (7%) since December 2000.

Demand continued to be greatest for the following five trades: -

Electrician	7,359	(9% increase)
Carpenter/Joiner	4,983	(13% increase)
Plumber	2,696	(13% increase)
Motor/Mechanic	1,612	(4% increase)
Bricklayer	1,305	(12% increase)

### **Off-The-Job Training**

The year 2001 has seen a growth in the throughput of apprentices attending off-the-job courses. 26 trades were catered for on Phases 2, 4 and 6 in FÁS Training Centres, Institutes of Technology and other approved centres.

6,958 Apprentices completed Phase 2 courses.

5,866 Apprentices completed Phase 4 courses.

4,764 Apprentices completed Phase 6 courses.

100 people were registered in the traditional (time-served) apprenticeship system at the end of December 2001. All the main trades are now in the standards based system with only a few registrations remaining in the trades of Dental, Glazier, Pattern Maker, Shipbuilding,

Stonecutting, Slater/Roof Tiler, Upholsterer and Woodfinishing operating within a time-served system. 348 certificates were awarded to time-served apprentices in 2001.

### ***Horizontal Issues***

#### **Gender**

*Traineeship:* In 2001, women comprised 48% of those who completed Traineeships compared with almost 43% in 2000. To improve the training of childcare workers, a new national traineeship scheme was agreed in 2001. This is being implemented nationally by FÁS with over 200 persons to be trained in 2002. FÁS will also examine the application of the Traineeship standards to existing, employed, childcare workers as a means of up- grading and certifying their skills.

*Apprenticeship:* During 2001, FÁS continued to promote the participation of women in apprenticeship through: continuation of the FÁS Bursary for employers of women apprentices, specific promotional activities for women apprentices and the Code of Practice- “Equity in Recruitment of Apprentices.”

#### **Environment**

*Traineeship:* Environmental issues together with statutory health and safety matters relevant to each occupation are identified at the ‘course development’ stage of each Traineeship.

*Apprenticeship:* FÁS is at present considering how environmental issues relevant to each trade can be integrated into the existing curricula and proposals will be presented to the National Apprenticeship Advisory Committee.

#### **Social Inclusion/Poverty**

*Traineeship:* Participants who successfully complete the Traineeship programme are equipped with skills that are relevant to the workforce and are thus less likely to become long-term unemployed or socially excluded. High placement rates from Traineeships continue to support the transition from unemployment to employment. Approximately 7% of Traineeship participants are live register long term unemployed. 32% of all Traineeship participants have educational qualifications below Leaving Certificate level. 56% of traineeship participants are LTU, ESLs or are over-25.

*Apprenticeship:* Apprentices who successfully complete their apprenticeship are equipped with relevant skills and are less likely to become unemployed.

#### **Rural Proofing**

*Traineeships* are nationally implemented through a network of training centres or/and through specific approved training contractors in conjunction with national and local employer organisations thus making the programme assessable to the urban and rural participants.

*Apprenticeship:* Objectives of this measure are valid for both rural and urban areas.

#### **Amendment to programme complements**

It was agreed by the Monitoring Committee meeting in October of 2001 to amend Section 6 and that the ESF Financial Control Unit were identified as the responsible body for the Ex-Post Expenditure Verification (5%) check.

It was agreed at the Monitoring Committee to an amendment to the Programme Complement that receipts under this measure will be treated as an appropriation-in-aid by the Department of Enterprise Trade and Employment.

## Expenditure report

### Expenditure for 2001

Region €m	Total Prog. Expre	Total Co-fin (CSF Expre)	ESF	Nat Public Cofin	Priv Co-fin	Total Non-Cofin	Public Non- Cofin	Private Non-Cofin
BMW	30.50	5.37	4.03	1.34	0.00	25.13	25.13	0.00
S& E	97.40	5.96	2.98	2.98	0.00	91.44	91.44	0.00
National	127.90	11.33	7.01	4.32	0.00	116.57	116.57	0.00

### Cumulative Expenditure for 2000 and 2001

Region €m	Total Prog. Expre	Total Co- fin (CSF Expre)	ESF	Nat Public Cofin	Priv Co-fin	Total Non-Cofin	Public Non- Cofin	Private Non-Cofin
BMW	49.90	10.06	7.55	2.51	0.00	39.84	39.84	0.00
S& E	164.84	13.02	6.51	6.51	0.00	151.82	151.82	0.00
National	214.74	23.08	14.06	9.02	0.00	191.66	191.66	0.00

This level of expenditure equates with 99.9% of the OP provision for the measure for 2001 and 88.8% of the cumulative O.P. provision. To end 2001, all of the ESF commitment for 2000 and 68.8% of the 2001 ESF commitment had been spent.

## Monitoring

The monitoring arrangements for the sub-measure are covered by eight Programme Complement indicators including a Key Effectiveness/Performance Reserve indicator supplemented, in line with OP obligations, with a range of relevant core minimum indicators.

### Indicator Data 2001

Additional Measure Indicators	Region	BaseLine						Mid-TermTarget (Cum 2000-2003)		
		1999			Jan 2000-Dec 2001			M	F	T
Indicator	Region	M	F	T	M	F	T	M	F	T
Number of Apprentices completing phase2 training in FÁS.	BMW			N/A	2,897	6	2,903			6,785
	SAE			N/A	9,810	33	9,843			22,715
	NAT	5,037	29	5,066	12,707	39	12,746	29,000	500	29,500
No. of persons completing Traineeship during year.(FÁS Annual)	BMW			610	483	494	977			3,500
	SAE			1,134	1,025	759	1,784			6,500
	NAT	942	802	1,744	1,508	1,253	2,761	5,000	5,000	10,000
Number of Agreed National Frameworks for Traineeship (with Social Partners) in particular sectors or groups of occupations.(FÁS Annual)	BMW									
	SAE									
	NAT			3			17	(N/A for 2000)		15
Balanced intake into Traineeships across educational, age and gender criteria. (% LTU, over25 & ESL)* **	BMW				57%	56%	56%			
	SAE				51%	60%	56%			
	NAT			N/A	54%	58%	56%			50%

# Number of Apprentices awarded National Craft Certificates	BMW			N/A					
	SAE			N/A					
	NAT	2,184	9	2193			6,310		16,800
Placement at end of Traineeship Programme.(FÁS Annual) **	BMW				70%	47%	58%		
	SAE				61%	60%	61%		
	NAT	75%	79%	77%	65%	55%	60%		80%
Number of Traineeship completions achieving Certification.(FÁS Annual) **	BMW			N/A	81%	79%	80%		
	SAE			N/A	55%	51%	53%		
	NAT	N/A	N/A	1,099	64%	63%	63%		70%
Percentage of Traineeship in employment one year after completion (Annual Leavers Survey)	BMW								
	SAE								
	NAT	86%	73%	80%	77%	79%	78%		80%

# Key Effectiveness Indicator

\* % of starters on Traineeships in 2001 who were either long term unemployed, early school leavers or aged over 25

\*\* These figures indicate the annual % level

## 14B APPRENTICESHIP – EDUCATION DEPARTMENT OF EDUCATION AND SCIENCE

This **non co-funded** sub-measure supports the apprenticeship system in the national effort to provide sufficient people skilled in key craft qualifications. Specifically, this measure provides for the educational component of the Standards Based Apprenticeship Programme operated by FÁS. It also aims to provide participants with the skills necessary for lifelong learning.

There has been an unprecedented increase in apprenticeship registrations in recent years. Action taken to increase capacity includes increased funding, a major building programme and the allocation of additional staffing. In 2001, funding was again allocated to facilitate the running of special apprenticeship summer courses. To date, the Apprenticeship Summer Courses have provided training for over 1,500 Apprentices. The running of special summer courses again in 2002 is currently under consideration.

### *Horizontal Issues*

#### **Gender**

FÁS have overall responsibility for the registration of apprentices therefore the FÁS Apprenticeship progress report should be referred to for an update on gender proofing.

#### **Environment**

A review of all trades under the auspices of the National Apprenticeship Advisory Committee is necessary to ensure that appropriate inputs on the environment are included in apprenticeship training modules. This would contribute to environmental proofing, by making apprentices aware of environmentally friendly methods of operating particularly in the construction related trade areas.

#### **Social Inclusion/Poverty**

Studies have shown that the acquisition of a skills qualification by the beneficiary enhances earning capability/standard of living, thereby contributing to the alleviation of poverty and to breaking the inter-generational cycle of disadvantage. The aim of this measure is to provide apprentices with the necessary skills to acquire sustainable employment.

## Rural Proofing

The objectives of this measure are valid for both urban and rural areas. Courses are delivered in regional locations in Institutes of Technology.

## Amendment to Programme Complement

Change in Department of Education and Science Subhead VOTE 29 TOTALE C

## Expenditure

The Department of Education & Science provisional expenditure reported for the sub-measure was as follows:

Expenditure Data 2001

Region €m	Total Prog spend €	Total co- financed (CSF expend)	EU Structural Funds	National Public Cofinanced	Private Co- financed	Public Non- Cofinanced
BMW Expend in 2001	2.98	0	0	0	0	2.98
SAE Expend in 2001	22.36	0	0	0	0	22.36
National Expend in 2001	25.34	0	0	0	0	25.34

Cumulative Expenditure for 2000 and 2001

Region €m	Total Prog. Expre	Total Co-fin (CSF Expre)	ESF	Nat Public Cofin	Priv Co- fin	Total Non- Cofin	Public Non- Cofin	Private Non-Cofin
BMW	5.44	0.00	0.00	0.00	0.00	5.44	5.44	0.00
S& E	41.57	0.00	0.00	0.00	0.00	41.57	41.57	0.00
National	47.01	0.00	0.00	0.00	0.00	47.01	47.01	0.00

This level of expenditure equates with 153.5% of the OP provision for the measure for 2001 and 143.7% of the cumulative O.P. provision.

## Monitoring

The monitoring arrangements for the sub-measure are based on two Programme Complement indicators including a Key Effectiveness/Performance Reserve indicator.

**Indicator Data 2001:** Indicators in respect of this measure for 2001 are not yet available

## 15 Employment Support Services Department Of Social, Community And Family Affairs.

This major **non co-funded** measure assists unemployed people, particularly the long-term unemployed to return to the active labour market either by taking up employment or becoming self employed. It consists of two main elements – the Back to Work Allowance Scheme (BTWAS) and the Back to Education Allowance Scheme (BTEAS) together with the advice and support services provided to the unemployed people by D/SCFA.

The Back to Work and Back to Education Schemes have operated in recent years in the context of a rapidly changing labour market. For example, the average monthly Live Register

figure in 1999 was 194,500, in 2000 was 156,400 and in 2001 it was 141,765. Numbers availing of the Back to Work Scheme rose by 1467 in 2000 and fell by 4389 in 2001. There are currently (end March 2002) just over 29,500 people participating in the Back to Work Scheme..

### **Horizontal Issues**

#### **Gender**

Female participation in the Back to Work Scheme stands at 20% (end March 2002). This represents a 1.5% increase in female representation since the base line figures. Female participation in the Back to Education Scheme stands at almost 50%. This represents a 6% increase in female representation since the baseline figures. Parity between male/female representation in this measure has now been attained.

#### **Environment**

Not applicable, except as a by-product of increased employment/education.

#### **Social Inclusion/Poverty**

This measure constitutes an important element in the drive to achieve social inclusions. Employment is the best route out of poverty. To date over 80,000 people have moved away from long-term unemployment with the help of the Back to Work Scheme. Some 29,000 are currently participating in the scheme. Over 5,000 people in the 2001./2002 academic year are pursuing further education or qualifications with the help of the Back to Education Scheme.

#### **Rural Proofing**

Participate in the scheme is proportionate in rural and urban areas.

### **Expenditure**

#### **Expenditure for 2001**

<b>Region €m</b>	<b>Total Prog. Expre</b>	<b>Total Co-fin (CSF Expre)</b>	<b>ESF</b>	<b>Nat Public Cofin</b>	<b>Priv Co-fin</b>	<b>Total Non-Cofin</b>	<b>Public Non- Cofin</b>	<b>Private Non-Cofin</b>
BMW	65.30	0.00	0.00	0.00	0.00	65.30	65.30	0.00
S& E	130.70	0.00	0.00	0.00	0.00	130.70	130.70	0.00
National	196.00	0.00	0.00	0.00	0.00	196.00	196.00	0.00

#### **Cumulative Expenditure for 2000 and 2001**

<b>Region €m</b>	<b>Total Prog. Expre</b>	<b>Total Co-fin (CSF Expre)</b>	<b>ESF</b>	<b>Nat Public Cofin</b>	<b>Priv Co-fin</b>	<b>Total Non-Cofin</b>	<b>Public Non- Cofin</b>	<b>Private Non-Cofin</b>
BMW	133.35	0.00	0.00	0.00	0.00	133.35	133.35	0.00
S& E	266.81	0.00	0.00	0.00	0.00	266.81	266.81	0.00
National	400.16	0.00	0.00	0.00	0.00	400.16	400.16	0.00

This level of expenditure equates with 86.3% of the OP provision for the measure for 2001 and 85.2% of the cumulative O.P. provision.

## Monitoring

The monitoring arrangements for the sub-measure were to be addressed firstly by two Programme Complement indicators. These were also intended to serve as joint Key Effectiveness/Performance Reserve indicators.

Indicator Data 2001			
Measure Indicator Report			
	Baseline	Indicator	Outturn to end
		Target 2003	Dec 2001
<b>Measure</b>			
Employment Support Services			
<b>Indicators</b>			
# BTWAS – No. of People in Programme at end year	37,600	42,500	32,000
# BTEAS-No of People In Programme at start of Academic year	5,388	7,750	5,306

# Key Effectiveness Indicators

## 16 Vocational Training & Pathways To Employment For People With Disabilities FÁS

This **non co-funded** measure covers a range of training programmes, employment supports and programmes and employment services (advice and referral) for people with disabilities supporting them to seek and obtain employment.

During 2001, FÁS offered a range of special programmes for persons with disabilities. These programmes provided an appropriate mixture of increased training duration, adapted equipment, enhanced programme content, reduced trainee to trainer ratios and staff specially qualified in training people with disabilities. In 2001, about 20 Specialist Training Providers were under contract to FÁS. To widen understanding of disability within FÁS, two new Sections were developed for the FÁS Handbook 'Service for People with Disabilities'. Discussions have taken place with the Equality Authority to review enhancement of this scheme in light of current legislation.

Disability Awareness Training Support Grants were made available from October 2001 to all private sector employers who plan to recruit a person with a disability or who are interested in increasing their employees' awareness of basic disability etiquette. An invitation to trainers interested in being registered as a Disability Awareness Trainer, for purposes of the above grant, was advertised nationally in September 2001.

FÁS developed the 'Agreement for Provision of Specialist Training Programmes' (the Agreement) and Operating Guidelines, detailing the requirements and procedures that apply

to all specialist training providers. These processes and procedures integrate some of the existing requirements with those required of other FÁS training providers. The Agreement and Operating Guidelines were disseminated in September 2001 and briefings with the agencies on these guidelines began in November 2001. These briefings will be completed in 2002.

The Report on the 'Integration of Disability Services in FÁS June 2000 - June 2001' recommended the development and implementation of an integrated training plan for FÁS staff providing services to people with disabilities. While specific training initiatives in Disability Awareness and Practice were taken, additional training needs were identified through an in-depth analysis of staff in one of the FÁS Regions. Arising from correlation of the information, three specific modules of training for staff in Employment Services, Community Services and Training Services were developed. These modules are of 5 - 7 days duration and delivery began in November 2001.

### ***Horizontal Issues***

#### **Gender**

At the end of 2001, a total of 2,096 persons completed courses under this Measure, of which 968 (46%) were women.

#### **Environment**

No special environment programmes were run under this Measure. However, the 'Disability Awareness' programme for FÁS staff as well as the 'Disability Awareness Training Support Scheme' and other activities have all helped to raise the importance of creating and maintaining appropriate environments for people with disabilities

#### **Social Inclusion/Poverty**

Activities under this measure will have a positive impact, as people with a disability will find it easier to gain employment when they have relevant qualifications and work experience. From October 2001, the Disability Awareness Training Grant became available to all private sector employers who planned to recruit a person with a disability or who were interested in increasing employees' awareness of basic disability etiquette. This will assist and promote the integration of people with a disability into the workforce, as one of the key factors in assisting the integration of people with disabilities into the workforce is to overcome mistaken perceptions about people with disabilities and their capacity to work. 70% of those who completed programmes under this Measure had below Leaving Cert level of education, 17% were recorded as being placed in employment and 8% recorded as progressing to further education/training. The Follow-Up Survey in relation to persons with disabilities who left programmes in 2001 found that 31% were in open employment at the time of the survey and an additional 35% were in other positive outcomes such as sheltered employment, training or further education.

#### **Rural Proofing**

In April 2001, an additional €952,304 was allocated to the Supported Employment Programme to finance a number of additional projects in specific geographical areas, not already in receipt of this service. Four consortia, developed using the existing applicants from these areas, were issued contracts to cover Meath, Waterford, Cavan and Roscommon. More than 120 Job Coaches have been hired. These Job Coaches provide support and coaching in the workplace to the employer, co-workers and the person with a disability. These activities will help over 900 people with disabilities to obtain employment in the open labour market.

## Amendments to programme complements

It was agreed at the Monitoring Committee to an amendment to the Programme Complement that receipts under this measure will be treated as an appropriation-in-aid by the Department of Enterprise Trade and Employment.

## Expenditure report

### Expenditure for 2001

Region €m	Total Prog. Expre	Total Co-fin (CSF Expre)	ESF	Nat Public Cofin	Priv Co-fin	Total Non-Cofin	Public Non- Cofin	Private Non-Cofin
BMW	13.70	0.00	0.00	0.00	0.00	13.70	13.70	0.00
S& E	25.10	0.00	0.00	0.00	0.00	25.10	25.10	0.00
National	38.80	0.00	0.00	0.00	0.00	38.80	38.80	0.00

### Cumulative Expenditure for 2000 and 2001

Region €m	Total Prog. Expre	Total Co-fin (CSF Expre)	ESF	Nat Public Cofin	Priv Co-fin	Total Non-Cofin	Public Non- Cofin	Private Non-Cofin
BMW	18.92	0.00	0.00	0.00	0.00	18.92	18.92	0.00
S& E	37.27	0.00	0.00	0.00	0.00	37.27	37.27	0.00
National	56.19	0.00	0.00	0.00	0.00	56.19	56.19	0.00

This level of expenditure equates with 117.5% of the OP provision for the measure for 2001 and 85.9% of the cumulative O.P. provision.

## Monitoring

Indicator	Region	1999			Jan 2000-Dec 2001			(2000-2003)		
		M	F	T	M	F	T	M	F	T
Number of participants on specific training programmes for persons receiving disability benefit (FÁS Quarterly)**	BMW			1,014	655	563	2,039			4,020
	SAE			2,112	418	335	2,159			9,380
	NAT	1831	1295	3,126	1,073	898	4,198	7,370	6,030	13,400
Number of persons with disabilities attending FÁS main-stream training programmes. (FÁS Quarterly)	BMW									1,260
	SAE									2,940
	NAT			500			N/A	2,130	1,890	4,020
# % of Trainees exiting Programme proceeding to open employment. (FÁS Quarterly)	BMW			22%	12%	12%	12%			
	SAE			22%	14%	16%	15%			
	NAT	23%	21%	22%	13%	15%	14%			25%
% of Trainees exiting Progs. proceeding to other positive outcomes. (Training, Sheltered employment) (FÁS Quarterly)	BMW	39%		39%						
	SAE			35%						
	NAT	37%	34%	36%			N/A			35%
% of persons who exited training who were in	BMW									
	SAE									

open employment at the time of the survey. (Annual Follow-Up Survey) *	NAT	25%	20%	23%	28%	35%	31%			25%
Percentage of persons who exited training who were in other Positive outcomes at time of survey (i.e. sheltered employment, training, further education). (Annual Follow-Up Survey) *	BMW									
	SAE									
	NAT	35%	33%	34%	39%	31%	35%			40%

\* Follow-up survey for people with disabilities, survey undertaken in 2001 in respect of 2000 leavers

\*\* Please note the figures for 2000 may include multiple entries and exits, also no male/female split available for 2000

# Key effectiveness indicators

## 17 Refugee Language Support Unit (now incorporated as Integrate Ireland Language & Training Ltd) Department of Education & Science

This **non co-funded** measure reflects the significant increase in the number of non-EU nationals acquiring rights to reside in Ireland and the resulting need to address the language difficulties experienced by refugees to ease their integration into the country. The objectives of the Refugee Language Support Unit (RLSU) are to advise on the language needs of pupils at first and second level who are not native speakers of English and ensure the provision of adequate responses so that there is sufficient competency among those refugees not of school going age to enable them to participate in training programmes, take up employment and to live independently. Following completion of the pilot phase it was decided to continue the work of the RLSU by the establishment of a non-profit campus company of the University of Dublin (Trinity College), Integrated Ireland Language & Training Limited was incorporated in 2001.

Since the establishment of the RLSU and the subsequent establishment of Integrated Ireland Language & Training Limited:

- ◆ It has developed benchmarks for English language proficiency of refugees and asylum seekers
- ◆ A database of all adult refugees receiving English language tuition and of refugee and asylum seeking children in school has been designed and implemented.
- ◆ All adult refugees presenting for English language tuition are now assessed and assigned to appropriate classes.
- ◆ A register of recognised English language tuition providers is maintained.
- ◆ The RLSU has commenced provision of training for teachers providing English language tuition for refugees and has extended the provision of English language tuition in the vocational sector in co-operation with FÁS.

### **Horizontal Issues**

#### **Gender**

In January – June 2000 there were 70% male and 30% female refugees registered in language training provision. In July – December 2001 this changed to 58% male and 42% female. This overall improvement since the first six months of 2000, has been achieved through a number

of measures initiated by the RLSU i.e. continuation of organisation of some classes on a part-time (mornings) basis to allow access to mothers whose children may be at school and allowing a married couple share one place in a class, with each attending on alternate sessions. The couple then assist each other in the evenings. This has been found to be particularly successful. Negotiations are still ongoing to allow a female-only class in the Dublin Mosque, which, if accomplished, will also prove very successful in redressing the gender imbalance.

### Environment

Environmental education and environmental awareness-raising is an important component of programmes in the education system. The chief objective is to develop in pupils a sensitive awareness of and responsible attitudes towards environmental issues and sustainable development. The increased access to and participation by refugees in education will facilitate them benefiting from the above, thereby developing greater awareness of environmental issues and sustainable development, and ultimately have a positive impact on the environment.

### Social Inclusion/Poverty

The National Anti-Poverty Strategy identifies education as central to addressing poverty. The inter-relationship between educational attainment and subsequent life chances has been well documented. Consequently, increased participation by refugees in the education system will significantly impact on disadvantage. Where appropriate, refugees will receive language support to enable them to integrate into the work force and participate in vocational training programmes provided by FAS and other agencies.

### Rural Proofing

The objectives of the measure are valid for both urban and rural areas.

### Amendments to programme complements

Modification Proposed - Change in Department of Education and Science Subhead VOTE 28 SLE K

### Expenditure Report

#### Expenditure for 2001

Region €m	Total Prog. Expre	Total Co-fin (CSF Expre)	ESF	Nat Public Cofin	Priv Co-fin	Total Non-Cofin	Public Non- Cofin	Private Non-Cofin
BMW	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
S& E	0.85	0.00	0.00	0.00	0.00	0.85	0.85	0.00
National	0.85	0.00	0.00	0.00	0.00	0.85	0.85	0.00

#### Cumulative Expenditure for 2000 and 2001

Region €m	Total Prog. Expre	Total Co-fin (CSF Expre)	ESF	Nat Public Cofin	Priv Co-fin	Total Non-Cofin	Public Non- Cofin	Private Non-Cofin
BMW	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
S& E	1.61	0.00	0.00	0.00	0.00	0.00	1.61	0.00
National	1.61	0.00	0.00	0.00	0.00	0.00	1.61	0.00

This level of expenditure equates with 107.6% of the OP provision for the measure for 2001 and 103% of the cumulative O.P. provision.

With regard to the expenditure for this measure, it should be noted that while all of the expenditure was incurred in the S&E region (due to the location of the RLSU and Integrated

Ireland Language & Training Ltd. in Trinity College, Dublin), this measure has a horizontal impact across the country, benefiting refugees in both the BMW and S&E regions.

### Monitoring

The monitoring arrangements for the sub-measure are based on a single Programme Complement indicator which also acts as Key Effectiveness/Performance Reserve indicator.

**Measure Indicator Report**

	Baseline	Indicator Target 2006	Outturn 2001
<b>Measure</b> Refugee Language Support Unit			
<b>Indicator</b> # No. of adult refugees availing of language training programmes under the auspices of the RLSU <sup>1</sup>			
<b>BMW</b>			
<b>SAE</b>			
<b>National</b>	450	450	Jan – Jun 2001 190 Jul – Dec 2001 226

# Key Effectiveness Indicator

1 No. of adult refugees registered in English Language Training

## 18A In-Company Training FÁS

In this ESF **co-funded** sub-measure, FÁS aims to enhance the productivity and competitiveness of the Irish companies in selected sectors through the provision of advice and assistance to companies in identifying and meeting their HRD needs. In 2001 about 10,000 construction workers attended the two-day training programme run by FÁS-approved trainers and received their Safe Pass certificate. FÁS continued to operate the Training Support Scheme for small and medium-sized companies in a number of sectors. A total of 1,856 companies received grants under the Scheme, thereby training 9,856 employees, of whom 38% were female and 62% were male. 4,032 employed people were grant-aided in the management category of which 39% were female.

Under the construction incentive training scheme, 717 firms received training grants in 2001 for the training of 12,103 people of which 73% were in the operative category. The female participation rate was in the region of 10%.

### FAS Panel of Registered Trainers and Training Companies

There were 256 applications processed in 2001 with 170 applications (involving 200 trainers) being awarded six-month temporary registration to facilitate the trainers to attend an appropriate 'train the trainers' programme. 72 applications (involving 120 trainers) received three-year trainer registration status.

### Euro changeover

FAS designed and ran two four-hour courses; one for the owner managers of retail businesses, the other for front-line retail staff. They were run either by FAS staff or contracted trainers. In total nearly 13,300 workers in the retail sector were trained by Fás in 2001.

### 'Excellence Through People' award scheme

Excellence Through People (ETP) is Ireland's national standard for human resource development. FAS manages this voluntary initiative that aims to improve a company's

operation through staff training and improving employee communication and involvement in the company. By the end of 2001, 164 companies, employing about 43,000 people, had achieved the standard.

### **Report on Company Training in Ireland**

In December 2001, FAS published a report on company training in Ireland which contained the results of a survey undertaken in 1999 as part of an EU-wide survey undertaken with Eurostat.

*The key results of the survey are summarised below:*

#### ***Extent of training***

Seventy-nine percent of companies carried out some training in 1999. Nearly all companies employing 50 or more persons trained. Training was most prevalent in manufacturing and financial/business services, whereas construction and transport/communication companies were less likely to train. Even taking account of size and sector, overseas subsidiaries were more likely to train.

#### ***Who undertook training?***

About a quarter of a million employees attended formal training courses during the year, 41% of all employees. Employees in larger companies were more likely to receive formal training. Overall, a higher proportion of females than males attended training courses.

#### ***What sorts of training were provided?***

Health/safety/environmental protection training was the most commonly provided type of training course. This amounted to 20% of all training course time. The other two major areas were computing/it (17%) and machine operation/quality control (16%). Two-thirds of training course time was delivered through internally managed courses. Of the externally managed courses, private training organisations were by far the largest providers.

#### ***Costs of training***

Overall, companies spent €364 million on training courses in 1999 (including labour costs of internal trainers and participants). This represented 2.4% of their labour costs. This percentage was greater for companies employing 250 or more employees (2.9%), companies in the chemicals (3.3%), engineering (3%) and other services (5.4%) sectors. It was also greater for overseas companies (3.6%). In total, the average cost per person trained was €1,450.

#### ***Training policies and practices in companies***

Two-thirds of companies assessed the skills and training needs of their employees while just over half assessed the companies' future development and/or skill needs. Four in ten companies had a training plan. Those that did not have a plan were mainly smaller companies

#### ***Conclusions***

The survey showed that most companies in Ireland provided training for their employees. However, there were still many small companies that did not provide any training, particularly formal training courses. However, the 'training effort' has increased from the previous survey – especially due to an increase in the amount of time spent on training courses.

## **Horizontal Issues**

### **Gender**

During this period, 38% of all employees participating in TSS-funded programmes were female and in the management category, 40% of participants were female.

### **Environment**

11% of the funding to date was spent on environmental statute-driven training programmes.

### **Social Inclusion/Poverty**

The role of training within SMEs has become increasingly important due to the present competitive and rapidly changing business environment. SMEs have now accepted that labour supply; productivity and sustainable competitive advantage can be significantly improved through training, consequently, ETB activities can assist companies to remain competitive, retain market share and continue to provide employment, thereby reducing unemployment levels and preventing more persons entering the poverty trap.

### **Rural Proofing**

The Measures makes a valuable contribution to companies in both in rural and urban areas.

### **Amendments to Programme Complement**

It was agreed by the Monitoring Committee meeting in October of 2001 to amend Section 6 and such that the ESF Financial Control Unit were identified as the responsible body for the Ex-Post Expenditure Verification (5%) check.

It was agreed at the Monitoring Committee to an amendment to the Programme Complement that receipts under this measure will be treated as an appropriation-in-aid by the Department of Enterprise Trade and Employment.

### **Expenditure report**

#### **Expenditure for 2001**

<b>Region €m</b>	<b>Total Prog. Expre</b>	<b>Total Co-fin (CSF Expre)</b>	<b>ESF</b>	<b>Nat Public Cofin</b>	<b>Priv Co-fin</b>	<b>Total Non-Cofin</b>	<b>Public Non- Cofin</b>	<b>Private Non-Cofin</b>
BMW	2.40	2.40	1.80	0.60	0.00	0.00	0.00	0.00
S& E	5.10	5.10	2.55	2.55	0.00	0.00	0.00	0.00
National	7.50	7.50	4.35	3.15	0.00	0.00	0.00	0.00

#### **Cumulative Expenditure for 2000 and 2001**

<b>Region €m</b>	<b>Total Prog. Expre</b>	<b>Total Co-fin (CSF Expre)</b>	<b>ESF</b>	<b>Nat Public Cofin</b>	<b>Priv Co-fin</b>	<b>Total Non-Cofin</b>	<b>Public Non- Cofin</b>	<b>Private Non-Cofin</b>
BMW	6.97	6.97	5.23	1.74	0.00	0.00	0.00	0.00
S& E	15.76	15.76	7.88	7.88	0.00	0.00	0.00	0.00
National	22.73	22.73	13.11	9.62	0.00	0.00	0.00	0.00

This level of expenditure equates with 32.8% of the OP provision for the measure for 2001 and 45.9% of the cumulative O.P. provision. To end 2001, 91.8% of the ESF commitment for this measure for 2000 had been spent.

### **Monitoring**

As Regards monitoring, six indicators were agreed in the Programme Complement, including a Key Effectiveness/Performance Reserve.

<b>Key Effectiveness Indicator</b>		Number of Companies with recognised, high quality training.								
<b>Indicator</b>	<b>Reg</b>	<b>1999</b>			<b>Jan 2000-Dec 2001</b>			<b>2000-2003</b>		
		<b>M</b>	<b>F</b>	<b>T</b>	<b>M</b>	<b>F</b>	<b>T</b>	<b>M</b>	<b>F</b>	<b>T</b>
No. of companies in receipt of FÁS support during year (FÁS Quarterly)*	BMW			*						2,400
	SAE			*						5,600
	NAT	*	*	*			2,995	-	-	8,000
No. of employees trained with FÁS support during year (FÁS Quarterly)	BMW				2,438	1,387	3,825			31,200
	SAE				5,147	4,039	9,186			72,800
	NAT				7,585	5,426	13,011	69,680	34,320	104,000
# Number of companies with recognised, high-quality, Training Systems at end of period (Excellence through People or similar (FÁS Quarterly)	BMW			40						
	SAE			60						
	NAT			100			290			250
% of financial support going to small companies (Under 50)	BMW									
	SAE									
	NAT						82%			80%
Percentage of Company Payroll Spent on Training Courses:(1994 EU CVTS Survey)**	BMW									
	SAE									
	NAT			1.5%			2.4%			2.50%
Number of registrations of approved training companies during the year (FÁS Quarterly).	BMW			64						
	SAE			246						
	NAT			310			481			350

# Key Effectiveness Indicator

\* Figures relate to FÁS Training Support Scheme only.

\*\* Ireland

## 18B In-Company Training Enterprise Ireland

This **co-funded** measure aims to develop firms internal capability to build H.R development skills as an integral part of business development across all sectors including food and fish processing.

The most significant event during 2001 was the implementation of agreed strategic training plans in the context of a client's overall development plan. During the period there was an increase in the amount of financial support received by Enterprise Ireland's client companies for Human Resources Development initiatives. Enterprise Ireland's clients received support for HRD under three headings: Individual Company Initiatives, Sector Specific Initiatives and Regional Initiatives.

**Provisional Expenditure Figures on this measure (€m) for 2001 amounted to:**

Indicator	Baseline (1 <sup>st</sup> Jan 2000)	Indicator target 2006	Outturn to end Dec 2001
Financial Support			
<b>BMW</b>	€0	€59.95	€2.930
<b>SAE</b>	€0	€75.58	€5.938
<b>National</b>	€0	€135.53	€8.868

The above result at the end of 2001 amounts to 40.29% take-up of the budget allocated to Dec 2001. While this is an improvement of the year 2000 performance it is still a low figure. The low take-up of financial support under this measure is accounted for by the fact that the Enterprise Ireland's is a 'pull system' rather than a 'push' system i.e. Enterprise Ireland's clients self-select themselves on the basis of being an eligible company having a business plan for growth with a focus on sustainable, profitable exports. In addition companies who are supported under this measure make the final decision on when, and if, they will draw down approved funds. This is resulting in drawdown lagging behind activity by a considerable period.

#### *Approx Company Spend on Training (€m)*

Provisional figures subject to change

Indicator	Baseline (1 <sup>st</sup> Jan 2000)	Indicator target 2006	Outturn to end Dec 2001
Company			
<b>BMW</b>	€0	€73.27	€6.511
<b>SAE</b>	€0	€160.79	€16.964
<b>National</b>	€0	€234.06	€23.475

The above outturn represents approx 35.1% of the target-spend by Enterprise Ireland's client companies on training. The outcome here is directly related to the points raised in 'Progress with regard to expenditure' above.

#### *Average Company Expenditure on Training as a % of payroll (for all EI clients)*

	*Baseline (1999)	Indicator target 2006	*Outturn to end Dec 2000 (2001 N/A)
Dublin	1.3%	2.5%	1.5%
Rest of Objective One in Transition	1.2%	2.5%	1.3%
Objective One – BMWS Region	1.2%	2.5%	1.6
Nationally	1.3	2.5%	1.5 (0.2% increase)

\*Source: Annual Business Survey of Economic Impact 2000

The overall figures indicate that we are on target. However for those clients we actively engage with, the percentage is higher. This is on the basis that the average approved investment for training in active EI client companies would, if fully take up, result in a 7% of payroll spend. Data is currently being compiled on this.

### **Horizontal Issues**

#### **Gender**

The Policy and Planning Division of Enterprise Ireland commissioned a report to examine the specific challenges facing women in enterprise in Ireland. The key focus of the report was to examine innovative approaches and best practice in supporting women in enterprise. A list of specific recommendations of suitable positive action programmes, which could be implemented, was also requested. Copies of the report can be obtained at [www.enterpriseireland.com](http://www.enterpriseireland.com)

#### **Environment**

Environmental issues continue to be addressed in Enterprise Ireland's Strategic Skills appraisal analysis approach, which focuses on specific issues in relation to the environment. Subsequent weaknesses identified in environmental standards, ability, or awareness, are then addressed as part of the human resources strategy, within the context of the business development strategy for the company.

### Social Inclusion/Poverty

In-Company training affords workers the opportunity to update their skills thereby allowing them broaden their skill base and assisting their employability and lessening their chances of falling into long term unemployment

### Amendments To Programme Complements

It was agreed by the Monitoring Committee meeting in October of 2001 to amend Section 6 and that the ESF Financial Control Unit were identified as the responsible body for the Ex-Post Expenditure Verification (5%) check.

It was agreed at the Monitoring Committee to an amendment to the Programme Complement that receipts under this measure will be treated as an appropriation-in-aid by the Department of Enterprise Trade and Employment.

### Expenditure report

#### Expenditure in 2001

Region €m	Total Prog. Expre	Total Co-fin (CSF Expre)	ESF	Nat Public Cofin	Priv Co-fin	Total Non-Cofin	Public Non- Cofin	Private Non-Cofin
BMW	2.92	2.92	2.19	0.73	0	0	0	0
S& E	5.94	5.94	2.97	2.97	0	0	0	0
National	8.86	8.86	5.16	3.70	0	0	0	0

#### Cumulative Expenditure for 2000 and 2001

Region €m	Total Prog. Expre	Total Co-fin (CSF Expre)	ESF	Nat Public Cofin	Priv Co-fin	Total Non-Cofin	Public Non- Cofin	Private Non-Cofin
BMW	5.07	5.07	3.80	1.27	0	0	0	0
S& E	6.80	6.80	3.40	3.40	0	0	0	0
National	11.87	11.87	7.20	4.67	0	0	0	0

This level of expenditure equates with 40.25% of the OP provision for the measure for 2001 and 22.46% of the cumulative O.P. provision. To end 2001, 39.3% of the ESF commitment for this measure for 2000 had been spent.

### Monitoring

As regards monitoring, seven indicators were agreed in the Programme Complement, including a Key Effectiveness Performance Reserve. The following Indicator data for 2001 was provided to the April 2002 Monitoring Committee.

#### Provisional figures subject to change

Indicator	Baseline (1 <sup>st</sup> Jan 2000)	Indicator target 2006	Outturn to end Dec

Number of (EI) companies with a recognised high quality training system			2001
Financial Support			
<b>BMW</b>			
<b>SAE</b>			
<b>National</b>	5	105	9

The above outturn represents approx 27% of target for end of Dec 2001. To help address this situation Enterprise Ireland is currently training all its Human Resources Development Advisors (HRDA's) as Auditors for the Excellence Through People standard. It is also training all its HRDA's in the Business Excellence Model. Enterprise Ireland HRDA's are actively involved in encouraging its clients to implement high quality training systems. However in the final analysis it is for individual companies to decide if an investment in these standards will assist them to achieve the business outcome/s they require and also give them an adequate return on their investment.

## **19A Social Economy Programme FÁS**

This **co-funded** sub-measures aims to support the development of the social economy enterprise activity in Ireland. The programme seeks to develop the entrepreneurial and business potential of such enterprises and will be particularly targeted at disadvantaged communities, communities of interest and long term unemployed persons.

The Programme is being phased in over a five year period. It is proposed that funding will build up to €52 million per annum by the year 2003 and achieve a level of 2,300 full time equivalent jobs.

By the end of year 2001, a total of 575 applications from Community /Voluntary Groups for Business Plan Grant support had been received. A total of 446 Business Plan Grants had been approved. There have also been 173 social economy business approved for full grant funding. These comprise grant contributions towards the recruitment of a manager and employees, training, capital, accountant and auditor services and overheads. A three-year funding agreement is entered into based upon three one-year contracts. A Total of 76 social economy enterprises had commenced operations by the end of the year. These employed 300 grant supported employees.

### ***Horizontal Issues.***

#### **Gender**

This Measure has a positive impact as activities provide opportunities to both women and men. In addition, many projects funded under the Measure provide crèche facilities. Women comprised almost 59% of employees in the 76 Social Economy enterprises that began trading in 2001.

#### **Environment**

The measure has a positive impact as it supports the development of several enterprises aimed at promoting the local environment i.e. estate management, recycling, energy awareness, energy conservation etc.

### Social Inclusion/Poverty

This measure addresses the threat of poverty as it is focused on services and activities that provide employment opportunities for unemployed and other disadvantaged persons and contributes towards the regeneration of local disadvantaged areas. Although the measure is operated nationwide it has a particular focus on the thirty-eight disadvantaged areas designated by Government.

### Rural Proofing

This measure has a positive impact as it is aimed at exploiting the employment and /or income generating potential of social economy enterprises in both urban and rural areas. Several of the enterprises address the particular needs of rural communities such as rural transport, rural tourism development, organic growing, care for the elderly, information technology access, craft products etc

### Amendments To Programme Complements

It was agreed by the Monitoring Committee meeting in October of 2001 to amend Section 6 such that the ESF Financial Control Unit were identified as the responsible body for the Ex-Post Expenditure Verification (5%) check.

It was agreed at the Monitoring Committee to an amendment to the Programme Complement that receipts under this measure will be treated as an appropriation-in-aid by the Department of Enterprise Trade and Employment.

### Expenditure report

#### Expenditure in 2001

Region €m	Total Prog. Expre	Total Co- fin (CSF Expre)	ESF	Nat Public Cofin	Priv Co-fin	Total Non- Cofin	Public Non- Cofin	Private Non-Cofin
BMW	2.90	0.73	0.55	0.18	0	2.17	2.17	0
S& E	3.40	1.74	0.87	0.87	0	1.66	1.66	0
National	6.30	2.47	1.42	1.05	0	3.83	3.83	0

#### Cumulative Expenditure for 2000 and 2001

Region €m	Total Prog. Expre	Total Co- fin (CSF Expre)	ESF	Nat Public Cofin	Priv Co-fin	Total Non- Cofin	Public Non- Cofin	Private Non-Cofin
BMW	3.99	0.78	0.59	0.19	0	3.21	3.21	0
S& E	5.96	1.88	0.94	0.94	0	4.08	4.08	0
National	9.95	2.66	1.53	1.13	0	7.29	7.29	0

This level of expenditure equates with 10.5% of the OP provision for the measure for 2001 and 7.5% of the cumulative O.P. provision. To end 2001, 28.1% of the ESF commitment for this measure for 2000 had been spent. FÁS expects a substantial increase in expenditure under this Measure in 2002 and beyond.

### Monitoring

#### Monitoring Indicators (Cumulative Targets)

<b>Key Effectiveness Indicator</b>	% of Govt. aided employees who progress to non-Govt. aided employment/training/education
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Indicator	Region	B-Line 1999			2001			2003		
		M	F	T	M	F	T	M	F	T
No. of Social Economy enterprises supported during period. ( FÁS Qtrly)	BMW			*			36			128
	SAE			*			40			272
	NAT	*	*	*			76			400
Number of persons supported in Social Economy enterprises at end of period. (FÁS Quarterly)	BMW			*	79	59	138			800
	SAE			*	108	73	181			1700
	NAT	*	*	*	187	132	319	1,250	1,250	2500
% of grant-aided employees receiving training during period (FÁS Quarterly)	BMW			*						
	SAE			*						
	NAT	*	*	*			N/A			85%
#% of grant-aided employees who progress to non-grant-aided employment or training /education. (FÁS Quarterly)	BMW			*						
	SAE			*						
	NAT	*	*	*			N/A			60%
Percentage of Social Economy projects completing approved Social Audits of their projects (FÁS Annual)	BMW			N/A						N/A
	SAE			*						
	NAT	*	*	*			**			80%

\* New measure – no baseline data

\*\* Data will not be available until 2002

# Key Effectiveness Indicator

## 19B Social Economy - Local Social Capital FÁS

This **co-funded** submeasure will be complementary to the (19A) Social Economy Programme sub measure in providing back-up support and financial assistance through an intermediary organisation to suitable local micro projects involving pooling of resources in disadvantaged communities to promote employment and social cohesion.

FAS has discussed the implementation arrangements for the sub-measure with the European Commission and it is planned to commence operation later in 2002. The aim of the Local Social Capital sub-measure will be to provide pre -capacity building supports for new micro enterprise start up activities at the local level by disadvantaged individuals or groups. A main objective will be to more fully exploit the employment and / or income generating potential of social economy activities

The intended beneficiaries of the Local Social Capital sub-measure are long- term unemployed, disadvantaged or other socially excluded with difficulties accessing the labour market.

### Amendments to Programme Complements

It was agreed by the Monitoring Committee meeting in October of 2001 to amend Section 6 such that the ESF Financial Control Unit were identified as the responsible body for the Ex-Post Expenditure Verification (5%) check.

It was agreed at the Monitoring Committee to an amendment to the Programme Complement that receipts under this measure will be treated as an appropriation-in-aid by the Department of Enterprise Trade and Employment.

## **20 Lifelong Learning General Training – FÁS**

Under this **non co-funded** Measure, FAS delivers a range of flexible short duration day, evening and week-end courses for employed persons and the general public. In addition, internet-based options are being developed for widespread implementation.

In 2001, FÁS established a Lifelong Learning unit within its Industry Division, and by the end of 2001 FÁS Net College had increased its range of online courses from 15 to 45. The majority of these courses have a recognised industry certification/accreditation option. FÁS Net College provided courses in the following categories; business, office applications, programming/web design, technical support, soft skills/personal development and apprenticeship. Participation levels increased from 600 people in 2000 to 1,868 in 2001. FÁS Net College continued to develop a number of theory modules to support apprentices as part of the Phase 2 training. In development are courses for the trades of motor and carpenter/joiner and it is anticipated that these courses will be available in early 2002.

FÁS Net College, in conjunction with regular FÁS training services, trained approximately 400 Coillte (Forestry) personnel nation-wide. This 'Introduction to Computers' programme was customised specifically to meet Coillte's training requirements. The delivery of this programme combined online training and tutor-led workshops.

During 2001, some 3,500 employed persons attended a wide range of sponsored courses in FÁS centres. These courses were implemented to provide specific training to meet the needs of the individual sponsors and their employees.

Major changes to the certification of training and education programmes in Ireland came into effect in 2001. The National Qualification Authority of Ireland (NQAI) was established along with two Advisory Councils (Further Education and Training Advisory Council (FETAC) and the Higher Education and Training Advisory Council (HETAC)). After that date FÁS powers of certification ceased. Transition arrangements were put in place to ensure that all trainees continued to receive recognised national certification.

A major new initiative to accredit prior learning (APL) in relation to craft skills was commenced by FÁS and the ESB in 2000. This involved ESB linesmen undergoing a process that enabled them to qualify as recognised electricians with a National Craft Certificate. The process involved a combination of APL and special training modules where required. Over the period 2000-2002 it is expected that about 400 linesmen will obtain a craft qualification in this way.

Accreditation of Prior Learning (APL) certification also continued in the following areas- Retail, Construction, Childcare, and Call Centre Personnel. Screen Training Ireland negotiated the endorsement, by the University of California Los Angeles (UCLA) of the FÁS training programmes in Film and TV.

This is a non co-funded measure which is hugely ahead of OP forecast expenditure levels. In view of there not being any ESF element to the measure, the Managing Authority has taken a benign approach to that overspend which is the responsibility of the Department of Enterprise, Trade and Employment and, no doubt, an area to be addressed in the Mid Term Review of the OP

### ***Horizontal Issues*** **Gender**

Over 700 evening courses were run in FÁS centres in 2001, with 12,751 persons attending, of which 51% were women. Almost 41% of participants on FÁS Net College courses were women.

### **Environment**

No environmental awareness programme is currently available through FÁS Net College, however, courseware developed under the Interreg Programme (Edusis) is being evaluated with a view to assessing its suitability for delivery on the Internet.

### **Social Inclusion/Poverty**

FÁS programmes under this Measure support the implementation of lifelong learning policies and activities. As such, they provide opportunities for people to increase their level of skills and qualifications, thereby increasing their employment potential and reducing the chances of becoming long-term unemployed.

To encourage lifelong e-learning, free access to FÁS Net College courses is provided to eligible learners. At the end of 2001, over 75% of FÁS Net College users were on existing FÁS courses or were registered with the Dept of Social, Community and Family Affairs as unemployed, lone parents or having a disability.

FÁS Net College has an extensive range of skills training courses for unemployed and redundant workers. Of the 44 courses available online, 31 are linked to an industry recognised certification option. Progression options are provided for clients wishing to up-skill. A newly designed Computer Fundamentals course was launched during this period, which focused on bridging the digital literacy divide.

### **Rural proofing**

FÁS Net College courses are available over the Internet; anyone with access to the Internet may avail of these courses. FÁS Net College has registered users from every County in Ireland. Last year FÁS Net College participated in a pilot programme, which is due to conclude in March 2002, to provide access at community level to the e-learning. The client groups targeted were Community Employment participants, unemployed persons, people with disabilities, lone parents and women returners. It is intended in 2002 to extend the number of access centres with good quality Internet access.

### **Amendments to Programme Complements**

It was agreed at the Monitoring Committee to an amendment to the Programme Complement that receipts under this measure will be treated as an appropriation-in-aid by the Department of Enterprise Trade and Employment.

### **Expenditure report**

#### **Expenditure in 2001**

<b>Region €m</b>	<b>Total Prog. Expre</b>	<b>Total Co-fin (CSF Expre)</b>	<b>ESF</b>	<b>Nat Public Cofin</b>	<b>Priv Co-fin</b>	<b>Total Non-Cofin</b>	<b>Public Non- Cofin</b>	<b>Private Non-Cofin</b>
BMW	2.10	0	0	0	0	2.10	2.10	0
S& E	6.20	0	0	0	0	06.20	6.20	0
National	8.30	0	0	0	0	8.30	8.30	0

#### **Cumulative Expenditure for 2000 and 2001**

Region €m	Total Prog. Expre	Total Co-fin (CSF Expre)	ESF	Nat Public Cofin	Priv Co-fin	Total Non-Cofin	Public Non- Cofin	Private Non-Cofin
BMW	2.57	0	0	0	0	2.57	2.57	0
S& E	8.37	0	0	0	0	8.37	8.37	0
National	10.94	0	0	0	0	10.94	10.94	0

This level of expenditure equates with 628.79% of the OP provision for the measure for 2001 and 395.24% of the cumulative O.P. provision.

### Monitoring

Four indicators were agreed here in the Programme Complement including one nominated as a basis for Key Effectiveness/Performance Review.

### Indicator Data 2001

Additional Measure Indicators	Region	BaseLine						Mid-TermTarget		
		1999			Jan 2000-Dec 2001			(Cum 2000-2003)		
Indicator	Region	M	F	T	M	F	T	M	F	T
Number of persons trained (FÁS Quarterly) On Night Courses only	BMW				5368	4323	9691			
	SAE				7732	4022	11754			
	NAT			19000	13100	8345	21445			30,000*
# No. of trainees with below-Leaving certificate qualifications (FÁS Quarterly)**	BMW						0			
	SAE						0			
	NAT				0	0	0			
Percentage of persons gaining recognised certification: (FÁS Quarterly)*	BMW									
	SAE									
	NAT			*			N/A			20%
% of Employed Persons in receipt of Education/Training (OP Priority Level Indicator) (CSO Labour Force Survey/ QNHS) ***	BMW									
	SAE									
	NAT				8%		N/A			10%

\* Refers to Evening Course Participant only

\*\* Only available for sponsored trainees not available for night training or Net college

\*\*\* Quarterly National Household Survey does not gather this information at present

Note 1 Data is not available for Night Training in 2000

Note 2 FÁS Net College participants may also be participating on and included in other FÁS courses

# Key Effectiveness Indicator

## 21 Lifelong Learning – Back to Education Initiative Department of Education & Science

This ESF **co-funded** measure involves the merger and continuation of existing provision under the Vocational Training Opportunity Scheme (VTOS), Post Leaving Certificate (PLC) courses, Youthreach and Senior Traveller Training programmes, with new forms of provision.

Improved job prospects in recent years are resulting in participants being attracted out of educational courses into employment prior to completion and attainment of qualifications. For those most marginalised, an immediate return to full-time education or training is not always realistic. In addition, demographic change will make it an imperative to encourage those not at present in the labour force to re-enter employment. A range of factors are therefore converging which highlight the need for much greater flexibility in the delivery and timing of educational provision to enable it to be combined with family responsibilities or employment. The Back to Education Initiative consists of two elements: a part-time option which is co funded; and a full-time option which is non-co funded.

The Back to Education Initiative (BTEI) part-time measure involves the use of provision of PLC, pre-Leaving Certificate/Junior Certificate and VTOS programmes on a part-time basis. The BTEI will play a key role both in addressing the needs of those with minimal or no educational qualifications, and providing a re-entry route for those who wish to upgrade their skills in line with emerging needs. The BTEI will provide for entry at a number of levels.

Subject to providers and students meeting certain rules it is intended that the Back to Education initiative provide for an improvement in the pupil ratio to 10:1 for all participants accessing the programme with less than upper second-level education (A 10:1 pupil: teacher ratio will apply for students who have less than upper second level education. A 16:1 ratio will apply for other participants.). Four general categories of participant will be provided for Youthreach/Traveller/VTOS eligible; Other welfare/medical card/Family Income Supplement Recipients, Other unwaged participants with less than upper secondary education and Others. A National Adult Basic ICT Skills Programme will be implemented as part of the Back to Education Initiative.

Progress in this area up to now has been hampered by overall staffing and organisational difficulties in the Department of Education and Science generally. A high level task force has been established to make recommendations on how to progress matters and Government agreement was secured for critical organisational changes and developments. Approval to recruit Further Education Development Advisers externally was received during 2001, and 2 advisers began work in November 2001. There are a number of pilot part-time projects in operation.

10% of all expansion under the part-time BTEI will be earmarked exclusively for community education providers in order to develop and promote this model of provision as part of the overall range of options. In a complementary support, a network of 35 community education facilitators is being put in place throughout the country to support the development of new community-based learning groups, to network providers and help them access funding and share good practice and monitor quality. In order to be eligible for funding, proposals must demonstrate compliance with certain objectives and guiding principles. A 10:1 pupil: teacher ratio will apply for students who have less than upper second level education. A 16:1 ratiion will apply for other participants.

The **non co-funded** (fulltime) element of this measure covers full-time VTOS and PLC courses. The PLC programme continues to grow and offers over 1,000 courses in some 229 centres. Overall, an increasing number of mature students are entering the programme. Over 40% of the enrolment in the sector is now aged over 21. A review has been carried out of the management, organisational, support, development, technical and administrative structures and resources required in schools and colleges with large scale PLC provision having regard to good practice in related areas across the system and in other countries.

Recruitment on the Vocational Training Opportunity Scheme (VTOS) in the 2000/2001 year is 5708. Some 1308 children of 1050 participants on VTOS and Youthreach benefit from childcare through direct provision of crèches, purchase of places on existing crèches or payment of childminders.

### **Horizontal Issues**

#### **Gender**

58% of full-time trainees on BTEI programmes are women. It is difficult to attract male adults into second-chance and further education programmes. Research on men and women's different learning styles has been commissioned and is currently being carried out following tender.

#### **Environment**

Improved access to education, training and employment often results in enhanced awareness, social participation and citizenship, and reduced risks of vandalism. In addition, those completing programmes under the BTEI may progress to further education/training programmes, which could include courses with environmental modules/elements.

#### **Social Inclusion/Poverty**

The BTEI seeks to improve the skills of participants, thereby enhancing their prospects of attaining sustainable employment and enhancing support for their children's participation in schooling.

#### **Rural Development**

This measure will have a positive impact on both rural and urban communities. There are 229 PLC centres and 106 VTOS centres, across the country.

#### **Amendments to Programme Complements**

It was agreed by the Monitoring Committee meeting in October of 2001 to amend Section 6 such that the ESF Financial Control Unit were identified as the responsible body for the Ex-Post Expenditure Verification (5%) check. There was also a change in Department of Education and Science Subhead VOTE 28 SLE F1 (Pay & Non Pay). The Programme Complement was amended in 2001 to incorporate target data in the indicator table.

### **Expenditure report**

#### **Expenditure in 2001**

<b>Region €m</b>	<b>Total Prog. Expre</b>	<b>Total Co-fin (CSF Expre)</b>	<b>ESF</b>	<b>Nat Public Cofin</b>	<b>Priv Co-fin</b>	<b>Total Non-Cofin</b>	<b>Public Non- Cofin</b>	<b>Private Non-Cofin</b>
BMW	18.516	0.100	0.075	0.025	0	18.416	18.416	0
S& E	59.645	0.400	0.200	0.200	0	59.245	59.245	
National	78.160	0.500	0.275	0.225	0	77.660	77.660	0

### Cumulative Expenditure for 2000 and 2001

Region €m	Total Prog. Expre	Total Co-fin (CSF Expre)	ESF	Nat Public Cofin	Priv Co-fin	Total Non-Cofin	Public Non- Cofin	Private Non-Cofin
BMW	43.847	0.100	0.075	0.025	0	43.747	43.747	0
S& E	144.450	0.400	0.200	0.200	0	144.050	144.050	0
National	188.296	0.500	0.275	0.225	0	187.796	187.796	0

This level of expenditure equates with 46% of the OP provision for the measure for 2001 and 55.7% of the cumulative O.P. provision. To end 2001, just 2.2% of the ESF commitment for this measure for 2000 had been spent

#### **Explanation for under-expenditure (in relation to the ESF-aided element of the measure only)**

- It should be noted that the expenditure is being compared to the projection in the OP forecast which is based on the Berlin profile and not the Department of Education & Science estimates for this measure, for the 2000 and 2001 financial years. The OP forecast is based on the Berlin Profile, which is front-loaded, while the NDP allocations for this measure, as it is a new initiative are end-loaded. The 2000 and 2001 OP forecasts for this measure differ from both the 2000 and 2001 NDP allocations or, more particularly, to the Department's estimates, for these years.
- There has been a longer than anticipated lead-in time with regard to the initiation of the part-time options:
- The White Paper which set out the framework for the BTEI was not published in August 2000.
- Following the launch of the White Paper on Adult Education in August 2000, a Working Group representing the Department, educational management and unions, principals and national co-ordinators was established to develop an operational and funding framework for the part-time options.
- Staffing shortages within the Department which hampered the roll-out of the initiative.
- To progress the part-time options, two Further Education Development Advisers have been recruited and took up their posts in November 2001. These advisers are overseeing the expansion of the number of part-time places on offer to 6,000 in 2002. Three Regional Seminars are being held in March/April, for education providers to inform them and to answer their queries, in relation to the part-time initiative.

#### **Monitoring Indicator Data 2001**

Measure Lifelong Learning – Back to Education Initiative			
<b>Indicator</b>			
Number of full-time trainees			
<b>BMW</b>	6529	-	-
<b>SAE</b>	21858	-	-
<b>National</b>	28387	29700	30831

<b>Indicator</b> # No. of completions with certification (full-time) <b>BMW</b> <b>SAE</b> <b>National</b>	8441 21101 29542		21819 (PLC only VTOS n/a)
<b>Indicator</b> No. of completions with certification (part-time) <sup>6</sup>	-	-	Not yet available
<b>Indicator</b> Progression to employment/further education/training (full-time trainees) <sup>7</sup>	87%	83%	90% (Provisional)
<b>Indicator</b> Progression to employment/further education/training (part-time trainees)	N/A	76%	Not yet available

1. New initiative, targets to be set

2. 1999 Baseline Data is in respect of the old PLC, VTOS programmes, etc; the profile of participants in the new BTEI will be quite different to those who participated in PLCs, VTOS, etc in the past

#Key Effectiveness Indicator

## 22 Lifelong learning – National Adult Literacy Strategy Department of Education & Science

This **ESF supported** measure promotes increased access to literacy, numeracy and basic education for adults whose skills are inadequate for participation in society. The measure provides an integrated service to support access to employment, a return to lifelong learning or empower participants with the basic skills needed to participate in the social and economic life of their communities.

The provision in the education sector for adult literacy increased from a base of €1.08m (£0.85m) in 1997 to €13.56, (£10.677m) in 2001. A further increase has been granted in 2002, increasing provision to €16.47m (£12.97m). Prior to 1997, 85% of literacy tuition was provided by volunteers, and the maximum provision was two hours per week.

With the increase in funds:

- ◆ The clients catered for annually have increased from 5,000 to 22,733 between 1997 and December 2001;
- ◆ a range of media are used to promote the programme;
- ◆ Provision includes night-time, morning and daytime classes;
- ◆ A continuum from one to one voluntary tuition to group work to progression to certified learning options is being developed;
- ◆ Referral networks with FÁS, LES, Partnerships, Health Centres, welfare and community groups, playgroups, schools and school parent committees, libraries etc are being expanded and strengthened;
- ◆ Family literacy groups involving both adults and their children are running successfully, and a number of open learning centres are being piloted, along with literacy groups for migrant women, travellers, and programmes for the unemployed in co-operation with the Community Employment Scheme;
- ◆ a quality framework for the adult literacy service has been developed and published by the National Adult Literacy Agency in collaboration with partners in Northern Ireland, Spain, and UK.

FAS/VEC Community Employment joint literacy programmes are being expanded to all regions. There are now 42 in operation. These programmes enable participants on FAS funded Community Employment to be released half time from their work experience programme to avail of intensive literacy tuition by the VECs.

The Department of Education and Science commissioned the development of a TV series in literacy awareness and tuition for adults called 'Read Write Now' which was broadcast in the form of 12 half hour programmes. This was supplemented by a national freephone helpline, and learner workbooks and resource packs. A weekly average of 155,000 people watched the programme, peaking on 2 occasions at 192,000 -- the highest ever for an educational programme in Ireland. An evaluation was published in 2001 which showed that

- ◆ the programme was highly successful in reaching an audience with basic and intermediate literacy levels. The series attracted an audience mainly of independent listeners (not attending literacy schemes) who do not wish to join a scheme in the future. They mainly left school with minimal education at an early age, but 30% left aged 14-16, and 10% at 17-19. (These figures are analysed based on contacts to the helpline, who answered questions)
- ◆ The audience was predominantly female (55-65% which mirrors participation in literacy schemes (women 62%) and in adult education generally). As part of a strategy to attract more males DIY etc was featured in the 2001 series.
- ◆ The series was also watched by Travellers, prisoners, senior citizen groups, youth and employment programmes and first and second level schools, demonstrating the need for a two fold strategy (literacy schemes + public access)
- ◆ The advertising campaign – radio and TV – was successful and was how 97% of independent listeners audience learned about the programme. The rest were reached through schemes
- ◆ the support pack was considered very good, but viewers needed a bit more help at the beginning of the series on how to use it. Viewers considered the integration of the series, the learner pack and the helpline as essential.

A follow-on radio series with more basic and intensive levels of tuition was also developed and broadcast on Radio 1 during 2001, consisting of 10 literacy and 10 numeracy programmes, also supported by a freephone helpline and learner support packs. A further TV series, Read Write Now 2 began in late September 2001, also supported by the free phone helpline and new resource packs. It was broadcast 3 times per week and the average weekly audience was 235,000. Videos of the 2 series have been developed and distributed free to literacy providers, public libraries and video outlets.

The *White Paper on Adult Education – Learning for Life* proposed that adult asylum seekers would have free access to literacy, English language and mother culture supports. VECs have been advised that adult literacy funds may be used for this purpose to the extent that resources allow.

Homelessness: At this stage, basic literacy and education programmes are operating on a part time basis in the hostels in the Liberties and in the Salvation Army Hostel off Marlborough Street – both in Dublin. Back up services are provided by hostel staff and visiting health and welfare services. Evening programmes for families in B&B accommodation and summer programmes for unaccompanied minors have also been provided. Some 200 participants have benefited from these initiatives in 2001. The co-ordinator has established extensive links with Focus Point, the staff in the Homeless Services Centre, the Dublin Homeless Initiative, and the hostels catering for the homeless.

## **Horizontal Issues**

### **Gender**

62% of those accessing adult literacy programmes are female. Research is under way on men and women's different learning styles, as well as a detailed study on issues regarding the participation of men in a large adult literacy centre.

### **Environment**

An appreciation of reading should lead to better literacy skills, thereby giving individuals the skills to learn about and become aware of environmental issues

### **Social Inclusion/Poverty**

This measure seeks to improve the literacy skills of participants, thereby enhancing their prospects of attaining sustainable employment, progressing to further education/training and enhancing support for their children's participation in schooling.

### **Rural Development**

The literacy service is offered in 731 venues at present. In addition, the use of 1:1 volunteers in the service provides an important flexibility for rural areas where class groups in dispersed locations might not be viable.

### **Amendments to Programme Complements**

It was agreed by the Monitoring Committee meeting in October of 2001 to amend Section 6 such that the ESF Financial Control Unit were identified as the responsible body for the Ex-Post Expenditure Verification (5%) check. There was a change in Department of Education and Science Subhead Vote 28 SLE H4 & Vote 26 OME B.1

### **Expenditure report**

#### **Expenditure in 2001**

<b>Region €m</b>	<b>Total Prog. Expre</b>	<b>Total Co-fin (CSF Expre)</b>	<b>ESF</b>	<b>Nat Public Cofin</b>	<b>Priv Co-fin</b>	<b>Total Non-Cofin</b>	<b>Public Non- Cofin</b>	<b>Private Non-Cofin</b>
BMW	3.277	3.277	2.458	0.819	0	0	0	0
S& E	11.109	11.109	5.555	5.555	0	0	0	0
National	14.386	14.386	8.012	6.374	0	0	0	0

#### **Cumulative Expenditure for 2000 and 2001**

<b>Region €m</b>	<b>Total Prog. Expre</b>	<b>Total Co-fin (CSF Expre)</b>	<b>ESF</b>	<b>Nat Public Cofin</b>	<b>Priv Co-fin</b>	<b>Total Non-Cofin</b>	<b>Public Non- Cofin</b>	<b>Private Non-Cofin</b>
BMW	4.335	4.335	3.252	1.084	0	0	0	0
S& E	14.653	14.653	7.327	7.327	0	0	0	0
National	18.989	18.989	10.578	8.410	0	0	0	0

This level of expenditure equates with 110.22% of the OP provision for the measure for 2001 and 65.16% of the cumulative O.P. provision. To end 2001, all of the ESF commitment for this measure for 2000 had been spent

### **Monitoring**

Two indicators were agreed in the Programme Complement context including one nominated as for Key Effectiveness/Performance Review purposes. The Department of Education & Science report to the April 2002 OP Monitoring Committee meeting included indicators for

the Male/Female breakdown of Literacy clients, Prior education levels of the clients, staff details, age of clients when they left school, literacy levels of clients, economic status and age.

*Indicator Report 2001*

	Baseline	Indicator Target 2006	Outturn 2001
<b>Measure Adult Literacy</b>			
<b>Indicator</b>			
# No. of participants availing of literacy services			
<b>BMW</b>	2300	-	
<b>SAE</b>	7700	-	
<b>National</b>	10000	18200	22733 <sup>1</sup>
<b>Indicator - No. of Centres providing courses<sup>1</sup></b>			
<b>BMW</b>	-	-	-
<b>SAE</b>	-	-	-
<b>National</b>	-	100%	100%

# Key Effectiveness Indicator

<sup>1</sup> Breakdown by NUTSII region not yet available

## 23 Lifelong Learning – Further Education Support Services Department of Education & Science

This **non co-funded** measure supports access to the Back to Education Initiative, the Adult Literacy opportunities and the Early School leavers measures through the provision of adult guidance and counselling services aimed at supporting participants enrolled on programmes in the further education sector.

This measure will provide €44.4m (£35m) for the development of a National Adult Guidance and Counselling Service and for staff development and programme support initiatives over the period of the National Development Plan 2000-2006.

Phase 1 of a pilot programme in Adult Educational Guidance, involving 10 projects started in 2000 aimed at supporting participants in VTOS, adult literacy, adult and community education programmes. It is overseen by an advisory group which is led by the National Centre for Guidance in Education, and includes participation from employer, trade union, educational, FÁS, employment service/area partnership and community and voluntary sector interests. A further project was added in September. Phase 2, with 8 projects began in 2001, and Phase 3 with a further 8 was approved in March 2002.

All phase 1 and 2 projects are operational at this stage, but the Phase 2 projects began at various stages between September and December 2001 and are in the process of establishing networks and building up a local profile.

In general the activities engaged in by projects to date include

- Establishment of drop-in centres
- Organisation of outreach visits to other locations on a visiting service basis
- Training in front line guidance and counselling for tutors and providers, and advice in handling cases -- in some projects facilities for regular case conferencing with a specialised counsellor are provided

- Group sessions for learners in study skills, vocational and career information etc
- 1:1 guidance and counselling
- Referral to welfare and health services
- Development of resource/information centres
- Use of computer aided diagnostic tools and career information
- Development of databases of learning options, some ICT based and others manual.

An evaluation of the programme was commissioned which highlighted the need for further support and development for staff involved in the initiative and this has been followed up with intensive in-service training and materials. A handbook for projects has been prepared incorporating international quality guidelines and a quality workbook. Projects are networked to share practice and they receive regular in-service training

The Advisory Group approved the establishment of a technical working group to oversee the IT strand of the initiative. A tender was advertised for a feasibility study to engage in discussions with a representative sample of guidance practitioners to advise on user needs in the development of a national database of adult learning options; to examine the existing sources of information on the range of adult learning options accessible through ICT in Ireland; examine information gathering strategies in use by existing bodies; make recommendations on the items of information and format of information which should feature in an ICT accessible system of adult learning options; establish the feasibility of developing a website which would host such information; advise on the process through which information on course options should be input into the system; recommend how such information should be queried through the website; outline how a national telephone helpline system could be integrated into such a system etc.

### ***Horizontal Issues***

#### **Gender**

This measure is being developed on a phased basis. Men and women will be targeted equally. While 72% of the beneficiaries are women, this is in keeping with high participation of women on literacy and community education programmes. Research is nearing completion to assess the extent, if any, of men and women's different learning styles and the implications for programme marketing, recruitment, content, delivery and support arrangements.

#### **Environment**

With regard to guidance/counselling/psychological services etc, the development of an environmental module is not relevant

#### **Social Inclusion/Poverty**

Better supports (including guidance) will seek to support trainees/potential trainees, in accessing/participating in/completing programmes, thereby improving their prospects of accessing sustainable employment or further education/training and will enhance support for their children's participation in schooling.

#### **Rural Proofing**

This measure will have a positive impact on both rural and urban areas.

#### **Amendments to Programme Complements**

Change in Department of Education and Science Subhead VOTE 28 SLE F

## Expenditure report

### Expenditure in 2001

Region €m	Total Prog. Expre	Total Co-fin (CSF Expre)	ESF	Nat Public Cofin	Priv Co-fin	Total Non-Cofin	Public Non- Cofin	Private Non-Cofin
BMW	0.274	0	0	0	0	0.274	0.274	0
S& E	2.113	0	0	0	0	2.113	2.113	0
National	2.388	0	0	0	0	2.388	2.388	0

### Cumulative Expenditure for 2000 and 2001

Region €m	Total Prog. Expre	Total Co-fin (CSF Expre)	ESF	Nat Public Cofin	Priv Co-fin	Total Non-Cofin	Public Non- Cofin	Private Non-Cofin
BMW	0.387	0	0	0	0	0.387	0.387	0
S& E	2.491	0	0	0	0	2.491	2.491	0
National	2.878	0	0	0	0	2.878	2.878	0

This level of expenditure equates with 46.1% of the OP provision for the measure for 2001 and 33% of the cumulative O.P. provision.

Expenditure on this measure will increase with the increase in the number of projects being funded and the Development of the IT strand of the initiative - the contract for the feasibility study has been awarded and the feasibility report is scheduled for completion at the end of March 2002.

### Explanation for Under Expenditure

- With regard to the expenditure incurred in 2000, it should be noted that this measure was ESF-aided under the 1994-1999 HRD OP until 30 June 2000. Therefore the 2000 expenditure reported under the 2000-2006 CSF relates to the period 1 July – 31 December 2000, thereby impacting on cumulative expenditure to date under the OP.
- With regard to 2001, the actual provision for this measure in the Department of Education and Science's estimates was €2.697m and not €5.18m as per the OP forecast. Expenditure in 2001 when compared to the actual budgetary provision for the year was 88.5%

### Monitoring

#### Measure Indicator Report

	Baseline	Indicator Target 2006	Outturn 2001
<b>Measure</b> Lifelong Learning – Further Education Support			
<b>Indicator</b> Number of trainees benefiting from guidance service			
<b>BMW</b>	416	-	
<b>SAE</b>	1504	-	
<b>National</b>	1920	11000	Phase 1 1895 Phase 2 290
			<b>Total 2001 2185</b>

## **24A Ongoing Sectoral Training – Culture, Gaeltacht & Film Department of Arts, Culture, Gaeltacht & the Islands**

This **non co-funded** measure covers at least two elements of support for the needs of the Gaeltacht – the minority (Irish) language region located in several regions of the country. A significant proportion focuses on training in the Gaeltacht, encouraging the creation of new jobs and up-skilling those at all levels in employment to enable them to compete in the changing market place.

During the period Jan-Dec 2001 FÁS/Screen Training Ireland ran 52 training programmes and supported Moonstone International Screen Labs, North by Northwest and EAVE.

In 2000 Screen Training Ireland (STI) identified the area of script as a priority area for training and development in Ireland. STI initiated a consultation process with the industry-writers, producers, script editors, development executives, commissioning editors, broadcasters, agencies and representative organisations. A key finding of the consultation process was the need to shift the focus of training from writing to the script development process. This formed the basis of the Script Initiative Training Framework delivered over the year 2001 with some continuation in 2002. The objective is to align training programmes to identified market opportunities in Ireland and abroad. Training is being delivered by leading international and national script professionals.

A second major focus of FÁS/STI was the production area. The Screen Producers II programme provided development opportunities for emerging producers. A series of one day Business Skills workshops for film & TV professionals were also developed and delivered in both Dublin and Galway. There was also a focus on Digital Media training with programmes being developed and delivered for directors and producers.

There were 73 Bursary Awards made in the period Jan- Dec 2001, to industry professionals to engage in training programmes abroad.

Screen Training Ireland in conjunction with FÁS secured an agreement with University of California Los Angeles (UCLA) to provide internationally recognised awards/certificates to film and television professionals who have achieved the required industry standards on a range of Screen Training Ireland Programmes.

Following the outbreak of Foot and Mouth Disease (FMD) a number of FÁS/Screen Training Ireland courses due to run in the early part of 2001, were postponed in accordance with government requests. Courses which involved tutors from the UK were postponed and rescheduled when the restrictions eased. Courses which did not involve tutors from affected areas were run but applications were only accepted from individuals who did not have access to land and/or animals. Therefore FMD caused disruption for a short period but did not impact on annual targets as training programmes were rescheduled.

### ***Horizontal Issues***

#### **Gender**

Of training places allocated 356 were male and 307 were female.

## Environment

No negative impact on the environment.

## Social Inclusion/Poverty

Improving skills levels enhances employability.

## Rural proofing

Courses are located in key centres of production to facilitate industry access.

## Expenditure report

### Expenditure in 2001

Region €m	Total Prog. Expre	Total Co-fin (CSF Expre)	ESF	Nat Public Cofin	Priv Co-fin	Total Non-Cofin	Public Non- Cofin	Private Non-Cofin
BMW	3.40	0	0	0	0	3.40	3.40	0
S& E	1.78	0	0	0	0	1.78	1.78	0
National	5.19	0	0	0	0	5.19	5.19	0

### Cumulative Expenditure for 2000 and 2001

Region €m	Total Prog. Expre	Total Co-fin (CSF Expre)	ESF	Nat Public Cofin	Priv Co-fin	Total Non-Cofin	Public Non- Cofin	Private Non-Cofin
BMW	7.65	0	0	0	0	7.65	7.65	0
S& E	3.65	0	0	0	0	3.65	3.65	0
National	11.31	0	0	0	0	11.31	11.31	0

This level of expenditure equates with 94.19% of the OP provision for the measure for 2001 and 102.9% of the cumulative O.P. provision.

## Monitoring

### Indicator Report 2001

	Baseline (1999)	Indicator target 2006 (Cumulative)	Outturn to end Dec 2001
Measure: <i>Ongoing Sectoral Training – Film</i>			
Indicator: <i>No. of people trained</i>			
<b>BMW</b>	107	804	117
<b>SAE</b>	397	3215	546
<b>National</b>	504	4019	663

## **24B Ongoing Sectoral Training – Seafood**

### **Department of the Marine and Natural Resources**

This **non co-funded** sub measure aims to support career progression in sea fishing, aquaculture and processing. As well as increased training for new entrants, the measure aims to address the low level of training of those within the sector. The skills deficit will be addressed by fostering a lifelong approach to learning, improving access to training and providing flexible modular courses structured to work-based training.

Despite severe Foot and Mouth Disease restrictions on all Bord Iascaigh Mhara (BIM) training centres in the early part of the year, training activity intensified subsequently and 2001 proved to be a reasonably successful year for seafood industry training with 1,285 attendances recorded.

The Coastal Training Units visited sixteen fisheries and aquaculture locations during the year. In addition, Personal Survival Technique courses were provided to Transition Year students from the Aran Islands, Spiddal and Inverin.

The establishment of the National Qualifications Authority of Ireland (NQAI) and the Further and Higher Education and Training Awards Councils (FETAC/HETAC) in 2001 arising from the Qualifications (Education & Training) Act 1999, involved BIM in an ongoing consultative process to ensure that vocational training provision for the catching, aquaculture and processing sectors of the seafood industry is integrated into the new lifelong learning qualifications framework.

New training initiatives in 2001 included a strategic alliance with Co. Galway VEC and Údarás na Gaeltachta to facilitate aquaculture training in Gaeltacht areas. A new foundation module in aquaculture was successfully piloted for the first time with Youthreach in Letterfrack, Co. Galway. Links were established with Letterkenny Institute of Technology with a view to developing a marine tourism vocational training partnership.

The development of distance learning capabilities is a stated policy objective of BIM's Integrated Training Plan for the Irish Seafood Industry 2000 – 2006. In support of this objective, BIM commenced the installation of video conferencing facilities in its regional training centres towards the end of 2001.

In December 2001, new legislation was signed for Safety Training and the wearing of Personal Flotation Devices for all fishing vessel crew members. The legislation will come into force on 1<sup>st</sup> March 2002, with the objective of reducing the number of accidents and loss of life by training all crewmembers in survival techniques, first aid, fire prevention and occupational health and safety. It is estimated that 4,000 Irish commercial fishing crewmembers will require this basic safety training over a six-year period. In anticipation of the legislation, BIM undertook an intensive instructor training programme during 2001 to meet these new requirements and purchased specialist equipment.

In response to a recommendation of the Task Force on Training and Employment in the Irish Seafood Industry 2001 to highlight the broad range of careers on offer to new entrants in the Irish seafood industry, a new BIM careers video was produced entitled "Careers in Fisheries and Aquaculture". This careers video was distributed along with BIM's new updated careers brochures to every Career Guidance Counsellor in the country. In addition to participation in

the annual FAS Opportunities 2002 Recruitment Fair and Cork Options 2001, BIM participated in several other career events around the coast.

Seafood industry careers information was also placed on a new careers website [www.careersworld.com](http://www.careersworld.com), officially launched in May 2001 and aimed at second level school leavers or those contemplating a career change. In addition to the website, a CD ROM was also distributed to every school in Ireland featuring video clips of young people trained by BIM currently working in the industry giving their personal viewpoint on working on a fishing boat, or in a fish farm, processing or retail company.

Two instructors commenced studying for their Degree in Education with the National University of Ireland while other instructors successfully undertook additional verified training also.

## **24C Ongoing Sectoral Training – Forestry**

### **Department of the Marine and Natural Resources**

This **non co-funded** sub measure supports training in various aspects of forestry, including establishment, harvesting and marketing. Most of this work is carried out by Coillte Teoranta, Teagasc and Enterprise Ireland. The objective of Teagasc is to promote forestry as a land use option to improve household income and to promote best forest management practice among farmers who have planted land, through the provision of an objective and independent advisory, training and information service. Coillte is meeting the ongoing needs of the industry as well as developing new areas of training that will be of strategic importance to the industry in the short, medium and long term.

A Forestry Training and Education Committee was set up in 2000 to develop a structured approach to forestry training and education. The Committee is made up of various interests from within the sector and presented to the Minister in October 2001.

The Foot and Mouth crisis had a major impact on the number of courses that could be held during the year.

One of the main training agencies, Enterprise Ireland no longer delivers training in the forestry area. This has left a gap in the provision of training to industry, a proposal to fill this gap is currently being considered.

#### ***Horizontal Issues***

##### **Gender**

Forestry is traditionally a male dominated industry. The Implementing Body continually impresses on the agencies and organisations delivering the training programme to include courses that are attractive to women where this is possible.

All courses are open to both male and female participants. However, as occurs throughout Europe, there is low participation by females at skills levels.

All advertisements relating to events indicate that all events are open to men and women. Women attending events have not experienced any particular problems from being in a minority.

## Environment

In 2000 the Department of the Marine and Natural Resources published the Irish National Forest Standard, the Code of Best Forest Practice. This is designed to ensure that the development of the forestry sector is undertaken on a sustainable basis. The Standard is supported by a Code of Best Forest Practice and a suite of five new environmental guidelines on forestry as it relates to the landscape, harvesting, archaeology, biodiversity and water quality. All agencies involved in the delivery of training projects will bring these publications to the attention of all trainees. In addition, all training courses which may impact on the environment include an environmental module / element.

## Social Inclusion/Poverty

The effect of this measure is on rural development rather than poverty directly. Forestry training will assist in generating wealth in rural communities by enabling forest owners, mainly farmers, to manage their crops to a high standard and thereby increased the value of the asset.

## Rural Proofing

Forestry is predominantly a rural activity and the targeted beneficiaries of the measure are primarily rural dwellers. The measure will facilitate in the development of a skilled workforce for the forest industry thereby enabling beneficiaries to live and work in rural communities.

## Expenditure report

### Expenditure in 2001

Region €m	Total Prog. Expre	Total Co-fin (CSF Expre)	ESF	Nat Public Cofin	Priv Co-fin	Total Non-Cofin	Public Non- Cofin	Private Non-Cofin
BMW	0.76	0	0	0	0	0.76	0.76	0
S& E	0.55					0.55	0.55	0
National	1.31	0	0	0	0	1.31	1.31	0

### Cumulative Expenditure for 2000 and 2001

Region €m	Total Prog. Expre	Total Co-fin (CSF Expre)	ESF	Nat Public Cofin	Priv Co-fin	Total Non-Cofin	Public Non- Cofin	Private Non-Cofin
BMW	1.41	0	0	0	0	1.41	1.41	0
S& E	1.10	0	0	0	0	1.10	1.10	0
National	2.51	0	0	0	0	2.51	2.51	0

This level of expenditure equates with 53.9% of the OP provision for the measure for 2001 and 51.6% of the cumulative O.P. provision.

## Monitoring

### Indicator Data 2001

	MALE	FEMALE	TOTAL
# No. of Participants	2778	189	2967
Proportion obtaining certification*			

# Key Effectiveness Indicator

\*not available from Teagasc. On average 15.8% for Coillte courses

## 24D Ongoing Sectoral Training – Equine Institute Department of Agriculture, Food and Rural Development

This **non co-funded** measure is intended to provide aid towards the establishment, administrative, teaching and associated costs incurred by the International Equine Institute in developing and delivering third level non-degree courses in Equine science including taught-on-campus and distance learning courses to Certificate/Diploma level as well as other information courses, seminars and conferences necessary to provide a comprehensive training and education service to meet the needs of the horse industry.

This submeasure only commenced operations in 2001 due to the late securing of the necessary state aid approval.

### *Horizontal Issues*

#### **Gender**

Courses are available to male and female applicants.

#### **Environment**

The overall environmental impact is neutral.

#### **Social Inclusion/Poverty**

Availability of up to date information will benefit all farmers, breeders and rural dwellers.

#### **Rural proofing**

This will have a positive impact

### **Expenditure report**

#### **Expenditure in 2001**

Region €m	Total Prog. Expre	Total Co-fin (CSF Expre)	ESF	Nat Public Cofin	Priv Co-fin	Total Non-Cofin	Public Non- Cofin	Private Non-Cofin
BMW	0	0	0	0	0	0	0	0
S& E	0.264	0	0	0	0	0.264	0.264	0
National	0.264	0	0	0	0	0.264	0.264	0

#### **Cumulative Expenditure for 2000 and 2001**

Region €m	Total Prog. Expre	Total Co-fin (CSF Expre)	ESF	Nat Public Cofin	Priv Co-fin	Total Non-Cofin	Public Non- Cofin	Private Non-Cofin
BMW	0	0	0	0	0	0	0	0
S& E	0.264	0	0	0	0	0.264	0.264	0
National	0.264	0	0	0	0	0.264	0.264	0

This level of expenditure equates with 100% of the OP provision for the measure for 2001 and 100% of the cumulative O.P. provision.

## Monitoring

Two indicators were put forward in the Programme Complement in this case.

### Indicator Data 2001

Sub-Measure: <b>24D Equine Institute</b>	Baseline		Indicator targets 2006		Outturn to end December 2001	
	M	F	M	F	M	F
Indicator						
# No. undertaking courses	110	165	374	561		
No. of people in receipt of certification	23	31	230	439	10	23
- <i>Certificate</i>					7	18
- <i>Diploma</i>					3	5
of which nos. undertaking courses by						
- <i>Distance Learning</i>					6	13
- <i>On-Campus</i>					4	10

# Key Effectiveness Indicator

## 24E Ongoing Sectoral Training – Agriculture Department of Agriculture, Food and Rural Development

This **non co-funded** measure provides aid towards the training of people already involved in agriculture and related activities such as adult farmers, including part-time farmers, rural dwellers and rural women.

The provision of adult training, while focussed and based on the needs of farmers, had not been monitored nationally. As from 1 January 2002, the provision of adult training will be monitored using an Adult Management System, a fully functional, interactive web-based system designed to manage a centralised database of course participants, training courses and attendance records. All courses will be developed using a modular approach with standardised syllabi and assessment procedures. This will facilitate accurate recording of course participation, and where proper certification and assessment procedures are in place, participants will be in a position to accumulate credits and progress to FETAC awards.

The Adult Farmer Training Programme will include a wide range of training courses of varying duration in the following areas:

- 100 Hour Basic Agricultural Courses
- 80 Hour Farm Management Courses
- Advanced 120 hour Courses in Dairying, Tillage, Drystock etc.
- Rural Viability Modules
- Technology and Business Modules
- Diversified Enterprise Modules
- Information Technology Modules
- Environment/Food Safety Modules
- Discussion Groups

### *Horizontal Issues*

#### **Gender**

Courses are open to males and females. Because of the type of courses being offered – particularly the IT courses – the number of female participants has increased.

**Environment:**

All courses are positive regarding the environment.

**Social Inclusion/Poverty:**

All courses have a positive regarding poverty.

**Rural Proofing**

All courses have a positive effect regarding maintaining rural viability.

**Expenditure report****Expenditure in 2001**

Region €m	Total Prog. Expre	Total Co-fin (CSF Expre)	ESF	Nat Public Cofin	Priv Co-fin	Total Non-Cofin	Public Non- Cofin	Private Non-Cofin
BMW	0.461	0	0	0	0	0.461	0.461	0
S& E	0.698	0	0	0	0	0.698	0.698	0
National	1.159	0	0	0	0	01.159	1.159	0

**Cumulative Expenditure for 2000 and 2001**

Region €m	Total Prog. Expre	Total Co-fin (CSF Expre)	ESF	Nat Public Cofin	Priv Co-fin	Total Non-Cofin	Public Non- Cofin	Private Non-Cofin
BMW	0.913	0	0	0	0	0.913	0.913	0
S& E	1.382	0	0	0	0	1.382	1.382	0
National	2.292	0	0	0	0	2.295	2.295	0

This level of expenditure equates with 100% of the OP provision for the measure for 2001 and 100% of the cumulative O.P. provision.

**Monitoring**

One indicator was put forward in the Programme Complement in this case

**Indicator Data 2001**

Sub-Measure: 24D Ongoing Sectoral Training – Agriculture	Region	Baseline 1999	Indicator target 2006	Outturn to End Dec. 2001
Indicator # No. undertaking courses	BMW	1,280	15,360	2,547
	S & E	2,376	23,040	5,867
	Total National	3,656	38,400	8,470

# Key Effectiveness Indicator

## **24F Ongoing Sectoral Training – Tourism**

### **Department of Tourism, Sport and Recreation**

Activities under this **non co-funded** measure facilitate raising and maintaining the highest operational standards in tourism and provide training or development intervention for persons already working in industry.

The tourism and hospitality industry experienced one of its most difficult years in 2001. Following a decade of rapid and sustained growth, a succession of shocks during the year brought about a downturn in business levels compared with the record levels recorded over the previous year. Certain sectors, most notably guesthouses and those firms heavily reliant on US business, experienced a much more significant drop in business. Whilst some slowdown was expected at the beginning of the year the impact of the Foot and Mouth disease in Britain and the events of September 11<sup>th</sup> precipitated a significant downturn in business at a critical time for the industry. In spite of these developments, however, the placement of CERT students on this measure were not adversely affected.

During 2001, a total of 6,839 tourism industry personnel received training on both college and industry-based programmes at advanced, supervisory and management levels, exceeding the annual target of 5,920 set in the Programme Complements. 78% of training activity took place in the SAE region and 22% in BMW region. The male/female split across all programmes was 38%/62% respectively. Many new programmes were introduced during the year, along with a comprehensive strategic research programme, to reflect the changing nature of the industry.

The ‘Retain Programme’ was launched to help industry to manage its human resources and to aid staff retention through training. The first businesses were approved for grant-aid under the project last year and 100 more will be supported in 2002. Further initiatives in 2001 included the introduction of e-learning to allow industry to access training online, euro planning workshops which attracted over 400 managers and a suite of programmes supporting specific sectors within the industry. Further details of this programme are given in the Third Progress Report.

The CERT ‘Best Practice Programme’ was among the main initiatives launched during the year to help individual operators address performance and competitive concerns. Their success, and industry’s success as a whole in lifting performance, will be recognised by an accredited quality award based on the EFQM model, which will be introduced by CERT in 2002.

There was further progress in 2001 in addressing the critical area of customer service. A new CERT survey of tourist perceptions indicated clearly where service improvements must be made. The findings will feed into substantial work on customer service, under the ‘Ireland’s Best Service Excellence Award’ introduced during 2001. Since its introduction under the last Operational Programme for Tourism, over 4,000 managers and employees have benefited from CERT training in customer care under the Ireland’s Best Programme. This programme was further developed in 2001 into an independently assessed award to increase its impact as a service improvement tool.

During the year CERT introduced a number of new programmes and initiatives to meet the needs of industry. As part of its strategic research programme, a number of studies were published during 2001 i.e. Tourist views on customer care in Ireland, e.g. employment survey

of the tourism industry in Ireland 2000, Gender balance at senior management level in the Irish hospitality industry, Industry initiatives and attitudes required to support women in the Irish tourism workforce and a study of the changing profile of hospitality employees in Ireland

### **Horizontal Issues**

#### **Gender**

Tourism training continues to attract around 60% female participation rates annually, depending on the particular programme. All CERT literature and application forms contain a positive statement on equal opportunity. Letters stressing equality of opportunity are included in career packages forwarded to second-level schools, FAS offices, Community Information Centres and Public Libraries. CERT's career promotion activities consciously address the issue of stereotypes. The CERT careers video has been gender-proofed under a Now Project carried out in conjunction with FAS and Teagasc.

#### **Environment**

Training programmes do not have a direct impact on the environment, either positive or negative, although awareness of environmental issues, as they apply to the hospitality and tourism industry, is created on some of the programmes under this measure.

#### **Social Inclusion/Poverty**

The issue of poverty proofing has no direct impact on this measure. However, the skills acquired on courses under this measure make these tourism employees more marketable and also provide a career path approach to advanced/supervisory and management courses, ultimately leading to higher earning potential.

#### **Rural Proofing**

CERT programmes also have a positive impact in terms of rural proofing. Courses are delivered on a regional basis and their widespread dispersal throughout the country, in urban and in locations close to rural tourism, promotes a balanced contribution towards both urban and rural economies.

### **Expenditure report**

#### **Expenditure in 2001**

<b>Region €m</b>	<b>Total Prog. Expre</b>	<b>Total Co-fin (CSF Expre)</b>	<b>ESF</b>	<b>Nat Public Cofin</b>	<b>Priv Co-fin</b>	<b>Total Non-Cofin</b>	<b>Public Non- Cofin</b>	<b>Private Non-Cofin</b>
BMW	1.19	0	0	0	0	1.19	1.19	0
S& E	3.17	0	0	0	0	3.17	3.17	0
National	4.36	0	0	0	0	4.36	4.36	0

#### **Cumulative Expenditure for 2000 and 2001**

<b>Region €m</b>	<b>Total Prog. Expre</b>	<b>Total Co-fin (CSF Expre)</b>	<b>ESF</b>	<b>Nat Public Cofin</b>	<b>Priv Co-fin</b>	<b>Total Non-Cofin</b>	<b>Public Non- Cofin</b>	<b>Private Non-Cofin</b>
BMW	3.30	0	0	0	0	3.30	3.30	0
S& E	5.30	0	0	0	0	5.50	5.50	0
National	8.60	0	0	0	0	8.60	8.60	0

This level of expenditure equates with 124% of the OP provision for the measure for 2001 and 171% of the cumulative O.P. provision.

### Monitoring

A single indicator was agreed here in the Programme complement context to act also as Key effectiveness/Performance Review Indicator.

#### Indicator Data 2001.

	Baseline	Indicator Target 2006 (Cumulative)	Out-turn to end December 2001 (Cumulative)
Measure 24F Adaptability - Tourism	6,026	42,601	13,156
Indicator 1 # Target Number to be trained			
BMW	1,938	14,484	2,988
SAE	4,088	28,117	10,168
National	6,026	42,601	13,156

*Note: The out-turn figure is a cumulative figure for 2000 and 2001.*

# Key Effectiveness Indicator

## 24G Ongoing Sectoral Training – Tourism Education Department of Education and Science

This **non co-funded** sub measure is aimed specifically at assisting existing employees and others in the tourism and hospitality industry requiring qualifications to further enhance their sustainable employment. This measure comprises formal off-the-job training on advanced craft, supervisory and management level programmes.

There has been a significant growth in the tourism and hospitality industry in Ireland in recent years leading to an increase in the demand for qualified graduates. The Department of Education and Science has initiated a number of measures to cater for this growth, particularly in the areas of catering, tourism and hospitality. Measures such as the above programme will aim at increasing participation rates by non-traditional students in the higher education system. Since June 2001, certification for trainees on this measure is provided by the Further Education & Training Awards Council. The development of ongoing sectoral training programmes is seen as essential to maintaining and enhancing Ireland's tourism and hospitality industry. Over the period of the National Development Plan, the aim is to promote measures to constantly improve all aspects of this programme.

### *Horizontal Issues*

#### **Gender**

All of the programmes in the technological sector are open to both male and female candidates. The Tourism/Hospitality industry has traditionally a higher female participation rate among employees. Any under-representation of males on these programmes is complicated by issues such as subject preference of the individual student at post-primary level, availability of subject syllabus in certain schools and other socio-historical factors.

## Environment

This measure will positively contribute to environmental proofing. Environmental awareness forms part of the Complementary Skills element of the day-release Craft programmes. This benefits trainees by raising their awareness of environmental issues and educating them in areas such as waste management, energy conservation, pollution monitoring etc, thereby ensuring that environment-friendly operation methods are incorporated into the workplace.

## Social Inclusion/Poverty

The earning capability of the beneficiaries is enhanced by the relevant, recognised training they receive in a variety of subject areas and thereby positively contributes to breaking the inter-generational cycle of educational disadvantage and poverty.

## Rural Proofing

The objectives of this measure are valid for both urban and rural areas. Courses are delivered in regional locations in Institutes of Technology and the Tourism College, Killybegs. By extension, graduates from this measure will enhance the quality of the tourism sector in both rural and urban areas thereby positively contributing to these economies.

## Amendments to Program Complements

The Programme Complement was amended in 2001 to incorporate target data in the indicator table. There was also a change in Department of Education and Science Subhead Vote 29, TLE C.

## Expenditure report

### Expenditure in 2001

Region €m	Total Prog. Expre	Total Co-fin (CSF Expre)	ESF	Nat Public Cofin	Priv Co-fin	Total Non-Cofin	Public Non- Cofin	Private Non-Cofin
BMW	1.09	0	0	0	0	1.09	1.09	0
S& E	0.86	0	0	0	0	0.86	0.86	0
National	1.95	0	0	0	0	1.95	1.95	0

### Cumulative Expenditure for 2000 and 2001

Region €m	Total Prog. Expre	Total Co-fin (CSF Expre)	ESF	Nat Public Cofin	Priv Co-fin	Total Non-Cofin	Public Non- Cofin	Private Non-Cofin
BMW	2.10	0	0	0	0	2.10	2.10	0
S& E	1.57	0	0	0	0	1.57	1.57	0
National	3.67	0	0	0	0	3.67	3.67	0

This level of expenditure equates with 68.59% of the OP provision for the measure for 2001 and 65.3% of the cumulative O.P. provision.

## Monitoring

Two indicators were adopted for the Programme Complement for this sub measure including a Key Effectiveness/Performance Reserve indicator.

**Indicator Data 2001**

	Baseline	Indicator target 2006	Outturn 2001
Measure <i>On-going Sectoral Training – Tourism (Education)</i>			
Indicator <i># Number of trainees on ongoing sectoral tourism (CERT) programmes in the education sector</i> <b>BMW</b> <b>SAE</b> <b>National</b>	324 443 767	818	Not available
Indicator <i>Number of trainees graduating from ongoing sectoral tourism (CERT) programmes in the education sector</i> <b>BMW</b> <b>SAE</b> <b>National</b>	324 443 767	810	Not available

**# Key Effectiveness Indicators**

## 25 Middle-Level Technician/Higher Technical Business Skills Department of Education and Science

This **non co-funded** measure supports the provision of initial third level education and training to meet the technical and higher-level skill needs of the economy. The Middle Level Technical (MLT) component consists of one and two year full-time certificate courses. The Higher Technical Business Skills (HTBS) element consists of three –year ab-initio and one year add-on diploma courses. Courses are offered in many areas including engineering, biotechnology, telecommunications, information technology, construction studies, marketing, business studies, accounting/financial services, chemical, pharmaceutical and food technology.

There has been a significant growth in the high skill employment area in Ireland in recent years. One of the most significant reasons for this growth has been the supply of highly qualified graduates from the third-level education system at certificate, diploma and degree level. The Department of Education and Science in co-operation with the technological sector has initiated a number of measures to cater for this growth, particularly in the areas of identified skill shortages, including engineering; construction; computing and science. Action includes the development of a number of new courses, the sanction of additional staffing and capital building programmes.

The Department is also actively involved in the promotion and implementation of a number of special initiatives to address the skills needs on a national level and to encourage increased participation by non-traditional students in the higher education system.

The on-going development of the MLT/HTBS programmes is seen as essential to maintaining and enhancing Ireland's ability to attract and retain highly mobile international investment in an increasing knowledge-based global economy.

## **Horizontal Issues**

### **Gender**

All of the programmes in the Institute of Technology sector are open to both male and female candidates. Any under-representation of females on these programmes is complicated by issues such as subject preference of the individual student at post-primary level, availability of scientific/technical subjects in some schools and other socio-historical factors.

### **Environment**

There are some environmental courses, included in the MLT/HTBS measure and other courses include environmental courses/modules as appropriate. The Institutes of Technology were requested to investigate the possibility of incorporating an environmental module in appropriate courses where there is no such module at present. In response, an Expert Group established by the NCEA devised environmental guidelines, which were endorsed by their Council on 10 October 2000. These guidelines encourage environmental education to be promoted at institutional, individual and course level. The guidelines are intended to enable a positive response from HETAC to designated institutions in contributing to the protection and improvement of the environment.

### **Social Inclusion/Poverty**

By increasing the participation rate of disadvantaged groups in the education sector, access to the labour market is improved and by extension the long-term employment opportunities of the beneficiaries is increased. Studies illustrate that the acquisition of educational qualifications enhances earning capability/standard of living, thereby contributing to the alleviation of poverty.

### **Rural Proofing**

The objectives of this measure are valid for both urban and rural areas. Courses are delivered in regional locations in Institutes of Technology. The provision of courses and training in such a wide variety of geographical locations positively contributes to both rural and urban economies.

### **Amendments to Programme Complements**

The Programme Complement was amended in 2001 to incorporate target data in the indicator table. There were also changes in Department of Education and Science Subhead Vote 29 TLE C

## **Expenditure report**

### **Expenditure in 2001**

<b>Region €m</b>	<b>Total Prog. Expre</b>	<b>Total Co-fin (CSF Expre)</b>	<b>ESF</b>	<b>Nat Public Cofin</b>	<b>Priv Co-fin</b>	<b>Total Non-Cofin</b>	<b>Public Non- Cofin</b>	<b>Private Non-Cofin</b>
BMW	81.81	0	0	0	0	81.81	81.81	0
S& E	150.37	0	0	0	0	150.37	150.37	0
National	232.18	0	0	0	0	232.18	232.18	0

### Cumulative Expenditure for 2000 and 2001

Region €m	Total Prog. Expre	Total Co-fin (CSF Expre)	ESF	Nat Public Cofin	Priv Co-fin	Total Non-Cofin	Public Non- Cofin	Private Non-Cofin
BMW	159.15	0	0	0	0	159.15	159.15	0
S& E	287.40	0	0	0	0	287.40	287.40	0
National	446.55	0	0	0	0	446.55	446.55	0

This level of expenditure equates with 102.74% of the OP provision for the measure for 2001 and 100.3% of the cumulative O.P. provision.

#### Monitoring

Indicators in respect of this measure for 2001 are not available.

## 26 Undergraduate Skills Department of Education and Science

This ESF **co-funded** measure is raising the skills profile of people through education by meeting the recurrent costs of the additional third level places being provided to address the identified skill shortages in the economy. Specifically, the measure meets the recurrent costs of providing an additional output of 1,000 computer software graduates as recommended by the Interim Skills Group and providing an additional output of 500 graduates as recommended by the First Report of the Expert Group on Future Skills Needs predominately in the engineering and computer hardware and software areas in the Universities.

In the second report of the Expert Group published in March 2000 it was recommended that provision for an extra 1,150 degree-level places be introduced on a phased basis in the chemical and biological sciences. The report notes that, as a result of this Government's investment, the projected annual supply of IT degree professionals will be more than double the 1996 levels by 2003, while the supply of IT technicians will increase by more than 50%. Given these trends, the Expert Group did not recommend a further increase in places. The Group did, however, commit to the monitoring of the situation within the IT sector and to bringing forward recommendations as appropriate.

The Third Report of the Expert Group was published in July 2001. In relation to IT skills the Report notes that, while further shortages in this area are emerging, significant labour market and demographic constraints operate against the provision of new third level places. The Expert Group recommends a €165.07m/£130m Investment Fund in the IT area to provide for increased part-time training, increased places on post graduate conversion courses, improved completion rates, and equipment renewal. In relation to the chemical and biological sciences the Expert Group recommends that no additional places are needed provided the current level of provision can be maintained. The Group does, however, call for the provision of a further 24 chemical engineering graduates per annum. The Expert Group also examined a number of professional skills areas in the construction industry and recommended that the Department of Education and Science review third level provision in this area.

In the 2000/2001 academic year, there were 2,770 students enrolled under the initial skills programme. In the 2001/2002 academic year, it is estimated that there are 3,016 students enrolled under the initial skills programme as recommended by the Interim Skills Group.

There has been a significant increase in the demand for undergraduate skills places in the technological sector in recent years. The Department of Education and Science, in co-operation with the various Institutes of Technology has initiated a number of measures to cater for this growth, particularly in the identified skill shortage areas such as engineering, construction, computing and science. Action includes the development of a number of new courses, the sanction of additional staffing and a major capital programme that provides funding for the ongoing upgrading of existing facilities as well as the establishment of new institutions.

The Department of Education and Science is also actively involved in the promotion and implementation of a number of special initiatives to address national skills needs and to encourage increased participation in the higher education system by non-traditional students. A further initiative was the introduction of a number of 11-week Summer Computing Courses in the technological sector. Since the introduction of these courses in 1998, training has been provided for over 800 students. Many students completing these summer programmes avail themselves of further educational opportunities through a number of follow-on courses. This initiative also addresses key national priorities such as the up-skilling of the existing workforce and meeting labour needs in identified skill shortage areas.

In May 2001, the Institute Trainee Programme (ITP) was launched. This is a study-and-work based programme involving close partnership and co-operation between Industry/Employers, the third-level technological sector and the Department of Education and Science. In 2001, over 200 trainees enrolled on Institute Trainee Programmes in a number of Institutes of Technology throughout the country. It is anticipated that a number of new courses will commence in 2002.

### ***Horizontal Issues***

#### **Gender**

The number of beneficiaries under this measure in the 2001/02 academic year is as follows: Universities - Female 997/Male 2564. Data in relation to the Technological Sector is not yet finalised.

All undergraduate skill programmes are open to both male and female applicants that satisfy the selection criteria outlined earlier. Any under-representation of females on these programmes is complicated by issues such as the lower take-up of science subjects at second level by females, the availability of science subjects in certain single sex schools and other socio-historical factors. Research is being undertaken by the ESRI (Economic & Social Research Institute) into the processes shaping choices regarding scientific subjects at senior cycle in second level and in third level entry. The results of the above research will be considered in the context of informing future policy directions.

#### **Environment**

An Expert Group established by the NCEA devised environmental guidelines, which were endorsed by their Council on 10 October 2000. These guidelines encourage environmental education to be promoted the third-level Institution, the individual and the course. The

guidelines are intended to enable a positive response from NCEA designated institutions in contributing to the protection and improvement of the environment.

The initiative is currently chiefly focused on meeting skills needs in the Information Technology sector as well as providing technicians for industry. However, the skill needs of the economy will change over time and should a skills gap emerge in the environmental area, this measure would be suitable to address such needs.

### **Social Inclusion/Poverty**

This measure will benefit those participating (including those economically disadvantaged) by improving their long-term employability prospects.

### **Rural Proofing**

This measure will have a positive impact on rural communities.

### **Amendments to Programme Complements**

It was agreed by the Monitoring Committee meeting in October of 2001 to amend Section 6 such that the ESF Financial Control Unit were identified as the responsible body for the Ex-Post Expenditure Verification (5%) check.

It was agreed at the Monitoring Committee to an amendment to the Programme Complement that receipts under this measure will be treated as an appropriation-in-aid by the Department of Enterprise Trade and Employment.

### **Expenditure report**

#### **Expenditure in 2001**

<b>Region €m</b>	<b>Total Prog. Expre</b>	<b>Total Co-fin (CSF Expre</b>	<b>ESF</b>	<b>Nat Public Cofin</b>	<b>Priv Co-fin</b>	<b>Total Non- Cofin</b>	<b>Public Non- Cofin</b>	<b>Private Non-Cofin</b>
BMW	3.76	3.76	2.82	0.94	0	0	0	0
S& E	15.88	15.88	7.94	7.94	0	0	0	0
National	19.64	19.64	10.76	8.88	0	0	0	0

#### **Cumulative Expenditure for 2000 and 2001**

<b>Region €m</b>	<b>Total Prog. Expre</b>	<b>Total Co-fin (CSF Expre)</b>	<b>ESF</b>	<b>Nat Public Cofin</b>	<b>Priv Co-fin</b>	<b>Total Non-Cofin</b>	<b>Public Non- Cofin</b>	<b>Private Non-Cofin</b>
BMW	6.76	6.76	5.07	1.69	0	0	0	0
S& E	30.38	30.38	15.19	15.19	0	0	0	0
National	37.14	37.14	20.26	16.88	0	0	0	0

This level of expenditure equates with 123.26% of the OP provision for the measure for 2001 and 96.8% of the cumulative O.P. provision. To end 2001, 87.34% of the ESF commitment for this measure for 2000 had been spent.

## Monitoring

### Indicator Report\*2001

	Baseline	Indicator target 2006	Outturn to end Dec 2001
Measure (Title) <i>Undergraduate Skills</i>			
Indicator (Title) <i># Additional Student nos</i>			
BMW	699		
SAE	2927		
National	3626	6398	4332

\* These figures are provisional pending the submission of certified returns.

# Key Effectiveness Indicator

## 27 Postgraduate Conversion Courses Department of Education and Science

This **non co-funded** measure aims to alleviate skills shortages via graduate conversion programmes. In response to the ongoing demands in the information and communications technologies (ICT) this programme is now providing postgraduate conversion course places to provide skilled personnel for this sector and recruitment opportunities for graduates.

In the University Sector in the 2000/2001 academic year, of some 1,600 places approved, there was a final intake of 1,396 on to approved postgraduate conversion courses in the ICT area, of which 189 were in the BMW region. In the 2001/2002 academic year a provisional intake of 1,660 has been recorded across institutions to courses under this programme, 172 of which are in the BMW region.

In the Technological Sector in the 2000/2001 Academic Year, the Dublin Institute of Technology was given approval for an intake of 100 students under this programme. There was a final intake of 61 to courses under this programme in ICT and Technology related areas. In the 2001/2002 Academic Year the Dublin Institute of Technology was given approval for an intake of 100 students under this programme. There was a final intake of 52 to courses under this programme in ICT and Technology related areas.

### *Horizontal Issues*

#### **Gender**

The number of beneficiaries in 2000 under the Postgraduate Conversion Measure was 621 Females and 775 Males (data for subsequent years not yet available). The gender breakdown in favour of male participants at 56% as against female participants at 44% reflects the general higher participation rates of male students, as opposed to female students, pursuing ICT courses. The gender breakdown of students on the Postgraduate Conversion Measure is more balanced than the breakdown of undergraduate students pursuing IT and Computing courses in HEA institutions. However, the under representation of female students in some sectors of study (including IT and Computing), is one of the issues into which the recently

established Equality Unit, which is EU aided in the Department of Education & Science, could commission research.

### Environment

The focus of the Postgraduate Conversion Courses currently underway is on the software side of the ICT sector in line with the recommendations of the Expert Skills Group. The inclusion of an environmental module is not relevant to these courses.

### Social Inclusion/Poverty

This measure will benefit those participating (including those economically disadvantaged) by improving their sustainable long-term employability prospects. Studies have shown that the possession of a post graduate qualification enhances the earning capacity and by extension, the standard of living, of graduates above that which would be expected from possession of an undergraduate degree alone.

### Rural Proofing

The output from this measure will be of benefit to both rural and urban economies.

### Expenditure report

#### Expenditure in 2001

Region €m	Total Prog. Expre	Total Co-fin (CSF Expre)	ESF	Nat Public Cofin	Priv Co-fin	Total Non-Cofin	Public Non- Cofin	Private Non-Cofin
BMW	1.08	0	0	0	0	1.08	1.08	0
S& E	7.92	0	0	0	0	7.92	7.92	0
National	9.00	0	0	0	0	9.00	9.00	0

#### Cumulative Expenditure for 2000 and 2001

Region €m	Total Prog. Expre	Total Co-fin (CSF Expre)	ESF	Nat Public Cofin	Priv Co-fin	Total Non-Cofin	Public Non- Cofin	Private Non-Cofin
BMW	2.01	0	0	0	0	2.01	2.01	0
S& E	16.36	0	0	0	0	16.36	16.36	0
National	18.37	0	0	0	0	18.37	18.37	0

This level of expenditure equates with 139.2% of the OP provision for the measure for 2001 and 143.4% of the cumulative O.P. provision.

### Monitoring

Indicators in respect of this measure for 2001 are not yet available

## **28A Training of Trainers (Primary, Post Primary & Further Education) - Department of Education and Science**

This **non co-funded** in-career development (Training of Trainers) of teachers and tutors is critical to ensuring their capacity to respond to the constant challenges posed by curricular change and by Information and Communication Technologies (ICTs) and to facilitate and manage the constant change in the learning process. The sub-measure is being delivered to a large extent through the national network of education centres and in conjunction with the Education Partners.

A wide range of in-career development has been provided to date. This includes professional development of teachers generally, and support for teachers in schools in the context of changes in curricula and school programmes at first and second levels (i.e. Revised Primary Curriculum; School Development Planning; Social Personal and Health Education (SPHE); English, Maths, Physics, Biology, Home Economics, etc.) Ongoing support structures are also being developed. There were also substantial programmes in the areas of learning support and special needs and this area will continue to receive priority.

The development of pedagogical skills was addressed as an integral part of the above activity, as was social inclusion

Education Centres are a key part of the framework for delivery of training. The development of new and renovated accommodation continued for full-time centres with work completed in respect of 15 centres by the end of 2001 and a further 3 completed in the early months of 2002. It is expected that work on the remaining 3 will be well advanced in the course of 2002.

Other initiatives were also taken to develop the operational side of the Education Centre network and a formal review of the network is at present nearing completion.

### ***Horizontal Issues***

#### **Equality**

While over 70% of participants on in-service training courses are women, this merely reflects the fact that there are more women than men in the teaching profession (particularly at primary level). Opportunities for in-service training are made available on an equal basis.

#### **Environment**

With regard to the Primary sector, the revised primary curriculum launched in 1999, incorporates Social Environmental and Scientific Education and Social Personal and Personal and Health Education as important elements. All primary teachers will receive training in relation to the revised primary curriculum between now and 2004. As for the Post-Primary sector, environmental education is an important component in several subjects (i.e. Science subjects, Geography, Civic, Social and Political Education, Business Subjects and Home Economics). Under the Transition Year Programme, schools may offer modules on issues relating to the environment and to sustainable development. A number of schools also participate in international projects with an environmental theme. This measure, through the provision of in-service training, supports the delivery of the aforementioned.

#### **Social Inclusion/Poverty**

All in-service programmes address these issues in a manner appropriate to the subject area. Also support is provided for teachers and schools involved in programmes directly aimed at

promoting equality of benefit and opportunity for participants and addressing the needs of those from deprived and low income backgrounds, e.g. Leaving Certificate Applied Programme, Junior Certificate School Programme, Breaking the Cycle, Early Start, Home School Liaison and Substance Misuse Prevention Programmes.

### Rural Development

This measure will have a positive impact on both rural and urban communities.

### Amendments to Programme Complement

Change in Department of Education and Science Subhead VOTE 26 OME B. 6

### Expenditure Report

#### Expenditure for 2001

€m	Total prog spend	Total financed (CSF expend)	EU Structural Funds	National Public Co-financed	Private Co-financed	Public Non-Co financed
BMW	2.665	0	0	0	0	2.665
SAE	15.649	0	0	0	0	15.649
National	18.314	0	0	0	0	18.314

#### Cumulative expenditure from January 2000 to December 2001

€m	Total prog spend	Total financed (CSF expend)	EU Structural Funds	National Public Co-financed	Private Co-financed	Public Non-Co financed
BMW	5.372	0	0	0	0	5.372
SAE	29.431	0	0	0	0	29.431
National	34.803	0	0	0	0	34.803

This level of expenditure equates with 103.47% of the OP provision for the measure for 2001 and 99.3% of the cumulative O.P. provision. Some of the Expenditure incurred under this measure would have involved payments to managerial boards, teacher subject associations, curriculum support units etc. While these bodies may be located in the S&E Region, and payments attributed to same, these organisations have a horizontal impact across both the BMW and S&E Regions.

### Monitoring

#### Measure Indicator Report

	Baseline	Indicator target 2006	Outturn to end Dec 2001 (Provisional)
<b>Measure (Title)</b> Training of Trainers			
<b>Indicator (Title)</b> No. of Participant Contact Hours			
<b>BMW</b>	261,000	261,000	340,617
<b>SAE</b>	639,000	639,000	833,923
<b>National</b>	900,00	900,00	1,174,540

## 28B Training of Trainers FÁS

This **non co-funded** sub-measure provides for the re-training of FÁS instructors to meet changing technology, pedagogic skill requirements to achieve recognised qualifications and to meet particular needs including, people with disabilities, asylum seekers and the long-term unemployed.

Under this Measure, FAS addressed the skills training and re-training needs of its instructors. This training ensured that trainers have the competencies necessary to train effectively, meet future challenges and keep up-to-date in training methodology and technology. In addition, the professional status of FAS trainers was improved through formal qualifications. Training was also provided in current and emerging pedagogic approaches. Training will help trainers to work with a broader range of clients including people with disabilities, asylum seekers and long-term unemployed.

During the period, FAS continued to implement pedagogic and technical training programmes for FAS instructors. Pedagogical training was predominantly provided through completion of a range of “training and education” programmes, ultimately leading to a BA Degree qualification.

### *Horizontal Issues*

#### **Gender**

An "Equality matters for Trainers" module is included in the Foundation course and a module "Contemporary Issues and Diversity" is included in the Diploma course.

#### **Environment**

As changes in environmental legislation come in to force, FÁS will ensure that our trainers are up-dated in the relevant legislation and course content is modified accordingly.

#### **Social Inclusion/Poverty**

The skills of FÁS trainers are being developed to ensure that they can engage with a broader range of clients including people with disabilities, asylum seekers and long-term unemployed.

#### **Rural proofing**

The FÁS Trainer Development Programme is delivered through open learning methods and thus is equally accessible to rural and urban participants.

#### **Amendments to Programme Complements**

It was agreed at the Monitoring Committee to an amendment to the Programme Complement that receipts under this measure will be treated as an appropriation-in-aid by the Department of Enterprise Trade and Employment.

#### **Expenditure**

##### **Expenditure for 2001**

<b>Region €m</b>	<b>Total Prog. Expre</b>	<b>Total Co- fin (CSF Expre)</b>	<b>ESF</b>	<b>Nat Public Cofin</b>	<b>Priv Co- fin</b>	<b>Total Non- Cofin</b>	<b>Public. Non- Cofin</b>	<b>Private Non-Cofin</b>
BMW	0.08	0	0	0	0	0.08	0.08	0.00
S& E	0.41	0	0	0	0	0.41	0.41	0.00
National	0.49	0	0	0	0	0.49	0.49	0.00

### Cumulative Expenditure

Region €m	Total Prog. Expre	Total Co-fin (CSF Expre)	ESF	Nat Public Cofin	Priv Co-fin	Total Non-Cofin	Public Non- Cofin	Private Non-Cofin
BMW	0.21	0	0	0	0	0.21	0.21	0.00
S& E	0.71	0	0	0	0	0.71	0.71	0.00
National	0.92	0	0	0	0	0.92	0.92	0.00

This level of expenditure equates with 37.12% of the OP provision for the measure for 2001 and 35.11% of the cumulative O.P. provision.

### Monitoring

#### Monitoring Indicators Cumulative Targets

Key Effectiveness Indicator		Number of Courses Providing Certification								
Indicator	Additional Measure	BaseLine						Mid-TermTarget		
		1999			Jan 2000-Dec 2001			(Cum 2000-2003)		
		Region	M	F	T	M	F	T	M	F
Number of training courses completed by trainers. (FÁS Quarterly)	BMW			133	108	24	132			575
	SAE			532	477	93	570			2,315
	NAT	549	116	665	585	117	702	2,457	434	2,891
Number of days training undertaken in year. (FÁS Quarterly)	BMW				360	106	466			2,871
	SAE				3,215	364	3,579			11,582
	NAT			3278	3,575	470	4,045	12,285	2,168	14,453
Number of courses providing certification during year. (FÁS Quarterly)	BMW				33	13	46			266
	SAE				234	54	288			1,082
	NAT			290	267	67	334	1,146	202	1,348
Satisfaction of trainees with quality of trainers. (Proposed annual follow-up survey)	BMW									
	SAE									
	NAT			N/A			N/A			85%

## 29A Quality Assurance – Training of Trainers Department of Education and Science

This **non co-funded** sub-measure provides support for the universities in meeting their legal obligations to establish procedures for Quality Assurance (QA) aimed at improving the quality of education and related services

### Universities Sector

Following meetings, which were held in 1999 with the Inter Universities Quality Steering Committee (IUQSC) and the Higher Education Authority (HEA), a report on Quality Systems in Irish Universities, was submitted to the HEA on behalf of the Conference Heads of Irish Universities. This report included details on quality improvement/quality assurance pilot projects implemented by the seven universities, the major initiatives undertaken by each of

the universities and the collective experiences gained as a result. The report concluded that experience showed that quality is most clearly defined on the level of implementation and the value of the “bottom-up” approach has been consistently supported in the pilot projects. Also, the model for quality improvement and QA that has emerged from the pilot projects may be described as a diversity of approaches to quality assurance bound by a common goal of quality improvement. This matches precisely the requirement of the Universities Act, 1997, for quality assurance procedures aimed at quality improvement. In June 2001, the Department of Education & Science allocated €1.59m (£1.25m) for Quality Assurance initiatives for 2001.

### Technological Sector

The funding provided for staff development programmes is included in the individual Institutes’ annual budget allocation. This funding facilitates each Institute of Technology in the technological sector in developing staff training and development programmes. These programmes are open to all members of staff in each of the Institutes of Technology. Institutes have been requested to forward a comprehensive staff training and development plan to the Department. To date, five Institutes of Technology have submitted staff development reports to the Department. Monitoring reports on staff training and development plans will also be required on a regular basis by the Department.

### ***Horizontal Issues***

#### **Gender**

All of the Training of Trainers programmes are open to both male and female candidates. Gender balance in participation on these programmes is complicated by issues such as childcare and family commitments. Similarly, tradition also plays a significant role in determining the gender of certain job profiles, e.g. Administrative staff are predominantly female, Engineering/Mathematics lecturers are predominantly male. Any under-representation of either male or female candidates is a result of these among other factors

#### **Environment**

Some courses delivered by the Universities and Institutes of Technology are directly related to environmental issues and some include environmental courses/modules as appropriate. Lecturers/staff engaged on the above courses may avail of training under this measure, thereby improving the quality of the delivery of these courses, which will impact on the graduates from these courses, thereby having a positive impact on the environment.

#### **Social Inclusion/Poverty**

The National Anti-Poverty Strategy identifies education as paramount in addressing issues of poverty. The inter-relationship between educational qualifications and subsequent life chances has been well documented. Studies have shown that the possession of a third level qualification enhances the earning capability, and by extension, the standard of living of graduates. By investing in quality assurance, training and staff development programmes, course delivery and quality will be improved, thereby ameliorating retention and completion rates, and the quality of the students graduating from the institutions.

#### **Rural Proofing**

This measure are will have a positive impact on both urban and rural areas.

#### **Amendments to Programme Complements**

Change in Department of Education and Science Subhead VOTE 29 TLE B, TLE C

## Expenditure

Expenditure for 2001						
€m	Total Prog spend	Total co-financed (CSF expend)	EU Structural Funds	National Public Cofinanced	Private Co-financed	Public Non-Cofinanced
<b>BMW</b>	1.39	0	0	0	0	1.39
<b>SAE</b>	4.51	0	0	0	0	4.51
<b>Nat</b>	5.90	0	0	0	0	5.90

Cumulative expenditure from 2000 to 2001						
€m	Total Prog spend	Total co-financed (CSF expend)	EU Structural Funds	National Public Cofinanced	Private Co-financed	Public Non-Cofinanced
<b>BMW</b>	2.78	0	0	0	0	2.78
<b>SAE</b>	7.75	0	0	0	0	7.75
<b>Nat</b>	10.53	0	0	0	0	10.53

This level of expenditure equates with 137.58% of the OP provision for the measure for 2001 and 124.0% of the cumulative O.P. provision

## Monitoring

Indicators in respect of this measure for 2001 are not yet available

## 29B Quality Assurance – Certification & National Qualifications Framework - Department of Education and Science

This **partly co-funded** sub measure supports the establishment of the National Qualifications Framework required for the delivery of a quality, efficient, market led range of programmes promoting and facilitating lifelong learning.

The National Qualifications Authority of Ireland (NQAI) was established on statutory basis on 26 February 2001. Prior to this the Authority had been established for a brief period on a non-statutory basis in order that it could commence preparatory work on the development of a framework of qualifications.

In November 2001, the NQAI published a discussion document “*Towards a National Framework of Qualifications*”, which is designed to provide a basis for informed discussion about the implementation of the functions of the Authority as set out in the Act. The document sets a context for the development of the national framework of qualifications and is designed to explore how the Authority might approach the performance of its functions.

The various stakeholders were invited to make submissions on the document and a discussion forum took place in February 2002. This forum provided the stakeholders with an opportunity to consider the issues raised in the document and in the consultation process which followed the publication of the document. Arising from this forum, the Authority has set itself certain targets for 2002 related to the determination of the principles, process, guidelines, policies and criteria for the national framework of qualifications as well as the publication of an outline framework and associated procedures to promote access, transfer and progression.

## **Horizontal Issues**

### **Gender**

Both genders will benefit from this measure. All those who pursue further/higher education/training courses (within the remit of the Act) and reach the requisite standard will receive recognition under the provisions of the Act. In 2001, the gender breakdown of awards was as follows:

HETAC: 51% female – 49% male

FETAC: 70% female – 30% male

### **Environment**

Some of the awards, which will be certified by the above councils, relate to courses which contain an environmental module/elements.

### **Social Inclusion/Poverty**

The Act provides for the recognition of programmes at various levels from foundation to post-graduate and progression pathways to higher levels of education. This will benefit all students/trainees, including those who are economically disadvantaged, accessing certified education/training, thereby enhancing their sustainable employment prospects and aiming to break the inter-generational cycle of poverty.

### **Rural Proofing**

The objectives of this measure are valid for trainees/students in both urban and rural areas.

### **Amendments to Programme Complements**

Change in Department of Education and Science Subhead VOTE 26 OME B.22

### **Expenditure**

#### **Expenditure for 2001**

<b>€m</b>	<b>Total Prog spend</b>	<b>Total co-financed (CSF expend)</b>	<b>EU Structural Funds</b>	<b>National Public Cofinanced</b>	<b>Private Co-financed</b>	<b>Public Non-Cofinanced</b>
<b>BMW</b>	0	0	0	0	0	0
<b>SAE</b>	5.68	5.68	2.84	2.84	0	0
<b>Nat</b>	5.68	5.68	2.84	2.84	0	0

#### **Cumulative Expenditure from January 2000 to December 2001**

<b>€m</b>	<b>Total Prog spend</b>	<b>Total co-financed (CSF expend)</b>	<b>EU Structural Funds</b>	<b>National Public Cofinanced</b>	<b>Private Co-financed</b>	<b>Public Non-Cofinanced</b>
<b>BMW</b>	0	0	0	0	0	0
<b>SAE</b>	10.25	10.25	5.13	5.13	0	0
<b>Nat</b>	10.25	10.25	5.13	5.13	0	0

This level of expenditure equates with 430.53% of the OP provision for the measure for 2001 and 143.2% of the cumulative O.P. provision. To end 2001, all of the ESF commitment for this measure for 2000 and 2001 had been spent

It should be noted that while all of the expenditure was incurred in the S&E region (due to the location of the Authority and the Councils in Dublin), this measure has a horizontal impact across the country, benefiting trainees in both the BMW and S&E regions.

## Monitoring

### Measure Indicator Report -NQAI

	Baseline	Indicator target 2006	Outturn end Dec 2000 end Dec 2001	
Measure <i>Certification &amp; National Qualifications Framework</i>				
Indicator <i>Number of awards*</i>				
BMW	11026		13076	13738
SAE	30929		33140	37239
National	41955		46216	50977

### Measure Indicator Report -FETAC

	Baseline	Indicator target 2006	Outturn end Dec 2000 end Dec 2001	
Measure <i>Certification &amp; National Qualifications</i>	1999 awards made by NCVA, FAS, CERT, Teagasc			
Indicator <i>Number of awards*</i>				
BMW	5378		6721	6961
SAE	19208		20794	23176
National	24586		27515	30137

### Measure Indicator Report –HETAC

	Baseline	Indicator target 2006	Outturn to end Dec 2000 end Dec2001	
Measure <i>Certification &amp; National Qualifications Framework</i>	1999 awards made by NCEA			
Indicator <i>Number of awards</i>				
BMW	5648			6777
SAE	11721		12346	14063
National	17369		18701	20840

## 30 Educational Equality Initiative (EEI) Department of Education and Science

This **partly co-funded** measure provides funding for projects to address the gaps in the provision of education and training for specific marginalised groups, to mainstream learning, to facilitate progression of marginalised groups and individuals and to disseminate learning and to share good practice.

In the 2000 – 2006 Operational Programme this measure has been broadened into two initiatives to focus on: (1) Education groups for disadvantaged women (which are ESF-aided under the 2000–2006 CSF) and (2) Other groups experiencing educational disadvantage, which are not exclusively women’s education groups. Disadvantaged men are a specific target of the initiative, given their under-representation in adult education and adult literacy programmes. These groups are non co-funded under the 2000- 2006 CSF.

The Women’s Education Initiative was completed in early 2000 and culminated in a national conference in Dublin Castle to disseminate the learning from the initiative. A short brochure disseminating the key learning was provided.

Key lessons from the initiative, allied with other measures under the Community Initiatives, include:

- ◆ the needs of specific groups, and the barriers which face them must be named explicitly
- ◆ an equality strategy and proofing tools are needed for each group
- ◆ there is a need for tailor made programmes to address specific needs,
- ◆ access to mainstream should be provided for at every level progress should be benchmarked and tracked through systematic auditing, equality proofing, data monitoring

The inter-agency steering group overseeing the initiative was re-constituted to embrace a wider membership and to include specific expertise on men’s education. This group monitors the overall Education Equality Initiative which is being reported under two strands in the Operational Programme.

The EEI was advertised in national press early in 2000. Over 120 applications were received. 18 projects were selected for funding over the first three years of the measure. The projects will support the development of models of good practice which address gaps in the provision for educationally disadvantaged adults, which will be capable of wider application and which will impact on future policy.

Of the 18 projects selected for Phase 1 (2000 – 2003), 13 are in the Southern and Eastern region and 5 in the Border, Midland and Western region.

### ***Horizontal Issues***

#### **Gender**

As the co-funded element of this measure relates to women groups only, women comprise 100% of the participants.

#### **Environment**

Participant’s employability and social participation skills will be enhanced, leading to improved citizenship. In addition, those completing programmes under this initiative may progress to relevant further education or training such as courses in environmental studies.

#### **Social Inclusion/Poverty**

The National Anti-Poverty Strategy identifies education as central to addressing poverty. The inter-relationship between educational attainment and subsequent life chances has been well-documented. This measure seeks to improve access to education, training and employment for participants and improving support for their children’s participation in schooling.

### **Amendments to programme complements**

Change in Department of Education and Science Subhead VOTE 26 OME B5.4

## Expenditure report

### Expenditure in 2001

Region €m	Total Prog. Expre	Total Co-fin (CSF Expre)	ESF	Nat Public Cofin	Priv Co-fin	Total Non-Cofin	Public Non- Cofin	Private Non-Cofin
BMW	0.10	0.05	0.04	0.01	0	0	0.05	0
S& E	0.27	0.08	0.04	0.04	0	0	0.19	0
National	0.37	0.13	0.08	0.05	0	0	0.24	0

### Cumulative Expenditure for 2000 and 2001

Region €m	Total Prog. Expre	Total Co-fin (CSF Expre)	ESF	Nat Public Cofin	Priv Co-fin	Total Non-Cofin	Public Non- Cofin	Private Non-Cofin
BMW	0.14	0.05	0.04	0.01	0	0	0.09	0
S& E	0.35	0.08	0.04	0.04	0	0	0.27	0
National	0.49	0.13	0.08	0.05	0	0	0.36	0

This level of expenditure equates with 80% of the OP provision for the measure for 2001 and 28% of the cumulative O.P. provision. To end 2001, 28% of the ESF commitment for this measure for 2000 had been spent.

In mid-2001, the Department of Education & Science conducted an analysis of its capacity to drawdown ESF, within the constraints of the N+2 rule, assuming it applied at Priority Level, which highlighted a potential ESF underclaim under the Equality Pillar. The Department then sought and received approval at the Autumn 2001 EHRDOP Monitoring Committee meeting to transfer ESF from the Department of Education & Science ESF allocation under the Equality Pillar to the Department of Justice, Equality and Law Reform ESF allocation under the same pillar.

## Monitoring

### Indicator Data 2001

	Baseline	Indicator Target 2006	Outturn 2001
<b>Measure</b> Educational Equality Initiative			
<b>Indicator</b> <i># Number of participants on women's groups</i>			
<b>BMW</b>		-	99
SAE		-	31
National	507		130
<b>Indicator</b> <i>Number of Women's Groups</i>			
<b>BMW</b>			2
SAE			4
National	13		6
<b>Indicator</b> <i># Number of participants on men's and mixed groups</i>			
<b>BMW</b>	0	-	80
SAE	0	-	165
National	0		245
<b>Indicator</b> <i>Number of men's &amp; mixed groups</i>			
<b>BMW</b>	0		3
SAE	0		9
National	0		12

# Key Effectiveness Indicators

### 31A Equal Opportunities Promotion & Monitoring Department of Education and Science

This **co-funded** sub-measure is to support the process of mainstreaming a gender perspective into all areas of the educational system through a dedicated (co-funded) Equality Unit and the provision of a computerised management information system for further education programmes not embraced at present by the post-primary pupil database and the non co-financed Higher Education Networks for the development of strategies to encourage equality of access, benefit and outcome for participants at third level.

In June 2001, an ESF aided dedicated Equality Unit was established within the Department of Education & Science. The Unit hosted two conferences in 2001: -

- On 4 December it launched the Gender Equality Programme of the Department of Education and Science with a national conference in Dublin. Both national and international speakers, including a representative of the Commission, addressed the conference. 1000 invitations issued and approximately 200 men and women attended the conference.
- On 17 December the Unit hosted a second conference in Tullamore, Co. Offaly, which launched two publications; Materials and Workshop Strategies for the *International Programme of Women into Educational Management*, a COMENIUS Action 3.1 project under the EU Socrates Programme and a manual and CD-ROM *Discovering Women in Irish History*, which will be available to all schools from September 2002.

#### Higher Education Networks (Non co-financed)

A range of measures has been supported by the Department of Education and Science to promote gender equality measures at third-level, including:

- ◊ The Department provided the Institute of Engineers of Ireland with a grant of €25,395 (£20,000) in 2001 for their 'STEPS' Promoting Engineering as a Career Project. Due to their low participation rate – females account for just 17% of Engineering students - STEPS is especially targeting females while also seeking to encourage all students to take subjects required for entry to third level Engineering courses.
- ◊ The Higher Education Authority continued its support for the Higher Education Equality Unit (HEEU). The HEEU is a national unit based in National University of Ireland Cork. Its role is to promote and encourage good policy and practice in relation to the tackling of inequalities in the higher education sector in Ireland.

The Higher Education Authority provided funding for Women's Studies courses in the universities. A number of the Institutes of Technology also run courses specifically aimed at women.

### ***Horizontal Issues***

#### **Gender**

With regard to the Dedicated Equality Unit, this measure provides for the establishment of a dedicated Equality Unit within the Department of Education & Science, to co-ordinate and monitor the process of mainstreaming a gender perspective into all areas of the educational system. A contract has been awarded to the NCCA to examine the under-achievement of males in the Junior Certificate and Leaving Certificate Examinations of 2001. Also, A contract has been awarded to the NCCA to review the *Exploring Masculinities* project.

#### **Environment**

With regard to the Dedicated Equality Unit, this measure will have an indirect positive impact on the environment, as it seeks to co-ordinate and monitor the process of mainstreaming a gender perspective into all areas of the educational system. As Environmental education/awareness-raising is an important component of both primary and post-primary programmes and some further education and third-level programmes contain an environmental module/element, which will ultimately benefit both genders participating in/benefiting from these programmes.

MIS for the Further Education Sector - all hardware purchased will comply with environmental regulations.

#### **Social Inclusion/Poverty**

The National Anti-Poverty Strategy identifies education as central to breaking the inter-generational cycle of educational disadvantage. The inter-relationship between educational

attainment and subsequent life chances has been well documented. With regard to the Dedicated Equality Unit - this strand will have an indirect positive impact on poverty-alleviation as it seeks to co-ordinate and monitor the process of mainstreaming a gender perspective into all areas of the educational system, which will ultimately benefit both genders participating in/benefiting from the education system and maximising their educational attainment, thereby increasing their chances of obtaining sustainable employment insofar as MIS for the Further Education Sector is concerned – this strand will facilitate tracking of specific groups so that their progress can be monitored and the data used to inform future policy-making for the Further Education sector.

### Rural Proofing

This measure will have a positive impact on both urban and rural areas.

### Amendments to Programme Complements

Change in Department of Education and Science Subhead VOTE 26 Subheads PME A1 (pay), OME B.5 (iv), OME B.5 (v).

### Expenditure report

#### Expenditure in 2001 (there was no expenditure in 2000)

Region €m	Total Prog. Expre	Total Co-fin (CSF Expre)	ESF	Nat Public Cofin	Priv Co-fin	Total Non-Cofin	Public Non- Cofin	Private Non-Cofin
BMW	0	0	0	0	0	0	0	0
S& E	0.233	0.062	0.031	0.031	0	0.171	0.171	0
National	0.233	0.062	0.031	0.031	0	0.171	0.171	0

#### Cumulative Expenditure for 2000 and 2001

Region €m	Total Prog. Expre	Total Co-fin (CSF Expre)	ESF	Nat Public Cofin	Priv Co-fin	Total Non-Cofin	Public Non- Cofin	Private Non-Cofin
BMW	0	0	0	0	0	0	0	0
S& E	0.233	0.062	0.031	0.031	0	0.171	0	0
National	0.233	0.062	0.031	0.031	0	0.171	0	0

This level of expenditure equates with 11.7% of the OP provision for the measure for 2001 and 5.5% of the cumulative O.P. provision. To end 2001, 2.7% of the ESF commitment for this measure for 2000 had been spent.

#### *Explanation for under-expenditure*

- Delays in establishing Equality Unit, arising from delays experienced with recruiting.
- Delays in initiating FEMIS arising from other priorities on the IT Unit's work plan (eg Euro compliance etc). A Request for Tender issued to the market place in August 2001, which resulted in the appointment of consultants to undertake phase 1 of the project. The Department is considering the final version of the report and will issue a further Request for Tender to select a contractor to build the application.
- While expenditure on this measure is lower than anticipated, it should be noted that the expenditure is being compared to the projection in the OP forecast which is based on the Berlin profile and not the Department's estimates for this measure, for the 2000 and 2001 financial years. The OP forecast is based on the Berlin Profile, which is

front-loaded, while the NDP allocations for this measure, as it a new initiative are end-loaded. The 2000 and 2001 OP forecasts for this measure differ from both the 2000 and 2001 NDP allocations or, more particularly, to the Department's estimates, for these years.

- In mid-2001, the Department conducted an analysis of its capacity to drawdown ESF, within the constraints of the N+2 rule assuming at the time it applied at Priority Level, which highlighted a potential ESF underclaim under the Equality Pillar. The Department then sought and received approval at the Autumn 2001 EHRDOP Monitoring Committee meeting to transfer ESF from the Department of Education & Science ESF allocation under the Equality Pillar to the Department of Justice, Equality and Law Reform ESF allocation under the same pillar.

### **Monitoring**

Indicators in respect of this measure are not available. Discussions with the Department of Justice, Equality and Law Reform gender equality statistician and Department of Education and Science statistician were held to discuss the best approach for the development of a statistical report, which will be available in leaflet form in September 2002. This report will provide a gender breakdown of participants and providers in the education system at primary, secondary, tertiary levels and in further education.

## **31B Equal Opportunities Promotion & Monitoring (NDP) Department of Justice, Equality and Law Reform**

This **co-funded** sub-measure is aimed at assisting implementing Departments and Agencies to meet the important gender mainstreaming commitments made in all Operational Programmes across the national Development Plan/Community Support Framework.

### *Aims & Objectives*

To fund equality for women initiatives under the following strands:

- A. Access to employment, education, and training with an emphasis on re-training and up-skilling of women
- B. Encourage career development among women
- C. Encourage entrepreneurship among women
- D. Innovative projects focused on disadvantaged women and women over 50 years of age
- E. Promote gender balance in decision-making

### *Intended Beneficiaries*

Individual project promoters and the Department of Justice, Equality and Law Reform. Individual project promoters include: community and voluntary groups, community partnerships, trade unions, and educational institutions.

### *Mainstreaming Actions*

The intention is to mainstream the learning from individual projects and the Measure as a whole to inform policy development impacting on equality of opportunity.

### *Horizontal Issues*

#### **Gender**

All of the units work promotes gender equality, through providing training and advice to policy makers on gender equality issues, and through collection of new data, which is, gender disaggregated.

## Environment

The work of the unit is not directly related to environmental issues

## Social Inclusion/Poverty

Providing training on gender equality for policy makers highlights many issues, which affect women, who are more likely to live in poverty than men. The work of the unit in highlighting gender equality issues in housing and public transport is likely to be particularly beneficial for women in poverty.

## Rural Proofing

In 2001 the unit held training outside Dublin, which aids policy makers from rural areas to attend the training. The Unit also held three training days on gender equality issues in agriculture and rural development, and commissioned a factsheet, which outlined equality issues in this policy area, and proposed policy solutions to problems identified. Meanwhile the provision of information on the units website continues to be particularly helpful for those from rural areas who wish to access information on gender equality.

## Amendments to Programme Complements

It was agreed by the Monitoring Committee meeting in October of 2001 to amend Section 6 such that the ESF Financial Control Unit were identified as the responsible body for the Ex-Post Expenditure Verification (5%) check.

## Expenditure report

### Expenditure in 2001

Region €m	Total Prog. Expre	Total Co-fin (CSF Expre)	ESF	Nat Public Cofin	Priv Co-fin	Total Non-Cofin	Public Non- Cofin	Private Non-Cofin
BMW	0	0	0	0	0	0	0	0
S& E	0.28	0.28	0.14	0.14	0	0	0	0
National	0.28	0.28	0.14	0.14	0	0	0	0

### Cumulative Expenditure for 2000 and 2001

Region €m	Total Prog. Expre	Total Co-fin (CSF Expre)	ESF	Nat Public Cofin	Priv Co-fin	Total Non-Cofin	Public Non- Cofin	Private Non-Cofin
BMW	0	0	0	0	0	0	0	0
S& E	0.30	0.30	0.15	0.15	0	0	0	0
National	0.30	0.30	0.15	0.15	0	0	0	0

This level of expenditure equates with 26% of the OP provision for the measure for 2001 and 19% of the cumulative O.P. provision. To end 2001, 75% of the ESF commitment for this measure for 2000 had been spent.

**Monitoring**  
Indicator Report 2001

	Baseline	Indicator target 2006	Outturn to end Dec 2001 (2001 figures only)
Measure: Equal Opportunities Promotion & Monitoring Unit, D/JELR			
# Indicator (No.s trained)			
BMW		364 (146m/218f)	153 (60m/93f)
SAE	-	1456(582m/874f)	176(65m/111f)
National		1820(728/1092f)	329 (125m/204f) European Commission staff
Indicator (Reports Published)			
BMW	-		
SAE			
National		6	5
Indicator (Statistical datasets produced)			
BMW	-		
SAE			
National		7	2
Indicator (No. of gen dis.agged indicators reported)			
BMW	-		Cannot be collected until CSF computer reporting system allows Gender Disaggregated reporting
SAE			
National		280	

# Key Effectiveness Indicator

## 32A Education Infrastructure

### Department of Education and Science

This **non co-funded** sub-measure funds the physical investment in primary and post primary schools, the further education sector, third level institutions and education centres, to ensure that programmes meet the changing skill needs of individuals, society and industry. The investment will cover buildings, new machinery and equipment and in the use of information technology.

#### *Primary Capital Programme*

This measure provides for capital expenditure on primary schools in order to ensure the provision of high standard accommodation to facilitate and support the delivery of curricular programmes in the primary education sector.

#### *Post-primary/Education Centre/Further Education Centre Capital Programme*

This measure provides for infrastructural investment, at post-primary level. The quality of the learning environment provided has a clear impact on the achievement of pupils/trainees. This accommodation must meet modern standards and must adequately support effective teaching and learning.

#### *Third-Level Capital Programme*

This measure provides for infrastructural investment levels which are intended to consolidate and enhance the investment in education which has been ongoing for several years and which has facilitated the recent unprecedented growth in the national economy. The specific higher

education infrastructure investment included in the NDP fully reflects the need to develop third level institutions to an appropriate standard.

### ***Horizontal Issues***

#### **Gender**

It is the Department of Education and Science's policy to ensure that all new education facilities are designed in such a way that access for all is guaranteed. Accommodation briefs are drawn up following meetings between the Design Teams, educational institutions and the Department. Accommodation briefs would take into account the needs of both male and female pupils/students/trainees and teachers/tutors.

In addition, with regard to post-primary schools, when drawing up the overall schedules of accommodation, the school managerial authorities are strongly encouraged by the Department to adapt the widest possible range of subject and curricular options in order to ensure that both male and female students have as wide a range of subjects as possible available to them. Provision is made for adequate play facilities including playing pitches, courts, and PE hall provision so that all students have an opportunity to partake in the school's sports and PE education programme. The external environment is appropriately lighted so as to minimise the risk to students and staff.

#### **Environment**

All projects comply in full with the Building Regulations of the Department of the Environment and Local Government. All projects have been the subject of planning applications to relevant local authorities and comply in full with the terms and conditions of the planning permission granted. Projects have been designed in a holistic way taking the broadest meaning of sustainability from the way the building fits the landscape to the considered selection of construction materials. An integral element of every project is the exploration of the application of building principles to the construction of healthy learning and working environments. All projects aspire to reduce the energy requirements and aim to improve the architectural considerations traditionally applied to educational buildings in Ireland.

#### **Social Inclusion/Poverty**

The National Anti-Poverty Strategy identifies education as central to addressing poverty. The inter-relationship between educational attainment and subsequent life chances has been well documented. The quality of the learning environment provided in primary/post-primary schools/further education centres/third-level institutes has a clear impact on the achievement of pupils/trainees/students. The provision of quality educational infrastructure is essential to facilitate the delivery of education programmes in all sectors, including mainstream, vocational preparation and training, second-chance and further education measures. The availability of this range of measures will facilitate pupils/trainees/students maximising benefit from the system enhancing their educational attainment prospects, and thereby seeking to break the inter-generational cycle of educational disadvantage and subsequent problems that can arise from same (including long-term unemployment).

#### **Rural Proofing**

The objectives of this measure are valid for both urban and rural areas.

#### **Amendments to Programme Complements**

Change in Department of Education and Science Subhead VOTE 27 FLE K1, K2, Vote 28 SLE L, Vote 29 TLE M1, M2, M3

## Expenditure Report

### Expenditure for 2001

Region €m	Total Prog. Expre	Total Co-fin (CSF Expre)	ESF	Nat Public Cofin	Priv Co-fin	Total Non-Cofin	Public Non- Cofin	Private Non-Cofin
BMW	121.91	0.00	0.00	0.00	0.00	121.91	121.91	0.00
S& E	372.91	0.00	0.00	0.00	0.00	372.91	372.91	0.00
National	494.82	0.00	0.00	0.00	0.00	494.82	494.82	0.00

### Cumulative Expenditure for 2000 and 2001

Region €m	Total Prog. Expre	Total Co-fin (CSF Expre)	ESF	Nat Public Cofin	Private Co-fin	Total Non-Cofin	Public Non- Cofin	Private Non-Cofin
BMW	178.04	0.00	0.00	0.00	0.00	178.04	178.04	0.00
S& E	646.92	0.00	0.00	0.00	0.00	646.92	646.92	0.00
National	824.96	0.00	0.00	0.00	0.00	824.96	824.96	0.00

This level of expenditure equates with 104% of the OP provision for the measure for 2001 and 90% of the cumulative O.P. provision.

## Monitoring

A wide range of ten indicators were chosen to monitor this sub-measure's progress in the Programme Complement; two of which were identified as Key effectiveness/performance reserve indicator. Data for 2001 is not available yet.

### Measure Indicator Report

	Baseline	Indicator Target 2006	Outturn 2001
<b>Measure</b> Education Infrastructure			
<b>Indicator</b> No. of building projects on site and incurring expenditure (i.e. new buildings/extensions/PE halls/renovations), costing in excess of £500,00 (1999 prices), in respect of Post-Primary Schools, Further Education Centres and Education Centres			
<b>BMW</b>			30
<b>SAE</b>			91
<b>National</b> (full breakdown of project details included in 'other indicators' section)		90	121

<b>Indicator</b> Area of accommodation provided in the above (m <sup>2</sup> )			
<b>BMW</b>			40,170
<b>SAE</b>			135,772
<b>National</b>	-	-	175942
<b>Indicator</b> No. of post-primary schools that have improvement and repair works (e.g. new roof, upgrade of mechanical and electrical installations, new windows etc.) approved and incurring expenditure, costing up to £500,000 (1999 prices), in respect of Post Primary Schools, Further Education Centres and Education Centres			
<b>BMW</b>	-	-	
<b>SAE</b>	-	-	
<b>National</b>	52	100	-- <sup>8</sup>
<b>Indicator</b> No. of new major primary building projects costing £250,000 or more (1999 prices) – more than €318,000 in 2001			
<b>BMW</b>	10	-	27
<b>SAE</b>	30	-	45
<b>National</b>	40	200	72
<b>Indicator</b> No. of primary building projects costing less than £250,000 (1999 prices) – less than €318,000 in 2001			
<b>BMW</b>	160	-	400
<b>SAE</b>	430	-	900
<b>National</b>	590	1800	1300
<b>Indicator</b> <b>No. of major third-level projects completed, costing over £5m (1999 prices)</b> - greater than €6.4m in 2001			
<b>BMW</b>	4	9	2
<b>SAE</b>	3	31	1
<b>National</b>	7	40	3
<b>Indicator</b> No. of minor third-level projects completed, costing less than £5m (1999 prices)- less than €6.4m in 2001			
<b>BMW</b>	20	118	36
<b>SAE</b>	35	246	75
<b>National</b>	55	364	111

## 32B Training Infrastructure FÁS

This **non co-funded** sub-measure funds investment in FÁS Training Centres and Head Office Administration to ensure that it has the appropriate infrastructure to provide for a relevant quality service to all its clients.

The most notable expenditure in 2001 related to the comprehensive improvement programme to the Tralee Training Centre at a cost of €2 million. The Centre was re-roofed, internal walls and spaces re-modelled, new classrooms constructed and fitted-out, and disability access improved.

Community Training Workshops were provided with over €2 million in grants towards new equipment. A new Community Training Workshop was constructed in Waterford, and the

<sup>8</sup> In excess of 600 minor projects (costing up to £500,000) incurred expenditure in 2001. A regional breakdown is not yet available.

Workshop in Henrietta Street, Dublin, was extensively re-furbished. These latter two projects involved expenditure of €2.5 million in total.

FÁS continued its programme to assist access for persons with disabilities to Training Centres and Employment Services Offices. The programme consisted of a range of measures including automatic doors, ground floor access, lifts, toilets etc

### **Horizontal Issues**

#### **Gender**

Investment by FÁS in buildings and equipment is of equal value to both women and men.

#### **Environment**

Important elements of the capital investment programme included improved access for people with disabilities and the installation of systems to reduce negative environmental impact. FÁS continued its programme to assist access for persons with disabilities to Training Centres and Employment Services Offices. The programme consisted of a range of measures including automatic doors, ground floor access, lifts, toilets etc.

#### **Social Inclusion/Poverty**

Investment in training and employment services infrastructure will ensure that courses and services will be relevant to client needs, and in particular the needs of marginalised clients whose employment prospects will be enhanced through easier access to modern equipment and services.

#### **Rural Proofing**

The objectives of this Measure are valid for both rural and urban areas. In particular, the development of on-line IT training and employment services facilitate equality of access.

#### **Amendments to Programme Complements**

It was agreed at the Monitoring Committee to an amendment to the Programme Complement that receipts under this measure will be treated as an appropriation-in-aid by the Department of Enterprise Trade and Employment.

### **Expenditure report**

#### **Expenditure for 2001**

<b>Region €m</b>	<b>Total Prog. Expre</b>	<b>Total Co-fin (CSF Expre)</b>	<b>ESF</b>	<b>Nat Public Cofin</b>	<b>Priv Co-fin</b>	<b>Total Non-Cofin</b>	<b>Public Non- Cofin</b>	<b>Private Non-Cofin</b>
BMW	3.68	0.00	0.00	0.00	0.00	3.68	3.68	0.00
S&E	10.21	0.00	0.00	0.00	0.00	10.21	10.21	0.00
National	13.89	0.00	0.00	0.00	0.00	13.89	13.89	0.00

#### **Cumulative Expenditure for 2000 and 2001**

<b>Region €m</b>	<b>Total Prog. Expre</b>	<b>Total Co-fin (CSF Expre)</b>	<b>ESF</b>	<b>Nat Public Cofin</b>	<b>Priv Co-fin</b>	<b>Total Non-Cofin</b>	<b>Public Non- Cofin</b>	<b>Private Non-Cofin</b>
BMW	7.65	0.00	0.00	0.00	0.00	7.65	7.65	0.00
S&E	19.47	0.00	0.00	0.00	0.00	19.47	19.47	0.00
National	27.12	0.00	0.00	0.00	0.00	27.12	27.12	0.00

This level of expenditure equates with 136.7% of the OP provision for the measure for 2001 and 133.5% of the cumulative O.P. provision.

### Monitoring

Key Effectiveness Indicator		Increase in number of Apprentices trained by FÁS								
Additional Indicators	Measure	BaseLine			Jan 2000-Dec 2001			Mid-TermTarget (Cum 2000-2003)		
		1999								
Indicator	Region	M	F	T	M	F	T	M	F	T
Expenditure on Measure (FÁS Records) * - €	BMW						7.59			
	SAE						19.47			
	NAT			13.33			27.06			
# Increase in number of PR.2 Apprentices trained by FÁS***	BMW									
	SAE									
	NAT			5075			1898			
Satisfaction level of trainees with quality of facilities in FÁS.**	BMW									
	SAE									
	NAT				80%	77%	78%			
Satisfaction level of employers with quality of equipment used on FÁS Training Courses	BMW									
	SAE									
	NAT						N/A			

\*Regional Split Estimated in Euro

\*\*Follow-up survey undertaken in 2001 of sample of persons who left FÁS programmes in 2000.

\*\*\*FÁS trained 5075 Phase 2 apprentices in 1999. This had increased by 1,898 to 6,973 in 2001.

# Key Effectiveness Indicator

### 33A Technical Assistance (Equality Studies) The Equality Authority

This **co-funded** sub-measure was intended to support studies by the Equality Authority focused on exclusion and discrimination in the labour market and in particular of groups mentioned in this OP. The studies will aim to identify and advise on data deficits, improve understanding of the labour market needs of these groups and the capacity to address these, research their labour market participation and enhance the monitoring of these groups.

In the second half of 2001 the Equality Authority advertised in the national media and in the Official Journal of the European Communities for consultants to provide technical assistance, research expertise, and to develop information, support and advice. It was decided to proceed with the following studies.

- Labour market inequalities for people with disabilities
- Data deficits and work needed to address them
- Labour market needs and experiences of refugees in the labour market
- Labour market experiences of members of the Traveller community
- Labour market inequalities for older people
- Data gathering systems in relation to the labour market situation of people with disabilities, members of the Traveller community, refugees/ minority ethnic groups and older people

- Participation of selected groups in the EHRDOP
- Labour market and labour market programme indicators developed in other jurisdictions.

Towards the end of 2001 contracts were signed and initial payments in relation to the contracts were made. Total expenditure in the second half of the year came to € 139,191.

Although overall expenditure is behind due to delay in setting up a Research Section, that Section has now been established.

### ***Horizontal Issues***

#### **Gender**

There will be a gender dimension within all eight studies.

#### **Environment**

Not applicable.

#### **Social Inclusion/Poverty**

Given the nature of the four discrimination grounds covered, there is a poverty dimension to this research.

#### **Rural Proofing**

The focus groups in the research on the four grounds will be urban and rural based.

#### **Amendments to Programme Complements**

It was agreed by the Monitoring Committee meeting in October of 2001 to amend Section 6 such that the ESF Financial Control Unit were identified as the responsible body for the Ex-Post Expenditure Verification (5%) check.

#### **Expenditure Report**

**Expenditure for 2001(There was no expenditure on this measure in 2000)**

<b>Region €m</b>	<b>Total Prog. Expre</b>	<b>Total Co-fin (CSF Expre)</b>	<b>ESF</b>	<b>Nat Public Cofin</b>	<b>Priv Co-fin</b>	<b>Total Non-Cofin</b>	<b>Public Non- Cofin</b>	<b>Private Non-Cofin</b>
BMW	0.06	0.06	0.04	0.02	0.00	0	0	0.00
S& E	0.08	0.08	0.04	0.04	0.00	0	0	0.00
National	0.14	0.14	0.08	0.06	0.00	0	0	0.00

This level of expenditure equates with 37.8% of the OP provision for the measure for 2001 and 13.6% of the cumulative O.P. provision. To end 2000, 21.6% of the ESF commitment for this measure for 2000 had been spent.

#### **Monitoring**

A single Indicator was chosen here in the Programme Complement context; this served also as the Key Effectiveness /Performance Review Indicator.

No research reports have been produced to date due mainly to delays in the recruitment of research staff. Planned completion dates for the eight studies in progress range from end April to end June 2002.

### Measure Indicator Report

	Baseline	Indicator target 2006	Outturn to end Dec 2001
Measure: Technical assistance (equality)			
Indicator: Number of research reports produced			
<b>BMW</b>			
<b>SAE</b>			
<b>National</b>	0	12	0

### 33B OP Technical Assistance – OP Co-Ordinating Managing Authority, Department of Enterprise, Trade and Employment.

This measure is used to fund certain eligible costs of the ESF Policy and Operations Unit such as the holding of meetings and the purchase of certain equipment. All costs relating to the ESF Financial Control Unit are met under this measure. Provisional expenditure for 2001 is €437,000 (€218,000 ESF). There was no expenditure under this measure during 2000. Expenditure on technical assistance is expected to increase in 2002 due to the recruitment of the additional controllers and the development of our website – www.esf.ie. Further increases in expenditure will also arise due to the cost of the Mid-Term Review of the O.P. which will be met from technical assistance.

#### Amendments to Programme Complements

It was agreed by the Monitoring Committee meeting in October of 2001 to amend Section 6 such that the ESF Financial Control Unit were identified as the responsible body for the Ex-Post Expenditure Verification (5%) check.

#### Expenditure report

##### Provisional expenditure for 2001

€m	Total Programme spend	Total Co-financed (CSF spend)	EU Structural Funds – ESF	National Public Co-financed	Private Co-financed	Total Non-Co-financed	Public Non-Co-financed	Private Non-Co-financed
<b>BMW</b> 2001	0	0	0	0	0	0	0	0
<b>SAE</b> 2001	0.437	0	0.218	0.219	0	0	0	0
<b>National</b> 2001	0.437	0	0.218	0.219	0	0	0	0

All expenditure is incurred in the SAE Region as the Co-Ordinating Managing Authority is headquartered in that region.

## **Appendix 1**

**Monitoring Committee Meeting - the Blarney Park Hotel, Blarney, Co. Cork,  
Thursday, 5 April, 2001**

### *Agenda*

- 1. Adoption of the agenda**
- 2. Minutes of the previous meeting**
- 3. Consideration of the O.P. Progress report.**
- 4. O.P. Annual Report**
- 5. Proposals for financial re-profiling or transfers and amendments to Programme Complements.**
- 6. Briefing on new E.U. financial management and control regulations**
- 7. Progress report on NDP/CSF Computer system**
- 8. Information and publicity**
- 9. Any other business.**

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**Monitoring Committee Meeting – the Ballymascanlon Hotel, Dundalk, Co. Louth  
Thursday, 25 October, 2001**

### *Agenda*

- 1. Adoption of agenda**
- 2. Minutes of last meeting and matters arising**
- 3. Progress report on O.P. implementation**
- 4. Proposals for financial transfers**
- 5. Proposals for amendments to Programme Complements**
- 6. Presentation by the European Commission on the ‘European Employment Strategy’**
- 7. Any Other Business**
- 8. Date of next meeting.**