

HUMAN CAPITAL INVESTMENT OPERATIONAL PROGRAMME 2007-2013	
<b>Priority:</b>	<b>INCREASING PARTICIPATION AND REDUCING INEQUALITY IN 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>Adult Literacy</i></b>
<b>Overall Objective:</b>	To contribute to addressing labour market gaps for specific groups that are experiencing barriers to participation and employment, including those created by gender inequality and wider inequalities
<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 <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%

**1. CONTEXT/ PROBLEM/ NEED:**

Adult literacy is the Government's top priority in adult education. Literacy is fundamental to empowerment and personal development. Adult literacy measure aims to give a second chance to people for whom the mainstream system did not properly cater for when they were younger. Adult literacy courses are delivered through the ETBs and the service is free of charge to students.

**2. OBJECTIVES OF THE ACTIVITY:**

This measure will seek to provide increased access to literacy, numeracy and language tuition for adults whose skills are inadequate for participation in modern society. It will also aim to increase capacity in the adult literacy service. Key target groups under this area of investment include unqualified members of the traveller community, young persons at risk of being involved in anti social/criminal behaviour and adults in need of improved basic literacy, language and numeracy skills.

**3. ESF FUNDED ELEMENT OF ACTIVITY:**

ESF co-financing will be utilised to fund Staff Costs, staff development, overheads and materials.

**4. RESPONSIBILITIES OF INTERMEDIATE BODY/BENEFICIARY 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 priority is to target individuals and groups that experience particular and acute barriers to participation, i.e. Adults with inadequate literacy and numeracy skills for participation in modern society which includes unemployed, older age groups; those in the workplace with basic skills needs; disadvantaged women and disadvantaged men; Travellers and those for whom English is not the mother tongue who require literacy and language support in English.</p> <p><b>Actions to incorporate the Social Inclusion Principle:</b></p> <ul style="list-style-type: none"> <li>• National and local consultation through ETBs and the National Adult Literacy Agency to identify educational needs of the target groups</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, mentoring).</li> </ul>
<b>B. Gender Equality &amp; Wider Equality Opportunities</b>	<p>Guidelines for the National Adult Literacy Strategy set out principles to underpin planning and provision at local level which includes learner centredness, equality, accessibility and inclusiveness, recognising and accommodating diversity, local consultation and innovation e.g. workplace literacy programmes attract men, who are generally underrepresented across FE programmes.</p> <p><b>Actions to incorporate the Gender Equality Principle:</b></p> <ul style="list-style-type: none"> <li>▪ Funding arrangements provide for the development of specific tuition aimed at disadvantaged women and men, e.g. Workplace literacy, men's literacy groups</li> <li>▪ A workplace literacy programme has been introduced in all local authority areas for outdoor workers;</li> </ul>
<b>C. Sustainable Development</b>	The Department of the Environment, Community and Local Government

	<p>will be 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>
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6. PERFORMANCE INDICATORS:													
Annual Indicators													
OUTPUT													
	Region	Baseline (2006)			Mid Term Target 2010			Target 2013			Cumulative Indicators 2013		
		M	F	T	M	F	T	M	F	T	M	F	T
1. The number of participants in Adult Literacy Training Programmes	BMW												
	SAE												
	NAT	35000			42000			48000			340,000		
RESULT													
	Region	Baseline (2006)			Mid Term Target 2010			Target 2013			Cumulative Indicators 2013		
		M	F	T	M	F	T	M	F	T	M	F	T
1. The number of participants successfully completing programme or achieving certification	BMW												
	SAE												
	NAT	5250			10944			11000			60,000		
IMPACT													
	Region	Baseline (2006)			Mid Term Target 2010			Target 2013			Cumulative Indicators 2013		
		T			T			T			T		
1. Number of participants who have progressed to other further education training and employment	BMW												
	SAE												
	NAT	14000			11000			12000			70,000		

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

7. FINANCIAL INPUT			
Budget (€/m.)	SAE €60.100m.	BMW €37.660m.	NAT €97.760m.
EU Intervention Field Code	73		
ESF Contribution €/m	€48.880m.		
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	DES Vote 26 TLE G82		
Description of Financial Flows	From: <ul style="list-style-type: none"> <li>D/Finance to DES in respect of Exchequer</li> <li>EC to DES in respect of ESF</li> </ul> From DES to: <ul style="list-style-type: none"> <li>Education and Training Boards (ETBs)</li> <li>National Adult Literacy Association (NALA)</li> </ul>		
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
Nature of Support	Grant
Operation of Scheme	Multi-annual
Implementation Arrangements (Sub-Contracting?)	Department of Education and Skills in conjunction with ETBs and Centres

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

<b>10. PROJECT SELECTION</b>	
Project Selection Process	Funds are allocated to ETB's on the basis of previous levels of activity, area need, and target group. There are application processes to the Family Literacy and Intensive Tuition in Adult Basic Education (ITABE) programmes.
Project Selection Criteria	As above
Composition of Project Selection Committee	ETBs

<b>11. PUBLICITY/INFORMATION PLANS</b>	
Publicity/ Information Plans for the Activity	Applications, brochures, reports 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

<b>12. FINANCIAL PLAN FOR THE ACTIVITY</b>
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.

<b>13. IMPLEMENTATION CONTACT</b>		
<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
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*[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