

HUMAN CAPITAL INVESTMENT OPERATIONAL PROGRAMME 2007-2013	
Priority:	INCREASING PARTICIPATION AND REDUCING INEQUALITY IN THE LABOUR FORCE
Theme/Dimension Code:	Pathways to integration and re-entry into employment for disadvantaged people; combating discrimination in accessing and progressing in the labour market and promoting acceptance of diversity at the workplace.
Activity title:	<i>Youthreach and Travellers</i>
Overall Objective:	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
Certifying Authority:	ESF Certifying Authority
Managing Authority:	ESF Managing Authority
Intermediate Body:	Department of Education and Skills
Intended Beneficiaries:	Education and Training Boards <i>Note: Education And Training Boards assumed the role and responsibilities previously held by Vocational Education Committees with effect from 1st July, 2013. See Appendix A.</i>
EU Co-financing Rate:	50%

1. CONTEXT/ PROBLEM/ NEED:

Both Youthreach and Senior Traveller Training programmes seek to address the personal and social development needs of unemployed young school leavers aged 15 and upwards and unqualified early school leavers and adults in the travelling community. The need to improve self-esteem, promote independence and personal autonomy are common among programme entrants. The programmes seek to instil a pattern of lifelong learning and integrate participants into further education and training opportunities and the labour market. Certification is available relative to the ability and career options of the individual participant. Both programmes seek to address the issue of social inclusion on a broader scale.

2. OBJECTIVES OF THE ACTIVITY:

Youthreach seeks to provide early school leavers with the knowledge, skills and confidence required to participate fully in society and progress to further education, training and employment.

Senior Traveller Training seeks to provide an opportunity for members of the Traveller community and others to engage in a programme of learning that affirms their cultural identity, acquire the knowledge, skills and confidence to participate fully in society (Traveller community and settled community) and progress to further education, training and employment.

3. ESF FUNDED ELEMENT OF ACTIVITY:

ESF co-financing will be utilised to fund pay, non pay and overhead costs of delivering the programmes across the country. These costs include rents paid for centres and 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**A. Social Inclusion**

Education plays a key role in the promotion of equality of opportunity and determines to a large extent the life chances of people. Youthreach and Traveller Training are designed as part of an integrated strategy to address educational disadvantage in the context of a continuum of provision. The measure ensures that young people who have left school with no qualifications, living in poverty have a second chance to gain access, participate in and benefit from education of sufficient quality to allow them to find employment, to either prevent them from becoming poor or move out of poverty, or to progress to further education and training.

Action to incorporate the principle include:

- Training allowances,
- Travel and meal allowances,
- Childcare allowances,
- Guidance, counselling and psychological services;
- National training for staff in programme assessment and certification arrangements,
- In-service training and programmes for continuing professional development
- Appointment of National Co-ordinators (3) – in Youthreach in Traveller Training and Guidance and Counselling.
- Flexibility in the management, relationships, curriculum of the centres;
- A learning environment which is safe, structured and challenging;
- A process which is both participant-centred and participant-led, where the programme followed reflects trainees' identified interests and needs;
- Methodology/pedagogy which begins with the young person;
- An emphasis on recognising and rewarding achievement rather than reinforcing failure;
- Programmes organised on the basis of a curricular matrix in which each teacher or trainer is implementing a range of trans-disciplinary curricular objectives (such as communications skills development, health and safety awareness, etc);

<p>B. Gender Equality & Wider Equality Opportunities</p>	<p>In Youthreach the following recruitment guidelines apply to persons presenting to the programme:-</p> <ul style="list-style-type: none"> • Trainees will be in the age group 15-20 and have left school, be unemployed • be aged between 15 and 20 years of age at the commencement of her/his engagement with YOUTHREACH • have no qualifications or have incomplete qualifications from Junior Cycle i.e. less than 5 grade Ds at Ordinary Level in the Junior Certificate or otherwise lack competencies or skills in the area of inter-personal communications, enterprise or motivation. <p>There is no upper age limit in Senior Traveller Training Centres. Registration in Youthreach is determined locally and has regard to the in-centre assessment that the person is eligible and that the programme is an appropriate response to needs. Overall, male and female participants in Youthreach are roughly equal in number. In Senior Traveller Training Centres the figures are 82% and 18% for females and males respectively.</p> <p><u>Note on school leavers:</u> In this regard it should be recognised that higher proportions of boys leave school early with no qualifications (56% male, 44% female). The figures for leavers at Junior certificate level are 64% male and 36% female. For those who leave early with no qualifications some 42% of males are employed as compared with 29% of females employed. A higher proportion of girls are recorded as being "unavailable for work". Unemployment is also marginally higher for girls (4% higher).</p> <p><u>Actions to incorporate the Gender Equality Principle include:</u></p> <p>All actions in the two networks of centres are informed by the following key principles:</p> <ul style="list-style-type: none"> ▪ ACCESS - through the provision of programmes at a variety of levels to meet the needs of early school leavers presenting on the programme; ▪ RECOGNITION - through the provision of national certification ▪ PROGRESSION - to further levels of education and training and ▪ QUALITY, RELEVANCE AND PARTNERSHIP - underpinned by national standards of achievement set with the involvement of education and training interests with industry and social partners and ▪ SUPPORTS: (to help sustain participants in the programme in order that they may derive maximum benefit therefrom. – see above) ▪ FAS has put in place a network of full-time Advocates, whose role is to provide counselling and support trainees' referral, progression and placement options. The Advocates are regionally based, and provide a service for the ETB Youthreach centres, the Community Training Workshops and the Senior Traveller Training Centres in their catchment areas ▪ All Centres integrate a substance abuse programme as an important part of the personal development element of training programme ▪ Web-sites have been established for YOUTHREACH and Senior Traveller Training Centres. The objective is to continue the strong emphasis on ICT development that has been a characteristic of programmes. Staff are being trained in using the Internet and this will be used as a vehicle for networking and the dissemination of good practice and materials ▪ Commissioning research into the issue of gender and learning to identify the differing needs of learners
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	<p><u>Wider Equality</u></p> <p>In the measure there is a recognition that groups such as travellers, people with disabilities, older adults, participants in disadvantaged areas may have distinct needs and cultural patterns which must be respected and reflected in an educational context. Accordingly, Youthreach age and qualification criteria set out above may be widened in the case of the following groups –</p> <ul style="list-style-type: none"> ▪ lone parents ▪ referrals from the National Rehabilitation Board ▪ trainees who have been released from detention ▪ trainees whose personal (e.g. domestic) circumstances are such that a Foundation education and training programme is the most appropriate option for them to pursue, qualifications notwithstanding ▪ Travellers ▪ Drug Court participants <p><u>Actions to incorporate the Wider Equality Principle:</u></p> <p>The White Paper on Adult Education – Learning for Life, which recommends that the principles of equality and interculturalism should underpin all educational provision. Selected actions taken across the Education sector in recent times include –</p> <ul style="list-style-type: none"> ▪ in the Further Education sector, a working group commissioned a consultancy to develop modules in interculturalism for use across the sector. The modules have been approved at Foundation, Level 1 and Level 2 by the Further Education and Training Awards Council (FETAC). ▪ the Department has also issued an Information booklet for schools on ASYLUM SEEKERS and has clarified by letter the entitlement to further and higher education of non-EU nationals. ▪ development of an accredited tutor training qualification on teaching ESOL ▪ Staff employed come from teaching, vocational, youthwork and welfare backgrounds. ▪ an annual inservice programme providing for skills exchange workshops, co-ordinators conferences, IT training and development, and focussing on a range of themes relevant to the programme, e.g subject areas, progression, management, staff development; drama, linking with other agencies, health and safety etc ▪ development of Certificate and Diploma courses in UL, DCU, UCG and Maynooth in the field of adult and continuing education; the fees of staff with no formal pedagogical training are paid to enable them to attend these programmes on an inservice basis ▪ Centres are encouraged to develop referral networks and good linkages with other agencies, so that there is close contact between Centres and local schools, youth, health and welfare, probation, juvenile liaison and employment services, area based partnerships, FAS
<p>C. Sustainable Development</p>	<p>The Department of the Environment, Heritage and Local Government 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 will be undertaken as an element of the proposed mid term evaluation of the OP</p>

6. PERFORMANCE INDICATORS:													
Annual Indicators													
OUTPUT													
	Region	Baseline (2005)			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 Youthreach	BMW			2739			3,367			3,600			
	SAE												
	NAT												24,193
2. The number of participants in the Senior Traveller Training programme	BMW			1098			716			0			
	SAE												
	NAT												
RESULT													
	Region	Baseline (2005)			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 Youthreach Participants successfully completing programme or achieving certification	BMW												
	SAE												
	NAT			1671			2,385			2,196			11,403
2. The number of STT Participants successfully completing programme or achieving certification	BMW												
	SAE												
	NAT			659			729			0			1,768
IMPACT													
	Region	Baseline (2005)			Mid Term Target 2010			Target 2013			Cumulative Indicators 2013		
		M	F	T	M	F	T	M	F	T	M	F	T
1. Number of Youthreach participants who have progressed to other further education or employment	BMW												
	SAE												
	NAT			1945			616			710			3,252
2. Number of STT participants who have progressed to other further education or employment	BMW												
	SAE												
	NAT			538			150			0			347

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

7. FINANCIAL INPUT			
Budget (€/m.)	SAE €0	BMW €124.708m.	NAT €124.708m.
EU Intervention Field Code	73		
ESF Contribution €m	€62.354m.		
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 G8.1 (Pay) and G8.2 (Non-Pay)		
Description of Financial Flows	From D/Finance to DES in respect of Exchequer and EC to DES in respect of ESF. From DES to Education and Training Boards (ETBs)		
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 ETB Centres

9. PAYMENT ROLES				
Ex-Ante Expenditure Verification checks (Art.13) ¹ by:	Certified Claims Submitted by:	Submitted To:	Ex-Post Audit of Operations ² by:	System Audits ³ 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

¹ Article 13, Reg. 1828/2006

² Art. 62 (1)(b) Reg. 1083/2006

³ Art. 62 (1) (a) Reg. 1083/2006

10. PROJECT SELECTION

Project Selection Process	Funds are allocated to ETBs on basis of applications, area need, target group.
Project Selection Criteria	As above
Composition of Project Selection Committee	Further Education Section, DES, in discussion with ETBs

11. PUBLICITY/INFORMATION PLANS

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
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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

Body: Department of Education and Skills	Contact Name:	Patrick Costello
Address: Department of Education and Skills NDP/Structural Funds Unit Marlborough Street Dublin 1	Phone:	01-8896445
	Fax:	01-8892378
	Email:	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