

HUMAN CAPITAL INVESTMENT OPERATIONAL PROGRAMME 2007-2013	
<b>Priority:</b>	<b>INCREASING ACTIVATION OF THE LABOUR FORCE</b>
<b>Theme/Dimension Code:</b>	Measures to increase participation in education and training throughout the lifecycle, including through action to achieve a reduction in early school leaving, gender-based segregation of subjects and increased access to and quality of initial vocational and tertiary education and training.
<b>Activity title:</b>	<b><i>Back to Education Initiative</i></b>
<b>Overall Objective:</b>	To address the needs of those with minimal or no educational qualifications and school leavers who wish to obtain qualifications in line with labour market demands and to provide a re-entry route for those who wish to upgrade their skills in line with emerging socio-economic needs.
<b>Certifying Authority:</b>	ESF Certifying Authority
<b>Managing Authority:</b>	ESF Managing Authority
<b>Intermediate Body:</b>	Department of Education and Skills
<b>Intended Beneficiaries:</b>	Education and Training Boards, Schools and Community Groups <i>Note: Education And Training Boards assumed the role and responsibilities previously held by Vocational Education Committees with effect from 1<sup>st</sup> July, 2013. See Appendix A.</i>
<b>EU Co-financing Rate:</b>	50%

<b>1. CONTEXT/ PROBLEM/ NEED:</b>
To address the education needs of those with minimal or no educational qualifications and school leavers through: <ul style="list-style-type: none"> <li>the provision of programmes that lead to qualifications equivalent to upper second level</li> <li>the provision of programmes that lead to qualifications in line with labour market demands</li> <li>the provision of re-entry routes for those who wish to upgrade their skills in line with emerging socio-economic needs</li> </ul>
<b>2. OBJECTIVES OF THE ACTIVITY:</b>
To increase the base of adults with upper second level education and/or qualifications at FETAC Levels 3, 4, 5 and 6 and relevant or updated skills to meet the needs of the economy. This will be achieved through the provision of a range of <b>part-time</b> learning opportunities that enable learners to reconcile participation in education with family and/or employment responsibilities . The part-time provision will be flexible in relation to timing (i.e. mornings, afternoons, evenings, block) and facilitate progression to achievement of full awards over time.
<b>3. ESF FUNDED ELEMENT OF ACTIVITY:</b>
ESF will co-finance Pay and Non pay costs of delivering the programmes. These costs include allowances paid to participants on the programmes.

**4. RESPONSIBILITIES OF INTERMEDIATE BODY:**

Intermediate Bodies shall be responsible in particular for:

- Submitting eligible expenditure in the format required by the Certifying Authority to the Managing Authority in order for payment claims to be prepared for submission to the Certifying Authority
- In respect of ESF funds the Intermediate Bodies will, for the purpose of drawing down EU funds, report expenditure to the Managing Authority
- Ensuring that all payment claims for Structural Fund expenditure submitted by beneficiaries are supported with receipted invoices, audit documents and that a clear audit trail exists
- Ensuring that only eligible expenditure actually incurred, in respect of co-financed measures/projects, is submitted to the Managing Authority
- Certification of all expenditure incurred by beneficiaries.
- Ensuring that public support under this programme complies with the procedural and material State aid rules applicable at the point of time when the aid is granted
- Ensuring that public contracts awarded, concerning projects benefiting from the assistance of the European Social Fund, comply with the provisions of Directives 2004/17/EC, 2004/18/EC and the Treaty principles where applicable
- Collection and submission of statistical data in relation to co-financed activities, in particular in relation to the requirements of Annex XXIII of Implementing Regulation 1828 of 2006 (see extract attached below)

5. CONTRIBUTION TO HORIZONTAL THEMES	
<b>A. Social Inclusion</b>	<p>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 BTEI is intended to make further education more accessible with emphasis on those who have not achieved upper second education or equivalent. A high priority is to target individuals and groups that experience particular and acute barriers to participation.</p> <p><b>Actions to incorporate the Social Inclusion Principle in the Measure:</b></p> <ul style="list-style-type: none"> <li>• Local consultation to identify educational needs of the target groups named above</li> <li>• Provision and delivery adapted to meet learner needs (e.g. timing, location, duration, methodologies and learner supports)</li> <li>• Strategies and supports to promote access and participation (e.g., outreach, pre-development, guidance, mentoring)</li> <li>• Training (including meal and travel allowances) to those who meet specific eligibility criteria</li> <li>• Childcare supports</li> <li>• Guidance and mentoring support</li> <li>• Flexible budget management to provide for co-ordination and predevelopment support at local level</li> <li>• Guidelines for the BTEI (part-time programme) set out principles to underpin planning and provision at local level which include learner centredness, equality, accessibility and inclusiveness, recognising and accommodating diversity, quality assurance, local consultation and an area based approach and innovation.</li> </ul>
<b>B. Gender Equality &amp; Wider Equality Opportunities</b>	<p>The type and level of educational qualifications held by an individual impacts on equal opportunities within the labour market. The BTEI provides opportunities to men and women to gain general qualifications and specific skills that enable progression to further education and training and increase participation and mobility within the labour market.</p> <p>A higher proportion of people with a disability, Travellers, older people and people from minority ethnic groups have less than upper second level education than the population as a whole. The BTEI aims to increase participation those most marginalized from other forms of provision, those experiencing acute barriers to participation and the hard to reach groups.</p> <p>Programmes under the BTEI can provide an opportunity for initial education leading to partial or full awards thereby addressing the labour market inequality experienced by these groups.</p> <p><b>Actions to incorporate the Gender Equality Principle Wider Equality Grounds in the Measure:</b></p> <ul style="list-style-type: none"> <li>• Consultation and co-operation with relevant interest organisations</li> <li>• Strategies and supports to promote access and participation (e.g., outreach, pre-development, guidance, mentoring)</li> <li>• Specific recruitment strategies for men and women</li> <li>• Design and delivery of programmes adapted to meet learner needs (content, format, timing, location, duration, methodologies and learner supports)</li> <li>• Delivery to accommodate family commitments (timing, location)</li> <li>• Funding subvention to participants with less than upper second level education, who are unwaged and working in the home</li> <li>• Training (including meal and travel allowances) to those who meet specific eligibility criteria</li> <li>• Childcare supports</li> </ul> <p>Guidelines for the BTEI (part-time programme) set out principles to underpin planning and provision at local level which include learner centredness, equality, accessibility and inclusiveness, recognising and accommodating diversity, quality assurance, local consultation and an area based approach and innovation</p>

<b>C. Sustainable Development</b>	<p>The Department of the Environment, Community and Local Government was invited to become a member of the OP Monitoring Committee</p> <p>The MA will report on Sustainable Development as an element of the Annual Implementation Report</p> <p>A thematic presentation and discussion on sustainable development issues will be made to the Monitoring Committee on an annual basis</p> <p>Evaluation of the OP impact in relation to sustainable development was undertaken as an element of the mid term evaluation of the OP</p>
-----------------------------------	---

6. PERFORMANCE INDICATORS:													
Annual and Cumulative Indicators													
OUTPUT													
	Region	Baseline (2006)			Mid Term Target 2010 (revised)			Target 2013 (Revised)			Cumulative Target 2013		
		M	F	T	M	F	T	M	F	T	M	F	T
1. Number of part time BTEI places provided	BMW												
	SAE												
	NAT			8,000			9,000			12,000			73,500
2. Number of part time BTEI participants	BMW												
	SAE												
	NAT	24,728			27,959			36,000			217,117		
RESULT													
	Region	Baseline (2006)			Mid Term Target 2010 (Revised)			Target 2013 (Revised)			Cumulative Target 2013		
		M	F	T	M	F	T	M	F	T	M	F	T
Number of part time BTEI participants gaining Certification	BMW												
	SAE												
	NAT	9,044			11,893			21,600			103,383		
IMPACT													
	Region	Baseline (2006)			Mid Term Target 2010 (Revised)			Target 2013 (Revised)			Cumulative Target 2013		
		T			T			T			T		
Number of part time BTEI participants progressing to further education/work	BMW												
	SAE												
	NAT	7,477			4,806			9,000			50,948		

See end of document for ANNEX XX111 from Implementing Regulation 1828 of 2006

7. FINANCIAL INPUT			
Budget (€/m.)	SAE €8.661m.	BMW €25.00m.	NAT €33.661m.
EU Intervention Field Code	73		
ESF Contribution €m	€16.831m.		
Treatment of ESF	Treated as appropriations-in-aid by DES		
National Co-Financing Basis (Net/Gross)	Gross- i.e. the ESF contribution and matching Exchequer provision are provided for in the Vote and the ESF receipts are paid to the Department as appropriations-in-aid.		
Max. ESF Co-Financing %	50%		
Max. Total Public Support %	100%		
Exch. Vote& S/Head	Vote 26 TLE G82		
Description of Financial Flows	From: - D/Finance to D/E&S in respect of Exchequer - EC to D/E&S in respect of ESF From D/E&S to: - Education and Training Boards (ETBs), in respect of schools under their administration - Community Education groups.		
Agreed flat rate for indirect costs*	0%		

\* 20% agreed by Managing Authority subject to Commission approval. Flat Rate not approved by Commission.

8. FINANCIAL MANAGEMENT	
Certifying Authority	ESF Certifying Authority
Managing Authority	HCI-OP Managing Authority
Intermediate Body	Department of Education and Skills
Beneficiaries	Education and Training Boards, schools and Community Groups
Nature of Support	Grant
Operation of Scheme	Multi-annual
Implementation Arrangements (Sub-Contracting?)	Department of Education and Skills in conjunction with ETBs, schools and Community Groups

9. PAYMENT ROLES				
Ex-Ante Expenditure Verification checks (Art.13) <sup>1</sup> by:	Certified Claims Submitted by:	Submitted To:	Ex-Post Audit of Operations <sup>2</sup> by:	System Audits <sup>3</sup> By:
Vocational and other schools and Centres, National Coordinators, to the Education and Training Boards; Education and Training Boards (ETB)	Vocational and other schools and Centres, National Coordinators, to the Education and Training Boards; Education and Training Boards (ETB)	NDP/SFU DES	ESF Financial Control Unit, D/ES	ETB Audit Function
NDP/SFU DES	NDP/SFU DES	Managing Authority DES	ESF Financial Control Unit, D/ES	Internal Audit Unit DES
EO/HEO Managing Authority DES	HEO/AP Managing Authority DES	Certifying Authority DES	ESF Financial Control Unit, D/ES	Internal Audit Unit DES
EO/HEO Certifying Authority DES	Head of Certifying Authority DES	European Commission	ESF Financial Control Unit, D/ES	Internal Audit Unit DES

<sup>1</sup> Article 13, Reg. 1828/2006

<sup>2</sup> Art. 62 (1)(b) Reg. 1083/2006

<sup>3</sup> Art. 62 (1) (a) Reg. 1083/2006

**10. PROJECT SELECTION**

Project Selection Process	D/E&S selects programmes from applicant ETBs and schools and Community Groups within overall resource constraints, subject to compliance with published programme criteria.
Project Selection Criteria	As above
Composition of Project Selection Committee	Further Education Section, D/E&S. In addition, representatives from the Community and Voluntary are involved in the selection of proposals from community education providers

**11. PUBLICITY/INFORMATION PLANS**

Publicity/ Information Plans for the Activity	Applications, brochures, reports and course and promotional materials will equally publicise the appropriate funding source in line with national requirements and those of Implementing Regulation (EC) No 1083/2006 regarding information and publicity measures to be carried out by the Member States concerning assistance from the Structural Funds
---	---

**12. FINANCIAL PLAN FOR THE ACTIVITY**

Financial Tables relating to this area of activity are attached containing all ESF and National/Private funding broken down by each year of the programming period and detailing BMW, SAE and National Profiles.

**13. IMPLEMENTATION CONTACT**

<b>Body:</b> Department of Education and Skills	<b>Contact Name:</b>	<b>Patrick Costello</b>
<b>Address:</b>  Department of Education and Skills NDP/Structural Funds Unit Marlborough Street Dublin 1	<b>Phone:</b>	01-8896445
	<b>Fax:</b>	01-8892378
	<b>Email:</b>	Patrick_Costello@education.gov.ie

*[Extract from Implementing Regulation 1828 of 2006]*

**Annex XXIII : Data on participants in ESF operations by priority**

**NUMBER OF PARTICIPANTS PER YEAR**

(people entering, those leaving, carry-over from one year to the next)

**BREAKDOWN OF PARTICIPANTS BY GENDER**

**BREAKDOWN OF PARTICIPANTS ACCORDING TO STATUS IN THE LABOUR MARKET**

- employed (total number of employed, including self-employed)
- self-employed
- unemployed (total number of unemployed including long-term unemployed)
- long-term unemployed
- inactive persons (total number of inactive persons, including those in education, training or retirement, those having given up business, the permanently disabled, those fulfilling domestic tasks or other)
- inactive persons in education or training

**BREAKDOWN OF PARTICIPANTS BY AGE**

- young people (15-24 years)
- older workers (55-64 years)

**BREAKDOWN OF PARTICIPANTS BY VULNERABLE GROUPS, IN ACCORDANCE WITH NATIONAL RULES**

- minorities
- migrants
- disabled
- other disadvantaged people

**BREAKDOWN OF PARTICIPANTS BY EDUCATIONAL ATTAINMENT**

- Primary or lower secondary education (ISCED 1 and 2)
- Upper secondary education (ISCED 3)
- Post-secondary non-tertiary education (ISCED 4)
- Tertiary education (ISCED 5 and 6)

---

## **Appendix A**

Sixteen Education and Training Boards (ETBs) were statutorily established across Ireland on 1 JULY 2013. (See list of ETBs attached below).

The ETBs replace Ireland's 33 Vocational Education Committees (VECs). The VECs were established by the Vocational Education Act 1930. This Act and other related Acts (1930-2001) were all repealed on July 1st by the new Education and Training Boards Act 2013.

ETBs have additional functions to those of the VECs and their remit is considerably broader. They are statutory bodies with extensive responsibilities for the delivery of education and training in second-level schools, further education colleges, centres of education (literacy and adult education schemes), and also in primary education (community national schools). The majority of current FÁS training provision will also be the responsibility of the ETBs when the 16 FÁS Training Centres transfer to the ETBs towards the end of 2013 and early 2014.

ETBs will establish and maintain schools and centres for education and will plan, provide, coordinate and review the provision of education and training within their service areas. They will also be required (under direction from the Minister for Education and Skills) to provide support services to other education and training providers. Such supports may be in the context of capital projects and land, human resources, financial services, legal services, ICT and corporate governance.

Each of the 16 ETBs is governed by a Board consisting of 21 elected members. Twelve members will be elected by the local authorities specified in Schedule 4 of the Act, two members elected by staff, two members elected by parents, five members with an interest in and knowledge of education and training. (Of these five persons, at least one must be nominated by a body representative of business, industry and employers, one nominated by a body representative of learners, and one nominated by a body representative of the interests of school management and leadership).

The executive staffing of each ETB is headed by the chief executive officer who was designated from the CEOs of the VECs which have now been statutorily abolished. In respect of services and supports, each ETB will be required by the Act to prepare, adopt and publish a five year Strategy Statement (priorities, objectives and strategies). An ETB will also be statutorily required to adopt and publish an annual Service Plan.



Local Education and Training Board	Headquarter location
City of Dublin	Ballsbridge, Dublin 4 (No change)
City of Cork and County Cork	Cork (greater city area)
County Dublin and Dun Laoghaire	Tallaght, Dublin 24
Limerick City and County and Clare	Limerick (greater city area)
Donegal	Letterkenny (no change)
Kerry	Tralee (no change)
Tipperary	Nenagh (sub-office in Clonmel)
Wexford and Waterford	Wexford (sub-offices in Waterford City & Dungarvan)
City and County Galway and Roscommon	Athenry (sub-office in Roscommon Town)
Mayo, Sligo and Leitrim	Castlebar (sub-offices in Sligo & Carrick-on-Shannon)
Cavan and Monaghan	Monaghan (sub-office in Cavan Town)
Louth and Meath	Drogheda
Longford and Westmeath	Mullingar

Laois and Offaly	Portlaoise
Kildare and Wicklow	Naas (sub-office in Wicklow)
Kilkenny and Carlow	Carlow Town