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department of enterprise, trade and employment

Employment & Human Resources Development Operational Programme (2000-2006)

IRELAND

Annual Implementation Report 2006



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1.1 OP Structure and Linkages

1.1 Introduction

This report on the implementation of Ireland's Employment and Human Resources Development Operational Programme in 2006 is presented in two Parts. **Part I** provides a general overview of progress on the OP, covering issues such as:

- Changes in the Programme's environment in 2006,
- Links to the European Employment Strategy and the National Reform Programme,
- Progress in achieving the OP's objectives,
- The contribution of the OP to meeting the objectives of the ESF,
- OP Management
- Financial Progress
- Financial Control
- General overview of progress in implementing the OP at Priority level.

Part II of the report includes detailed reports on the implementation of each measure/sub-measure in the OP.

1.2 EHRD OP structure

The Employment and Human Resources Development Operational Programme (EHRD OP) is Ireland's largest ESF-supported programme in the 2000-2006 round of Structural Funds, with €892m in ESF aid allocated to the Programme. It is also one of the largest national Operational Programmes under Ireland's National Development Plan 2000-2006, with a total investment of almost €15 billion.

The Programme is the key delivery mechanism for employment, education and vocational training strategies under Ireland's Employment Action Plan. A total of 53 measures or sub-measures are supported under the Programme, with 22 of these being co-financed by the ESF. The measures/sub-measures are divided into the following Priorities:

- Employability
- Entrepreneurship
- Adaptability
- Equal Opportunities
- Training Infrastructure
- Technical Assistance

A list of all measures/sub-measures in the Programme, and the agencies responsible for implementing them, are shown on Table 1. The primary Implementing Bodies are the Department of Education and Science, and An Foras Aiseanna Saothar (FÁS), the National Training and Employment Authority.

The objective of the EHRD OP is to mobilise labour supply, up-skill the labour force and contribute to social inclusion. The Programme is, effectively, the labour market component of the National Development Plan and responds to developments in the labour market. The labour market environment in which the Programme operated in 2006 is outlined in Chapter 2.

The Measures co-funded by the **ESF** are directed towards the achievement of the following objectives:

OBJECTIVES

- ☐ *The mobilisation of labour supply in order to minimise the disruptive effects of generalised labour scarcity, while recognising the continuing importance of unemployment prevention;*
- ☐ *The encouragement of enterprises, and particularly SMEs, to improve their productivity and added-value in order to underpin future competitiveness;*
- ☐ *The enhancement of the skills and competencies of individuals, through lifelong learning, thereby enabling their participation and progression in the labour market.*

Table 1 – EHRD OP Structure and Im^plementin^g Bodies

Measure No	Priority/Measure name	Implementing Body
	EMPLOYABILITY	
01	Action Programme for the Unemployed	FAS
02 ESF	National Employment Service	FAS
03 ESF	Active Measures for LTU & Socially Excluded	FAS
04	Early Education	D/Education & Science
05 ESF	School Completion Initiative	D/Education & Science
06	Early Literacy	D/Education & Science
07	Traveller Education	D/Education & Science
08	School Guidance Service	D/Education & Science
09 ESF	Third Level Access	D/Education & Science
10	Schools Modern Languages	D/Education & Science
11A ESF	Early School Leaver –Progression	FAS
11A ESF	Early School Leaver – Progression (Community Training Workshop)	D/Education & Science
11B ESF	Early School Leaver – Youthreach & Travellers	D/Education & Science
12A	Sectoral Entry Training –Tourism School Leavers	D/Arts, Sports & Tourism
12B	Sectoral Entry Training –Tourism	D/Arts, Sports & Tourism
12C	Sectoral Entry Training –Tourism (Education)	D/Education & Science
12D	Sectoral Entry Training –Agriculture	D/ Agriculture & Food
13 ESF	Skills Training for Unemployed & Redundant Workers	FAS
14A ESF	Apprenticeship/Traineeship-FAS	FAS
14B	Apprenticeship-Education	D/Education & Science
15	Employment Support Services	D/ Social & Family Affairs
16	Voc. Training & Pathways Employment People with Disabilities	FAS
17	Refugee Language Support Unit	D/Education & Science
	ENTREPRENEURSHIP	
18A ESF	In Company Training –FAS	FAS
18B ESF	In Company Training –Enterprise Ireland	Enterprise Ireland
18C ESF	In Company Training – ^{D/ET}	D/Enterprise Trade and Employment
19A	Community Services Programme	Pobal
19B	Social Economy –Local Social Capital	FAS

	ADAPTABILITY	
20	Lifelong Learning –General Training	FAS
21 ESF	Lifelong Learning –Back to Education Initiative	D/Education & Science
22 ESF	Lifelong Learning- National Adult Literacy Strategy	D/Education & Science
23	Lifelong Learning- Further Education Support Services	D/Education & Science
24A1	Ongoing Sectoral Training –Gaeltacht	Údarás na Gaeltachta
24A2	Ongoing Sectoral Training – Film	D/Arts, Sports & Tourism
24B	Ongoing Sectoral Training –Seafood	D/ Communications, Marine & Nat. Resources
24C	Ongoing Sectoral Training –Forestry	D/ Communications, Marine & Nat. Resources
24D	Ongoing Sectoral Training –Equine Institute	D/ Agriculture & Food
24E	Ongoing Sectoral Training –Agriculture	D/ Agriculture & Food
24F	Ongoing Sectoral Training –Tourism	D/ Arts, Sports & Tourism
24G	Ongoing Sectoral Training –Tourism Education	D/Education & Science
25	Middle-Level Technician/Higher Technical Business Skills	D/Education & Science
26 ESF	Undergraduate Skills	D/Education & Science
27	Postgraduate Conversion Courses	D/Education & Science
28A	Training of Trainers- Primary, Post-Primary & Further Education	D/Education & Science
28B	Training of Trainers- FAS	FAS
29A	Quality Assurance-Training of Trainers	D/Education & Science
29B ESF	Quality Assurance-Certification & National Qualifications Framework	D/Education & Science
	EQUALITY	
30 ESF	Education Equality Initiative	D/Education & Science
31A ESF	Equal Opps Promotion & Monitoring – Education	D/Education & Science
31B ESF	Equal Opps Promotion & Monitoring – NDP	D/ Justice, Equality & Law Reform
31B1 ESF	Equality for Women	D/ Justice, Equality & Law Reform
	TRAINING INFRASTRUCTURE	
32A	Education Infrastructure	D/Education & Science
32B	Training Infrastructure	FAS
	TECHNICAL ASSISTANCE	
33A ESF	Technical Assistance (Equality Studies)	Equality Authority
33B ESF	OP Technical Assistance	D/Enterprise. Trade & Employment

1.3 Links with the European Employment Strategy and the National Reform Programme

The Employment Guidelines (2005-2008)

- **Guideline No.17:** Implement employment policies aiming at achieving full employment, improving quality and productivity at work, and strengthening social and territorial cohesion
- **Guideline No.18:** Promote a lifecycle approach to work
- **Guideline No.19:** Ensure inclusive labour market, enhance work attractiveness, and make work pay for job-seekers, including disadvantaged people, and the inactive
- **Guideline No.20:** Improve matching of labour market needs
- **Guideline No.21:** Promote flexibility combined with employment security and reduce labour market segmentation, having due regard to the role of the social partners
- **Guideline No.22:** Ensure employment-friendly labour cost developments and wage-setting mechanisms
- **Guideline No.23:** Expand and improve investment in human capital
- **Guideline No.24:** Adapt education and training systems in response to new competence requirements

Table No. 2											
Priority and Measure	Measure No.	2006 Total Expend. (€m)	2006 ESF Expend. (€m)	Employment Guidelines							
				NO.17	NO.18	No.19	NO.20	NO.21	NO.22	NO.23	NO.24
EMPLOYABILITY											
Action Programme for the Unemployed	1	164.039	0					N/A	N/A		
National Employment Service	2ESF	69.51	0	x		x				x	
Active Measures for LTU & Socially Excluded	3ESF	274.802	2.126	x		x				x	
Early Education	4	1.024	0	x		x				x	x
School Completion Initiative	5ESF	21.201	11.656	x						x	x
Early Literacy	6	2.468	0	x						x	x
Traveller Education	7	9.308	0	x						x	x
School Guidance Service	8	37.944	0	x						x	x
Third Level Access	9ESF	46.298	7.264	x						x	x
SchoolsModernLanguages	10	2.311	0	x						x	x
Early School Leaver – Progression FAS	11AESF	33.766	5.952	x						x	x
Early School Leaver – Progression (CTW) DES	11AESF	2.374	1.306	x						x	x
Early School Leaver – Youthreach & Travellers	11BESF	77.496	45.601	x						x	x
Sectoral Entry Training –Tourism School Leavers	12A	11.439	0	x						x	x
Sectoral Entry Training –Tourism	12B	10.953	0	x						x	x
Sectoral Entry Training –Tourism (Education)	12C	18.762	0	x						x	x
Sectoral Entry Training –Agriculture	12D	11.468	0	x						x	x
Skills Training for Unemployed & Redundant Workers	13ESF	74.247	7.022	x						x	x
Apprenticeship/Traineeship-FAS	14AESF	181.971	9.112	x		x				x	x
Apprenticeship-Education	14B	32.101	0	x						x	x
Employment Support Services	15	108.560	0	x						x	x
Voc. Training & Pathways Employment People with Disabilities	16	68.935	0	x		x				x	
Refugee Language Support Unit	17	2.226	0	x	x	x				x	x
Priority Total		1263.204	90.039	x						x	
ENTREPRENEURSHIP											
In Company Training –FAS	18AESF	45.459	24.085								
In Company Training –Enterprise Ireland	18BESF	4.613	0.676	x			x			x	x
In Company Training –Call for Proposals	18CESF	10.866	6.077	x			x			x	x
Social Economy –Programme	19AESF	2.224	0	x			x			x	x
Social Economy –Local Social Capital	19BESF	0	0	x	x	x				x	x
Priority Total		63.162	30.838								

Priority and Measure	Measure	2006	2006	Employment Guidelines							
	No.	Total Expend. (€m)	ESF Expend. (€m)	NO.17	NO.18	NO.19	NO.20	NO.21	NO.22	NO.23	NO.24
ADAPTABILITY											
Lifelong Learning –General Training	20	5.286	0	x						x	x
Lifelong Learning –Back to Education Initiative	21ESF	97.349	7.937	x						x	x
Lifelong Learning- National Adult Literacy Strategy	22ESF	22.189	12.462	x						x	x
Lifelong Learning- Further Education Support Services	23	5.220	0	x						x	x
Ongoing Sectoral Training–Culture, Gaeltacht	24A1	5.84	0	x			x			x	x
Ongoing Sectoral Training Film 24A2	24A2	1.27	0	x						x	x
Ongoing Sectoral Training–Seafood24B	24B	1.961	0	x						x	x
Ongoing Sectoral Training –Forestry 24C	24C	0.804	0	x						x	x
Ongoing Sectoral Training –Equine Institute	24D	0.289	0	x						x	x
Ongoing Sectoral Training–Agriculture	24E	1.282	0	x						x	x
Ongoing Sectoral Training–Tourism	24F	8.861	0	x						x	x
Ongoing Sectoral Training –Tourism Education	24G	2.563	0	x						x	x
Middle-Level Technician/Higher Technical Business Skills	25	338.269	0	x						x	x
Undergraduate Skills	26ESF	37.376	20.727	x						x	x
Postgraduate Conversion Courses	27	9.8 14	0	x						x	x
Training of Trainers- Primary,Post –Primary &Further Educ	28A	26.823	0	x						x	x
Training of Trainers- Fás	28B	0.349	0	x						x	x
Quality Assurance-Training of Trainers	29A	8.001	0	x						x	x
Quality Assurance-Certification &National Qualifications Framework	29BESF	10.972	1.024	x						x	x
Priority Total		584.519	42.15								
Equality											
Educational Equality	30ESF	0.459	0.040	x	x						x
Equal Opps Promotion & Monitoring – Education	31AESF	0.693	0.346	x	x						x
Equal Opps Promotion & Monitoring – NDP	31BESF	0.282	0.141	x	x						x
Equality for Women 31BIESF	31B1 ESF	1.050	0.618	x	x						x
Priority Total		2.484	1.146								
Infrastructure											
Education Infrastructure 32A	32A	603.575	0								
Training Infrastructure 32B	32B	49.500	0								
Priority Total		653.075	0								
Technical Assistance											
Technical Assistance (Equality Studies)	33AESF	0.240	0.180		x						
OP Technical Assistance	33BESF	0.365	0.182								
Priority Total		0.605	0.362								
OVERALL TOTAL		2567.050	164.534								

Ireland's National Reform Programme sets out, *inter alia*, the key labour market policies that will contribute to the achievement of the Lisbon Agenda. It states that Ireland will focus in particular on two major challenges:

- ensuring an adequate supply of labour to meet the needs of the economy and to sustain economic growth. Labour will be supplied through a number of sources: the underlying population increase; increased participation by the unemployed and other groups outside the labour force, and migration.
- maintaining a strong focus on education and training, including lifelong learning and training for those in employment to ensure the development of a high skilled, adaptable workforce.

The Measures contained in the EHRDOP continue to provide various means through which these objectives have been pursued.

Ireland continued to address these recommendations in a variety of ways in 2006 not least through many of the activities being supported under the Employment and Human Resources Development Operational Programme (EHRD OP), for example:

- Actively engaging with unemployed people at an early stage to prevent the drift into Long Term Unemployment is a fundamental objective of *Measure 2 – National Employment Service*. Under this process, the Department of Social and Family Affairs (DSFA) refers all persons reaching a threshold of 6 months unemployment for interview by FÁS (previously, the timing of referrals for people over 25 years of age had been longer).
- Initiatives to tackle Early School Leaving are addressed in *Measure 5 – School Completion Initiative* and *Measure 11a Early School Leaver –Progression* and *11B Early School Leaver – Youthreach & Travellers*.
- Measures to promote Lifelong Learning and to up-skill those in employment – particularly in SMEs – are found in the Adaptability and Entrepreneurship Priorities of the OP respectively.

Progress achieved through these measures is discussed in Chapter 4 of this report.

1.4. Links with the NAPinclusion process

Social Inclusion/Poverty is one of the key policy contexts within which the EHRD OP was prepared in terms of the needs to be addressed and the strategies and policies put in place at EU and national level. As can be seen from Table 2 (page 9), many of the measures in the OP address the Employment Guideline of combating discrimination against people at a disadvantage in the labour market. The approach towards achieving the key targets include:

- Having in place a proactive policy of engagement with people of working age on social welfare to ensure that, where possible, they have the opportunity to avail of employment, education and training options (*Measure 2 – National Employment Service*)

- Creating new opportunities for unemployed people and for marginalized groups to access employment and training (*Measure 1 – Action Programme for the Unemployed, Measure 3 – Active Measures for the LTU and Socially Excluded and Measure 13 – Skills Training for Unemployed and Redundant Workers*)
- Eliminating any remaining gaps or disincentives to employment/training in the application of the secondary benefit systems so that, at a minimum, nobody is materially worse off as a result of taking up employment, training, or education opportunities.
- Ensuring that those in low paid and low skilled jobs have access to higher incomes and the opportunity to progress to better paid and more highly skilled employment.

The revised National Anti Poverty Strategy contained a specific target to reduce the number of young people who leave the school system early so that the percentage of those who complete upper second level or equivalent will reach 90 % by 2006 from a baseline figure of 81.6 % in 1999. In the context of the EHRD OP, the *School Completion Initiative (Measure 5)*, combining the Early School Leaver Initiative and the School Retention Initiative, are among a number of measures aimed at meeting this objective.

According to the latest CSO data (QNHS 3rd May 2006) for the second quarter of 2005, the number of all persons aged between 18-24 who left school early was 54,600 or 11.9%. The comparable figure for Europe (EU 25) was 14.9%. Of the 54,600 who left school early, approx. 57% were in employment, 16% were unemployed and 27% were described as not being economically active.

The Office for Social Inclusion published a new National Action Plan for Social Inclusion 2007-2016 (NAPinclusion) in February 2007. The Plan notes that strong and sustained economic and employment growth over the past ten years has improved the living standards of all groups in society, however, the challenges of tackling consistent poverty and social exclusion in society persist. The Plan identifies a number of high-level strategic goals across each stage of the lifecycle approach (relating to children, working age people, people with disabilities, older people and communities), which were designed to mobilise resources to address longstanding and serious social deficits. The overall goal of the Plan is: “*To reduce the number of those experiencing consistent poverty to between 2% and 4% by 2012, with the aim of eliminating consistent poverty by 2016, under the revised definition.*”

2.2 The Economy and Labour Market in Ireland in 2006

2.1 The economic climate in 2006

Ireland's economic progress in the years since 2001 has followed a pattern of steady, moderate growth at low single digit rates. While this is significantly lower than the average rates of 10% achieved in the closing years of the last millennium, it represents a strong performance relative to performance of the EU economy as a whole.

In 2006, Ireland's economy demonstrated continued improvement, achieving growth at the rates of 6% (GDP) and 7.4% (GNP)¹. One of the other most significant features of the health of the Irish economy in 2006 was the continued growth in employment, with a rise of 4.3% achieved over the year. The average rate of unemployment was 4.1% for the year 2006, a decrease of 0.3% on the previous year.

Future economic prospects

According to the Central Bank of Ireland (CBI), the outlook for the Irish economy remained good. While growth in 2007 was expected to remain strong and unemployment low, inflation seems set to remain above the euro area average at an average in 2007 of 4.75%.

For 2007, the CBI predicts an economic growth rate of 4.75% (GNP) and 5% (GDP)². The independent research body, the Economic and Social Research Institute (ESRI) is similarly optimistic, predicting growth for 2007 at the rates of 5.4% (GNP) and 5% (GDP).³ The Department of Finance predict a growth rate of 5% for 2007.

The ESRI predict employment growth rates of 3.8% for 2007 and 1.6% in 2008. The ESRI also predict unemployment to rise to 4.7% in 2008⁴.

2.2 The Irish labour market in 2006

Labour Force Growth

The labour force increased strongly by 82,900 to 2,154,800 in the year to the fourth quarter 2006 (4%).

76% (63,000) of this increase is accounted for by the increase in the number of people of working age entering the labour force in the year to the fourth quarter 2006. Over the same period the female participation rate rose from 52.1% to 53% while that for males increased from 72.5% to 73.1%. Employment rates for females rose by 1.2% from 58.4% to 59.6% and employment rates for males rose by 0.7% to 77.7% during the year.

¹ Source: *Key Economic Indicators – Ireland*, Central Statistics Office (www.cso.ie)

² Source: *2nd Quarterly Bulletin, 2007*, Central Bank of Ireland (www.centralbank.ie)

³ Source: *Quarterly Economic Commentary, Spring 2006*, ESRI – (www.esri.ie)

⁴ Source: *Quarterly Economic Commentary, Spring 2007*, ESRI – (www.esri.ie)

Unemployment

There were 88,700 persons unemployed in the fourth quarter of 2006, a decrease of 2,600 in the year. The number of persons in short-term unemployment decreased by 2,100 to 61,400 while the long-term unemployed decreased by 500 to 27,100. The seasonally adjusted unemployment rate decreased over the quarter to 4.1% compared with 4.4% in the same quarter of 2005.

UNEMPLOYMENT RATES (Annual Average) ⁵							
Year:	2000	2001	2002	2003	2004	2005	2006
Rate:	4.2%	3.9%	4.4%	4.6%	4.4%	4.4%	4.1%

The long-term unemployment rate for the fourth quarter of 2006 was 1.3% (and down to 1.2% for the first quarter of 2007).

LONG TERM UNEMPLOYED ⁶							
Year:	2000	2001	2002	2003	2004	2005	2006
Rate:	1.5%	1.25	1.25%	1.4%	1.5%	1.4%	1.3%

Employment

In the year to the fourth quarter of 2006 the number of men in employment increased by 46,100 (4.4%) while the number of females in employment increased by 37,100 (4.7%). Full time employment 77,200 accounted for ninety percent of the overall annual increase in employment while it is estimated that non-nationals accounted for almost 52% or 44,000 of the annual increase. There were 2,068,500 persons in employment in the fourth quarter of 2006, an increase of 85,500 in the year.

Sectoral Employment

Employment in the *Construction* (+28,400) and *Financial and other business services* (+15,000) sectors grew strongly in the year to the fourth quarter of 2006. *Health* (+18,700) and *Education* (+11,700) sectors continued to grow strongly. There was a small decline (-4,500) in *Other production industries* and in *Transport, Storage and Communications* (1,100)

The largest occupational increases were evident in Personal and protective service (+17,800), Professional (+23,800), Craft and Related (+12,800). The only decline being in Managers and administrators (-3,000) and *Plant and Machine Operators* (-1,700)

⁵ Source: *Seasonally Adjusted Standardised Unemployment Rates(SUR)* – CSO (www.cso.ie)

⁶ Source: CSO (www.cso.ie)

Full-Time and Part-Time Employment

In the year to the fourth quarter of 2006, the numbers engaged in full-time employment increased by 77,200 to 1,717,000. This annual increase comprises 32,800 females and 44,300 males.

The number of persons in part-time employment increased by 8,300 in the year to the fourth quarter of 2006, whilst the numbers in self-employment increased by 12,100.

Regional Comparisons

In the year to the fourth quarter of 2006, employment grew by 24,800 (4.9%) in the BMW region, and by 60,700 (4.1%) in the SAE region. An annual decrease in unemployment occurred in the SAE Region (1,900) while a decrease of 600 was recorded for the BMW region.

Main Conclusions

The labour force continues to grow strongly, growing by 4% in 12 months to the end of the reporting period. Growth in employment is also strong with an increase of 4.3% recorded for the year. There was a small decrease in the number unemployed, the rate of unemployment decreased slightly to 4.1% while the rate of long-term unemployment dropped slightly to 1.3%. Both rates remain low, particularly when compared to the EU25 averages.

3 Management of the Employment and Human Resources Development Operational Programme

3.1 Managing Authority Developments

Within the EHRD OP Managing Authority, there was one change in personnel with the Manager, Mr. Eamonn Balmer, leaving in late 2006 and a new Manager, Mr. John Kelly, being appointed in February 2007. However, the Managing Authority has been able to achieve all its main targets for the year.

3.2 Monitoring Committee Meetings and Decisions

The OP Monitoring Committee held its regular twice-yearly meetings in April and October 2006 to review the six-month and yearly Progress Reports on the OP compiled by the Managing Authority. The April meeting was held in County Mayo, within the BMW region, while the October meeting was held in County Tipperary within the SAE region. Progress Reports were approved at both meetings and subsequent Summary Reports were submitted to the NDP/CSF Monitoring Committee meetings. A Special Monitoring Committee meeting was held in September 2006 in Dublin to discuss a paper outlining the main areas for inclusion in the proposed ESF Operational Programme for 2007 to 2013.

MONITORING COMMITTEE DECISIONS

The Monitoring Committee approved changes to the Programme complements for the following Measures:

Measure Name:	Measure No.	Date approved by the MC	Changes to Programme Complement:
Skills Training for the Unemployed & Redundant	13	10 th February '06	Re-profiling of ESF as approved by Commission Decision of 20 th Dec. 2005
In-Company Training	18	10 th February '06	Re-profiling of ESF as approved by Commission Decision of 20 th Dec. 2005
In-Company Training	18	17 th May '06	Amendments to the text of the PC re private match funding
Early School Leavers – Progression	1 1A	23 rd June '06	Footnotes updated
Sectoral Entry Training – Tourism School Leavers	1 2A	23 rd June '06	Contact details updated
Sectoral Entry Training – Tourism	1 2B	23 rd June '06	Contact details updated
Ongoing Sectoral Training – Equine Institute	24D	23 rd June '06	Indicators updated
Ongoing Sectoral Training – Tourism	24F	23 rd June '06	Contact details updated
Undergraduate Skills	26	23 rd June '06	Indicators and footnotes updated

The Monitoring Committee decided to move a total of €20m from Measure 18 In-Company Training (in the Entrepreneurship Priority) into Measure 13 Skills Training for the Unemployed and Redundant (Employability Priority), which is administered by FAS. The Measure's aims are consistent with those of the In-Company Measure insofar as they sought to address training requirements and skills gaps (albeit to a different audience).

The European Commission, pursuant to its Decision of the 20th December 2005 (C (2005) 5843), approved the proposal. The Monitoring Committee approved the resulting amendments to the Programme Complements for the two measures involved, on the 10th February 2006.

The Monitoring Committee approved changes to the Programme complements for the following Measures in September 2006:

Measure Name:	Measure No.	Date approved by the MC	Changes to Programme Complement:
Active Measures for the LTU & Socially Excluded	03	22 nd September 06	- Re-profiling of ESF - Reduction of Exchequer funding
Skills Training for the Unemployed & Redundant	13	22 nd September 06	Re-profiling of ESF
Apprenticeship/Traineeship – FAS	14A	22 nd September 06	Re-profiling of ESF
Equal Opps Promotion & Monitoring – NDP GEU	31B	22 nd September 06	Re-profiling of ESF
Equality for Women	31B1	22 nd September 06	Re-profiling of ESF

Measure 14A (Apprenticeship / Traineeship)

FAS proposed the re-allocation of ESF funding from Measure 14A – Apprenticeship/Traineeship to Measure 13 – Skills Training for the Unemployed. The Traineeship programme provides a very good mixture of formal off-the-job training in FÁS Training centres and on-the-job training/work experience in employers' premises and is run in conjunction with the sectoral employer and union representatives. FÁS had planned to increase the numbers on the Traineeship Programme significantly from about 1,000 to 5,000 by 2006, in line with Government policy however, progress in relation to meeting this target did not proceed as planned. As a result of this, FÁS commissioned consultants to review the programme in 2004. The review confirmed that Traineeships should continue to play a role in the mix of FÁS training provision. FÁS expenditure on Traineeship would be considerably lower than planned and potential draw down of ESF funds under Measure 14A would also be considerably less. Expenditure on Skills Training would be considerably higher, partly because Specific Skills Training courses, due to be converted to Traineeships, were not converted.

FÁS sought the transfer of €14.0m from Measure 14A (Apprenticeship/ Traineeship) to Measure 13 (Skills Training). Both Measures formed part of the Employability pillar of the OP. The effect of the re-profiling of €14.0m was to reduce the overall ESF forecast allocation for Measure 14A to €64.50m over the lifetime of the OP. The regional split of the revised OP forecast for the Measure would be BMW €32.050m and SAE €32.600m.

Measure 3 (Active Measures for the LTU & Socially Excluded)

Measure 3 comprises FÁS programmes for the Long-Term Unemployed and Socially Excluded. The principal component of the Measure is Community Employment, which provided temporary employment and training for the long-term unemployed, persons with disabilities, lone parents and other disadvantaged groups. The Measure also includes a range of training programmes for the long-term unemployed. The Measure as a whole was slightly over budget but the ESF spend was a little underspent (92% of forecast as reported in the FGS Update Evaluation in 2005). Overall, the underspend reflected the low level of long-term unemployment in Ireland over the period of the OP (1.4% in 2004 and 2005). It also reflected the continued attraction of Community Employment and other FÁS employment programmes (e.g. Job Initiative, Social Economy). For example, of long-term unemployed persons that started a FÁS programme in 2004, less than 10% went onto training programmes. FÁS did not expect any up-surge in demand for training programmes by the long-term unemployed.

FÁS sought the transfer of €12.0m ESF from Measure 3 (LTU & Socially excluded) to Measure 13 (Skills Training). Both measures formed part of the Employability pillar of the OP. The regional split of the proposed re-profiled ESF aid was BMW €7.3000 and SAE €4.7m. The effect of the re-profiling of €12.0m would be to reduce the overall forecast for Measure 3 to €36.600m ESF over the lifetime of the OP. The regional split of the revised OP forecast for the Measure would be BMW €13.000m and SAE would be €23.600m.

The financial effect of proposals No. 2 and No. 3 are reflected in the following table.

Measure Name	Measure No.	Initial 2000-06 OP FC ESF	Adjusted 2000-06 OP ESF forecast	Change (+/-)	Source/Target (Measure of Change)
Apprenticeship/Traineeship	14A	€78.65	€64.65m	-14m.	Measure 13
Long Term Unemployed and Socially-Excluded	3	€48.6m	€36.6m.	-€12m.	Measure 13
Skills Training for the Unemployed	13	€106.581	€132.581	+26m.	Measure 3 Measure 14A

Changes to Non Co-Financed Expenditure

Measures No. 3 and No. 13 reduced their Exchequer/Non-Co-Financed Expenditure allocations.

Expenditure under the *Active Measures for the LTU and Socially-Excluded* measure (03) was expected to be about €400 million less than expected. The measure comprised FÁS employment programmes (Community Employment and the Job Initiative scheme). The reason for lower expenditure related to the Government's decision to reduce the level of activity under these schemes (i.e. including Social Economy) to 25,000 places.

There have been considerable variations in the forecasts under the *Skills Training for the Unemployed and Redundant persons* Measure (13) over the period of the Operational Programme. This reflects the fact that the measure provides training to a variety of clients and that some clients are categorised under other measures. Thus the original (OP) forecast anticipated that much of FÁS' skills training would be provided for persons referred to FÁS under the EAP process and hence categorised as Measure 1. However, take-up under Measure

13 was lower than expected. At the time of the Mid-Term Review the forecasts were changed to increase allocations to Measure 13 and reduce allocations to Measure 1. However, this change turned out to be too large, as EAP participation in FÁS training increased significantly in the last couple of years. The end result has been that actual expenditure for this measure was lower than the (revised) forecast by a significant amount.

Measure No. 31B

The Department of Justice, Equality and Law Reform sought the transfer of €0.75 million ESF from Measure 31B (Gender Equality Unit) to Measure 31B1 (Equality for Women). The proposed re-profiled aid relates to the SAE Region only. The Gender Equality Unit's (Measure 31B) proposal involves funding for (1) an Initiative for Lone Parents to assist them into education, training and employment and (2) a project involving parents of the Irish Born Child.

(1) The 'Initiative for Lone Parents' aimed to raise awareness of the labour market needs of lone parents and to develop effective joined-up approaches to meet these needs at local level. It was intended that the learning from the Initiative would inform national policy on the labour market integration of lone parents, as well as local level approaches for engaging with this client group. Essentially, this is a labour market initiative for a disadvantaged group, the majority of whom are women.

(2) The Unit would also manage a separate project on the labour market integration of parents of the Irish Born Child, particularly those, which were lone parents. Expenditure on this project would be in the order of €500,000. This project was developed in conjunction with the Reception and Integration Agency (RIA) and they would also guide the implementation of the project. The project will be delivered by Business in the Community. RIA would not receive ESF funding under the proposal. The funding was being used specifically to fund the actual project, i.e. facilitating access to employment, training and education opportunities for people given leave to remain in Ireland on the basis of having an Irish born child. It was intended that RIA would support the mainstreaming of the learning from the project.

The financial effect of the proposal is reflected in the following table.

Measure Name	Measure No.	Initial 2000-06 OP FC ESF	Adjusted 2000-06 OP ESF FC	Change (+/-)	Source/Target (Measure of Change)
Gender Equality Unit	31B	€2.498m	€1.748m	-€0.75m	Measure 31B1
Equality for Women	31B1	€5.007m	€5.757m	+€0.75m	Measure 31B

The Monitoring Committee approved changes to the Programme complements for the following Measures in December 2006:

Measure Name:	Measure No.	D a t e approved by the MC	Changes to Programme Complement:
In-Company Training	18	15 th Dec. 06	Re-profiling of ESF within Priority
Social Economy Programme	19A	15 th Dec.	Re-profiling of ESF within Priority Change of name of measure Change of Implementing Body
Social Economy – Local Social Capital	19B	15 th Dec. 06	Re-profiling of ESF within Priority
School Completion Initiative	05	20 th Dec. 06	Re-profiling of ESF within Priority
Third level Access	09	20 th Dec. 06	Re-profiling of ESF within Priority
Early School Leavers – Progression	1 1A	20 th Dec. 06	Re-profiling of ESF within Priority
Youthreach & Travellers	1 1B	20 th Dec. 06	Re-profiling of ESF within Priority
Skills Training for the Unemployed	13	20 th Dec. 06	Re-profiling of ESF within Priority
Back to Education Initiative	21	20 th Dec. 06	Re-profiling of ESF within Priority
Undergraduate Skills	26	20 th Dec. 06	Re-profiling of ESF within Priority
Educational Equality	30	20 th Dec. 06	Re-profiling of ESF within Priority
Equal Opps Promotion & Monitoring – Education	31A	20 th Dec. 06	Re-profiling of ESF within Priority

Measure No. 5– School Completion Initiative

The School Completion Programme recorded less than anticipated expenditure initially. The programme is school based and the experience has been that not all expenditure incurred has been ESF eligible and has consequently not been claimed. It is proposed that €8.107m ESF aid (from BMW Region) be moved from the School Completion Initiative (Measure 5) to the ESL Youthreach & Travellers (Measure 1 1B) The adjusted ESF allocation for School Completion Initiative (Measure 5) would be €49.606m. The regional split of the revised allocation would be BMW €14.065m and SAE €35.541m.

Measure No. 9– Third Level Access

The ESF allocation for this measure was unlikely to be drawn down with a continuation of activity at the current levels as:

1. Anticipated expenditure and claim levels for the early years of the measure within the 2000-2006 OP were not realised.
2. Expenditure incurred with regard to specific elements of the measure has not been included in ESF claims as had been anticipated; specifically this refers to the “top up grant” where substantial sums are involved. The Department was unable to claim ESF funding for

this grant under the Third Level Access measure, due to a Commission audit trail requirement for students to sign in for lectures, that is not a requirement of the colleges concerned and would require a total change in procedure for the colleges concerned.

It was proposed that €9.8 15m ESF aid (from the BMW Region) be moved from the Third Level Access (Measure 9) to the ESL Youthreach and Travellers (Measure 1 1B). The adjusted allocation for Third Level Access would be €35.56m. The regional split of the revised allocation would be BMW €10.36m and SAE €25.2m.

Measure 11A – Early School Leavers Progression

The expected expenditure for this measure would not be met with a continuation of activity at current levels because:

1. Expenditure and claim levels for the measure up to 2005 within the 2000-2006 OP were not as anticipated
2. As DES only funds the Pay Element of the Measure, the scope for drawing down any additional aid was limited.

It was proposed that €1.615m ESF aid (from BMW Region) be moved from the Early School Leavers Progression (Measure 1 1A) to the Early School Leavers Youthreach and Travellers (Measure 1 1B). The adjusted ESF allocation for Early School Leavers Progression (Measure 1 1A) would be €4.356m. The regional split of the revised allocation would be BMW €1.686m and SAE €2.670m.

Measure 11B – Early School Leavers Youthreach & Travellers

Youthreach and Traveller Training were designed as part of an integrated strategy to address educational disadvantage in the context of continuum of provision. The measure ensured that young people who have left school with no qualifications, living in poverty had 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. DES considers that there is additional capacity under this measure to absorb more than the revised allocation of €1 54.463m. It was proposed to claim for 2007 activity for Youthreach and Travellers in the current round and re-profile €19,537,000 into Measure 1 1B from the School Completion, Third Level Access & ESL Progression (CTW) (Measure 1 1A) measures. The adjusted ESF allocation for the Early School Leavers Youthreach and Travellers (Measure 1 1B) would be €174m. The regional split of the revised allocation would be BMW €97.929m and SAE €76.071m.

Measure Name	Ref. No.	Profile 2000-06 OP FC ESF	Adjusted Profile 2000-06 OP FC ESF	Change (+/-)	Source/Target (Measure of Change)
School Completion Initiative	5	€57.7 13m	€49.606m	-€8.107m	Measure 1 1B
Third Level Access	9	€45.375m	€35.56m	-€9.815m	Measure 11B
Early School Leavers Progression	11A	€5.971m	€4.356m	-€1.615m	Measure 11B
ESL Youthreach & Travellers	11B	€154.463m	€174.0m	+€19.537m	Measures 5, 9 and 11A

Measure No. 11A – Early School Leavers Progression (FÁS)

FÁS sought to re-profile €7m in ESF (BMW Region) from the Early School Leavers Progression (FÁS sub-measure) Measure No. 1 1A to the Skills Training for the Unemployed (Measure No. 13). FÁS has estimated that they will not be able to fully utilise the funding in Measure 1 1A before the end of the Programme. The revised total ESF allocation for the measure will be €81m, with €31.8m for BMW and €49.2m for SAE.

Measure No. 13– Skills Training for the Unemployed

FÁS considers that there is additional capacity under this measure to absorb the proposed ESF re-allocation of €7m from the Early School Leavers Progression (FÁS) Measure 1 1A. The revised total allocation for this measure will be €139.581m with €62.703m for BMW and €76. 878 for SAE.

Measure Name	Measure No.	Initial 2000-06 OP FC ESF	Adjusted 2000-06 OP ESF FC	Change (+/-)	Source/Target (Measure of Change)
Early School Leavers Progression (FÁS)	1 1A	€88m.	€81m.	-€7m.	Measure 13
Skills Training for the Unemployed	13	€132.581m.	€139.581m.	+€7m.	Measure 11A

Measure No. 18

The three sub-strands within the In-Company Training measure recently reviewed their expenditure figures for the remaining years of the OP and the result was that they estimated that the various strands between them would be able to utilise almost all the available ESF

within the Entrepreneurship Priority. The total ESF funding available within the Entrepreneurship Priority is €147.162m. Currently, Measure 18 has a total allocation of €1 26.043m.

Measure No. 19A

Following a review of the role and objectives of the Social Economy Programme (now called Community Services Programme), it was decided that the programme's objectives were more related to community development than labour market integration. The Programme was transferred from FAS to the Dept of Community, Rural & Gaeltacht Affairs at the end of 2005 and the Programme also changed to an Exchequer- funded only programme. It was proposed that the remaining ESF funding in this measure should be re-profiled into the In-Company Training Measure. Formerly, the Social Economy Programme experienced problems utilising the ESF funding allocated to it. The total ESF funding re-allocated is €17.51 9m. (€8.18 1 m was re-allocated previously in 2004).

Measure No. 19B

Also contained in this Priority is the Local Social Capital Measure; this measure was not implemented during the lifetime of the Programme. It is proposed to re-profile the remaining ESF funding from this measure into the In-Company Training Measure. The total ESF funding re-allocated is €3.6m. (€5.4m was re-allocated previously in 2004).

The financial effect of these proposals is reflected in the following table.

Measure Name	Measure No.	Initial 2000-06 OP FC ESF	Adjusted 2000-06 OP ESF FC	Change (+/-)	Source/Target (Measure of Change)
Community Services Programme (formerly the Social Economy Programme)	19A	€17.519m.	0	-€17.519m.	Measure 18
Social Economy – Local Social Capital	19B	€3.6m.	0	- €3.6m.	Measure 18
In-Company Training Measure	18	€126.043m.	€147.162m.	+€21.119m.	Measure 1 9A and Measure 1 9B

Re-profiling between Regions

FAS sought the re-profiling of ESF funding within two measures, moving some ESF funding from the S&E Region to the BMW Region in one measure and a corresponding move in the opposite direction in the second measure. The two measures involved were Measure No. 18 In-Company Training and Measure no. 1 1A – Early School Leavers Progression (FAS). It was proposed that €6.750m ESF be re-profiled from the S&E Region of the In-Company Training Measure into the BMW Region. The purpose of this re-profiling is to facilitate the drawdown of ESF expenditure in the BMW Region; following the review, there is a shortfall of ESF funding in the BMW Region and excess in the S&E Region. In order to maintain the Regional balance within the OP, a corresponding amount of €6.750m ESF will be re-profiled from the BMW Region into the S&E Region within Measure 1 1A – Early School Leavers Progression (FAS). The financial effect of these proposals will not alter the amount of ESF allocated to these two measures, other than to alter the balance of ESF for the Regions within the measures.

Measure 21 – Back to Education Initiative

DES proposed that €12m ESF funding, from the S&E Region, be moved from the Back to Education Initiative (Measure 21) to the Undergraduate Skills (Measure 26). This adjusted ESF allocation would be €13.978m and the regional split would be BMW €4.223m and SAE €9.755m. The BTEI measure comprises (a) BTEI part-time options, and (b) full-time Post Leaving Certificate Programme (PLC) and the Vocational Training Opportunities Scheme (VTOS). The part-time options were deemed ESF eligible from the commencement of the CSF. In 2004 DES sought approval to extend the EU aid to support the full-time PLC and VTOS elements of the measure. The extension was approved in December 2004.

Two factors affected the ability to draw down the ESF aid forecast for the measure: -

1. The late start up of the part-time options element of the measure. As has been documented in progress reports to the Monitoring Committee, the first phase of the BTEI part-time options commenced in 2002, with 2003 the first full year of operation.
 2. The restricted timeframe within which to claim on the full-time options element.
- DES considers that there was additional capacity under Measure 26 to absorb more than the revised allocation of €66.415m, which was necessarily cautious at the time. It was proposed that €12m ESF (from S&E Region) be moved from the Back to Education Initiative (Measure 21) to this measure. The adjusted ESF allocation for Undergraduate Skills would be €78.415m and the regional split would be BMW €25.252m and SAE €53.163m.

Measure Name	Ref. No.	Profile 2000-06 OP FC ESF	Adjusted Profile 2000-06 OP FC ESF	Change (+/-)	Source/Target (Measure of Change)
Back to Education Initiative	21	€25.978m	€13.978m	€12.00m	Measure 26
Undergraduate Skills	26	€66.415m	€78.415m	+€12.00m	Measure 21

Measure 30– Educational Equality Initiative

Women-only projects were eligible for ESF aid under this measure. Under the second phase of the project, there have been no women-only projects. Therefore, DES proposed that €0.052m ESF aid from the SAE Region be moved from the Educational Equality Initiative (Measure 30) to the Equal Opportunities Promotion and Monitoring (Measure 31). The adjusted ESF allocation for Educational Equality Initiative would be €0.228m. The regional split of the revised allocation would be BMW €0.096m and SAE €0.132m

Measure 31A – Equal Opportunities Promotion and Monitoring

DES proposed that €0.052m ESF (SAE Region) aid be moved from the Education Equality Initiative (Measure 30) to this measure. The adjusted ESF allocation for Equal Opportunities Promotion and Monitoring (Measure 3 1A) would be €1 .587m (SAE Region).

Measure Name	Ref. No.	Profile 2000-06 OP FC ESF	Adjusted Profile 2000-06 OP FC ESF	Change (+/-)	Source/Target (Measure of Change)
Educational Equality Initiative	30	€0.280m	€0.228m	-€0.052m	Measure 3 1A
Equal Opportunities Promotion & Monitoring	31A	€1.535m	€1.587mm	+€0.052m	Measure 30

3.3 Indicators

The Measure-level Progress Reports in Part II of this report provide information on the position at the end of 2006 in relation to financial and physical progress.

Priority level indicators are provided over the following pages.

EHRD OP INDICATORS – EMPLOYABILITY PRIORITY

	Baseline (Q.4 1999 unless otherwise indicated)	Position at Q. 4 2006
Employment		
People benefiting directly – All measures	Not available	Not available*
People benefiting directly – Co-financed measures	Not available	Not available*
Mobilisation		
Potential Labour Supply		
Male	8.7%	Not available
Female	12.3%	Not available
Overall	9.3%	7.3%
BMW Region	11.3%	Not available
SAE Region	9.9%	Not available
Labour Force Participation Rate		
Male	71.1%	73.1%
Female	47.1%	53%
Overall	58.9%	63%
BMW Region	56.0%	61.1%
SAE Region	60.0%	63.2%
Social inclusion		
Unemployment Rate		
Male	5.1%	4.5%
Female	5.1%	3.9%
Overall	5.1%	4.1%
BMW Region	6.4%	4.1%
SAE Region	4.7%	4%
Long Term Unemployment Rate	2.1%	1.3%
LTU numbers		
Male	26,000	20,200
Female	10,000	6,900
Overall	36,000	27,100

Note: Baseline figures for 1999 have been corrected from the data published in the EHRD OP

Source: CSO: QNHS Q.4 1999 and QNHS Q.4 2006

- 5.5 See Chapter 4, p. 33 – Table showing the numbers who benefited under the Employability Priority.

EHRD OP INDICATORS – EMPLOYABILITY PRIORITY contd.

Early School Leavers *

	2002		2005	
	'000	%	'000	%
Male Early School Leavers	41.3	17.9	33.7	14.5
Female Early School Leavers	23.8	10.6	21.0	9.3
Total	65.1	14.3	54.6	11.9

- 5.6 Early school leavers are defined as persons aged 18 to 24 whose highest level of education attained is lower secondary or below and have not received education (either formal or non-formal) immediately prior to the CSO survey.

This data was not available prior to 2002; the question was only included in the surveys from 2002 onwards.

Source: QNHS Educational Attainment 2002 to 2005 (published May 2006).

Breakdown of Early School Leavers Table above – by activity

Early School Leavers	2002		2005	
	'000	%	'000	%
Male				
In employment	29.0	20.08%	22.4	15.37%
Unemployed	6.3	46.67%	6.1	42.36%
Not Economically active	6.0	8.3 1%	5.1	7.09%
Total:	41.3	17.95%	33.7	14.53%
Female				
In employment	11.3	9.32%	8.5	6.52%
Unemployed	2.0	25%	2.8	28.57%
Not Economically active	10.6	11.15%	9.7	11.38%
Total:	23.8	10.61%	21.0	9.32%
All persons				
In employment	40.3	15.17%	31.0	11.23%
Unemployed	8.2	38.14%	8.9	36.78%
Not Economically active	16.6	9.92%	14.7	9.36%
Total:	65.1	14.32%	54.6	11.94%

Source: QNHS Educational Attainment 2002 to 2005 (published May 2006).

EHRD OP INDICATORS – ADAPTABILITY PRIORITY

Educational Attainment Rate *

		March-May 1999	March-May 2005
% with Upper Second Level education or higher			
	Males aged 25 to 64	56.03%	59.90%
	Females aged 25 to 64	60.54%	66.30%
	Overall	58.28%	63.00%
Overall by age category			
	25-34	73.77%	78.86%
	35-44	63.38%	67.84%
	45-64	43.63%	47.94%

Source: QNHS Educational Attainment 2002 to 2005 (published May 2006).

Life Long Learners *

Males	2002	2005
Received	64.6	71.7
Did not receive	938.4	1,023.2
Not stated	4.2	0.7
Total:	1,007.3	1,095.6
% male life long learners	6.4%	6.5%
Females		
Received	87.4	101.5
Did not receive	914.4	981.6
Not stated	3.2	0.7
Total:	1,005.0	1,083.7
% female life long learners	8.7%	9.4%
All persons		
Received	152.0	173.2
Did not receive	1,852.8	2,004.8
Not stated	7.4	1.4
Total:	2,012.3	2,179.4
% total life long learners	7.6%	7.9%

5.7 Life Long Learners are defined as persons aged 25 to 64 in receipt of education (either formal or non-formal) during the CSO survey. QNHS Educational Attainment 2002 to 2005. (Published May 2006)

Life Long Learners – Comparison with EU position 2005 (2nd quarter)

	Males	Females	Total
Ireland	6.5%	9.4%	7.9%
EU25	10.0%	11.7%	10.8%
EU15	11.0%	12.8%	11.9%

Source: CSO and Eurostat

EHRD OP Indicators – Entrepreneurship Priority

In-Company Training		
	2000	2000-2005
<i>Companies supported</i>		
FÁS	N/A	5,128
Enterprise Ireland (18B)	N/A	1,282
Enterprise Ireland (18C) projects	N/A	19
Total		6,429
<i>Employees Trained</i>		
FÁS	N/A	28,584
Enterprise Ireland	N/A	13,879
Enterprise Ireland (18C)	N/A	2,100
Total		44,563

267

Social Economy
Number of projects operating

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No of Participants (people employed in projects)	N/A	1,919
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Source: Progress reports from FÁS and Enterprise Ireland

EHRD OP Indicators – Equality Priority

Gender Employment Gap		1999	2006
Employment Participation Rate	Male	71.1%	73.1%
	Female	47.1%	53%
	Gap	24.0%	20.1%
Gender Unemployment Gap			
Unemployment Rate	Male	5.1%	4.5%
	Female	5.1%	3.9%
	Gap	0.0%	0.6%

Source: QNHS 1999 (Q4) and 2006 (Q4)

3.4 Compliance with Community policies

All activities under the OP are required to operate in full compliance with EU and (where appropriate) national policies and rules on State Aid, competition, the award of public contracts, environmental protection and improvement, the elimination of inequalities and the promotion of equal opportunities between men and women. Implementing Bodies have been asked to respect these policies in their operational procedures. Article 4 checks carried out by the Managing Authority pay particular attention to the action taken by the Implementing Bodies to ensure that these policies are respected, where relevant to the measure/sub-measure in question.

The measure-level progress reports in Part II provide assurance of the actions taken to ensure compliance with the relevant policies. Chapter 5 also sets out, in summary form, details of activities undertaken in the Operational Programme in 2006, which address the policies areas of gender equality, environmental protection and rural development.

3.5 Information, Communications & Publicity

Under the 2000-2006 National Development Plan, a central NDP/CSF Information and Communications Unit was established to co-ordinate the dissemination of information and communications material across all NDP/CSF activity and for all Structural Funds activity. The EHRD OP Managing Authority continued to engage with the NDP/CSF Information and Communications Unit in relation to publicity for the OP and the European Social Fund during 2006. The NDP/CSF Newsletter included various articles on the ESF and EQUAL as well as ESF funded initiatives. ESF was further promoted as part of the Local Advertising Campaign on the NDP/CSF in Ireland.

The ESF Website (www.esf.ie) continued to be used to inform the Monitoring Committee of various issues relating to the OP and to circulate documents for Monitoring Committee meetings. Both the Paying Authority and the Managing Authorities use the website as an effective means for circulating information on Financial Management and Control issues. The website is also used to provide general information on ESF, as well as more specific information on the EHRD OP.

The acknowledgement of the implementing agencies of the role of the ESF continues to be expressed and is given particular prominence through the display of the EU logo on publicity material related to their measures. This material includes application forms, general reports, leaflets, websites and advertisements.

Specific examples demonstrating the continued publicity of the OP included the circulation by the Department of Education and Science of information leaflets and posters relating to the YOUTHREACH and Senior Traveller training centre programmes. These items contain an acknowledgement of ESF funding and also display the EU and NDP logos. The National Co-ordinator's office has worked in partnership with the NDP Information Unit's Local Media Campaign, highlighting and explaining the implementation of the NDP at a county/local level.

The NDP Gender Equality Unit's logo, the NDP logo and the EU logo feature on all the Unit's publications and publicity material (e.g. training materials, fact sheets, postcards, letterheads, job advertisements, website etc). Calls for tender also referred to the funding of

the Unit by the NDP/EU and contained a reference to the Unit website which gives details of all funding sources for the Unit.

The projects funded under the *Equality for Women* measure were promoted by a wide range of organisations including local community groups, educational institutions, local development agencies and statutory agencies, which resulted in widespread publication of the use of NDP and ESF funding for this Measure at local, regional and national level

All FÁS training centres, employment offices and FÁS-funded community projects continue to exhibit signage acknowledging National Development Plan (NDP) or NDP/CSF funding as appropriate. In addition, FÁS assisted the NDP/CSF Information Unit to identify suitable projects and programmes for inclusion in their advertising campaign and also approved all proposed articles prior to their inclusion on local radio/newspapers. The aim of this campaign was to highlight the benefits of NDP investments to people and communities at county and regional level.

In January 2006 the National Office published *National Office for Equity of Access to Higher Education: Annual Report 2005 and Outline Plans 2006*. This report carried acknowledgement of NDP assistance and featured the NDP and EU logos. Towards the Best Education for All: An Evaluation of Access Programmes in Higher Education in Ireland was published in September 2006. This report carried acknowledgement of NDP assistance and featured the NDP and EU logos. All circulars to local authorities, VECs and third level institutions feature the NDP and EU logos. In addition, all expenditure returns completed by Financial Beneficiaries include both the NDP and EU logos. Publicity for the Fund for Students with Disabilities and the Student Assistance Fund carried out by institutions feature the NDP and EU logos. (*Third Level Access, M. 09*)

The Department of Education & Science's Equality Unit's (*M. 31A Equal Opportunities Promotion & Monitoring*) programmes in the education sector were open to pupils/students/trainees from Northern Ireland (providing they satisfy the conditions of the relevant programme). Any benefits arising from the mainstreaming of a gender perspective into all areas of the educational system would benefit all participants. Copies of all publications are issued to our colleagues in Northern Ireland, in the universities, the training colleges, the Education Library Boards and the Department of Education, Northern Ireland.

The Department of Justice, Equality & Law Reform's Gender Equality Unit's logo, the NDP logo and the EU logo feature on all Unit publications and publicity material (e.g. training materials, fact sheets, postcards, letterheads, job advertisements, website etc). Calls for tender state that the Unit is funded by the NDP and refer to the Unit website, which indicates all funding sources for the Unit. (*Measure 31B*)

Under the *Equality for Women measure (31B1)*, all projects have been made aware of the protocol regarding the use of the NDP & ESF logos and of the services available to them through the NDP local media project. The NDP and ESF logos have been used extensively by projects in recruiting staff, advertising the project and in launches etc.

3.6 Use of Technical Assistance

In 2006, just over €365,000 of funds allocated to OP Technical Assistance was spent. The major expenses during this period were:

- ☐ Administrative costs, i.e. three Monitoring Committee Meetings held, etc
- ☐ Salaries of the staff of the ESF Financial Control Unit
- ☐ Travel & Subsistence costs
- ☐ Consultants were appointed in May 2006 to undertake the Ex-ante Evaluation of the EHRD Operational Programme 2000-06.

3.7 Amendments to Programme Complements

Details of amendments, which were made to Programme Complements in 2006, are outlined in Section 3.2 above.

3.8 Problems and corrective measures

The more significant problems, which were encountered in the management of the Operational Programme in 2006, were:

- (i) Staff changes and loss of expertise in the Managing Authority (see Section 3.1)
- (ii) Under-absorption in the Entrepreneurship Priority (see Section 4.3)

The actions taken to address these problems are outlined, where appropriate, in the relevant Sections of the report.

4. Overview of the EHRD OP in 2006

4.1 Introduction

The objectives of the EHRD OP are to:

- Promote employment growth and improve access to employment
- Mobilise all potential sources of labour supply
- Promote the development of a strategic Lifelong Learning framework
- Promote equal opportunities between men and women
- Promote social inclusion
- Strive for balanced regional development
- Contribute to the protection and improvement of the environment.

These objectives translate into specific Priority-level objectives. In 2006, the OP continued to make progress towards the objectives of the Programme. The main developments in each Priority are outlined below.

4.2 Employability Priority

The following objectives have been set out in the Operational Programme for this Priority-

To mobilise all potential sources of labour supply,

To minimise unemployment and prevent the drift into long-term unemployment by strengthening the preventative approach,

To promote social inclusion with particular reference to the re-integration of the socially excluded and the long-term unemployed into the labour force.

An extensive range of activities is covered under this priority, as indicated in Table 2 (Chapter 1). Some more significant developments in 2006 are set out below. More comprehensive information on all measures in the Priority is available in Part 11 of this Report.

Below is a table showing the number of persons who benefited under the Employability Priority.

Table showing the numbers who benefited under the Employability Priority

Employability	No.	Jan-Dec 2006 Total:	Remarks
Action Programme for the Unemployed	01	14,960	
National Employment Service	02 ESF	76,296	
Active Measures for LTU & Socially Excluded	03 ESF	23,683	
Early Education	04	5.8 research projects published Quality framework launched 7 research papers produced	
School Completion Initiative	05 ESF	19,401	
Early Literacy	06	12,104 (2005 fig.)	
Traveller Education	07	2,495 Post Primary 6,326 Primary	
School Guidance Service	08	Schools 733, posts 699 Hours 513,574	
Third Level Access	09 ESF	14,448	2,032 – Disabilities Fund; 12,416 – Top Up Grant. [9,631 – Student Assistance Fund –2005 fig)
School Modern Languages	10	23,576	23,576 Primary pupils–2004/05 fig. 24,012 Post –Primary 2003/04 fig.
Early School Leaver-Progression	1 1AESF	2,111	
Early School Leaver-Youthreach & Travellers	1 1BESF	3,895	1,054– Senior Travellers enrolled 2,841 – Youthreach enrolled
Sectoral Entry Training – Tourism School Leavers	12A	1,927	1,927 participated
Sectoral Entry Training – Tourism	12B	2,009	2,009 participated
Sectoral Entry Training – Tourism (Education)	12C	1,927 (as 12A)	
Sectoral Entry Training – Agriculture	12D	645	
Skills Training for Unemployed & Redundant	13ESF	9,288	
Apprenticeship/ Traineeship-FAS	14AESF	6,761 Apprentices 2,067 Traineeship	
Apprenticeship – Education	14B	10,771	
Employment Support Services	15	16,426	BTWAS – 8,336 BTEAS – 8,090
Voc. Training & Pathways Employment People with	16	1,455	1,455 complete training 3,98 on Support Scheme
Refugee Language Support Unit	17	925	
TOTAL:		251,569	
ESF FUNDED TOTAL:		151,189	

ESF Funded Measures

Under the *National Employment Service measure (M.02)*, there were 76,296 persons on the FAS register at the end of 2006, (having registered during the year), which comprised 34,681 women and 41,615 men. The figure for 2005 was 82,482. 35,035 people on the Live Register (LR) registered with FÁS for a service in 2006; 46% of all registrants for that period. 10,313 people who had Live Register status, were placed in employment in 2006, of these 58% were placed in full-time employment. Placement nationally increased in 2006 for people in receipt of One Parent Family Payment, those in receipt of Disability Allowance and Disability Benefit and for travellers and refugees. However, there was considerable variation on placement data regionally.

A record number of 153,909 vacancies were notified to FAS during the period (including employment programme opportunities) compared with 132,000 in 2005 (and 105,500 in 2004). These increases reflected the success of the FAS 'Employer Strategy' which aimed to increase contact with employers. 85,881 people (35,674 women and 50,207 men) were placed in jobs or FÁS programmes. This compared with 93,571 in 2005. 78% of notified vacancies were filled in the period. 45% of live registrants with FÁS (47% of women and 44% of men) left the live register (NB: Based on results from an earlier analysis.) 57% of FÁS registrants achieved a positive result.

FÁS Employment Services offices throughout Ireland provide information on jobs to many overseas clients going into FAS offices. A one-day survey in October 2006 showed that about half of visitors to FAS offices were non-Irish nationals and included 94 different nationalities. FÁS introduced a telephone interpretation line service. This service was a 3-way telephone interpretation facility between the client, FÁS officer and an interpreter. This service was available in all European languages, Chinese and a further 140 languages. The FAS *know before you go* campaign was launched in the ten new Member States to provide information, which would be helpful to jobseekers before coming to Ireland. This initiative set out the steps that should be taken before travelling to, and on arrival in, Ireland. A DVD in 5 languages (Polish, Slovakian, Lithuanian, Latvian and Czech) was produced in conjunction with the leaflet and posters.

Through its European Employment Services Network (EURES), FAS assisted Irish employers to fill vacancies with suitable EU/EEA labour, and it marketed its EURES services to employers and job seekers at national and regional levels through IBEC regional offices and Chambers of Commerce. It provided Irish job, career and work information to Public Employment Services authorities (and hence potential migrants) in other EU countries. Over 40 recruitment and information events, covering job opportunities in the Construction, IT, Hotel and Catering and Financial Services sectors, were held throughout the European Union/European Economic Area on behalf of Irish employers.

Under *Active Measures for the Long-Term Unemployed and Socially Excluded (M.03)*, 23,683 persons (14,832 women and 8,851 men), completed programmes under this Measure in 2006; very similar to the 23,568 (14,606 women and 8,962 men) in 2005. 21% of training programme participants (24% of women and 15% of men) were placed at end of programme. This result, however, improved when the follow-up survey results were examined. 46% of training programme participants (45% of women and 47% of men) was in employment or further education or training at the time of the FÁS follow-up survey. In relation to CE

participants 47% (55% of women and 37% of men) were in employment or further education or training at the time of the follow-up survey.

Under the *School Completion Initiative (M.05)*, following the introduction of the new Action Plan for Educational Inclusion, DEIS, it was proposed to put in place a new integrated School Support Programme that would bring together and build upon some ten existing policy interventions and initiatives for schools and school communities with a concentrated level of disadvantage, including *Early Start, Giving Children an Even Break (incorporating the primary Disadvantaged Areas Scheme and Breaking the Cycle)*, *the Support Teacher Project (primary level)*, *aspects of the Early Literacy Initiative, including the Reading Recovery programme*, *the Home/School/Community Liaison Scheme* and the *School Completion Programme*. As a result of the review processes, 873 schools have been invited to participate in the new Programme. These comprised 670 primary schools (338 urban/town schools and 332 rural schools) with an enrolment of 90,000 children and 203 second-level schools with an enrolment of 61,000 children.

The School Completion Programme services would be extended to all urban/town primary schools and second-level schools participating in the SSP. Following an evaluation, integration of the School Completion Programme into the School Support Programme framework would be effected over the five-year implementation timeframe. 43 additional SCP Projects would be created and additional schools (primary and second level schools) would be included in 38 of the existing 82 projects under the new Action Plan during 2006/2007 school year. This would involve 120 second level and 167 primary schools selected to participate in DEIS and not already receiving School Completion Programme services. In total 125 SCP project sites, comprising 224 post-primary and 467 primary schools, would participate in the Project strand of the School Completion Programme from 2006/2007. Resources would also be made available to qualifying school clusters through the School Completion Programme during the period prior to its integration into the SSP, with a cluster- level resourcing dimension continuing thereafter.

The further development of after-school and holiday-time supports assisting children's literacy and numeracy development would be supported. The wide range of activities already being funded through the School Completion Programme would continue to be extended and developed. A continuing emphasis would be placed on the development of effective transfer programmes by building on the existing work of the School Completion Programme in this area. Arising from the identification process, 45 of the 53 second-level schools, previously funded under the Stay in School Retention Strand, were selected to participate in the new School Support Programme. The remaining 8 schools will continue to be supported for 2006/2007 school year.

A review process was put in place for primary and second-level schools that did not qualify for participation in the School Support Programme. 53 second level schools were supported under the "Stay In School Retention" strand of SCP up to 31 August 2006. 45 of these 53 second-level schools have been selected to participate in the new School Support Programme. Retention Plans for all SCP projects and SSR strand schools were received in May 2006 for 2006/2007 school year. From September 2005 to August 2006, a total of 23,626 pupils were targeted under SCP. The *Project Strand* targeted 19,472 pupils who were most-at-risk of early school leaving and 560 young people who had already left school early. 3,665 pupils were targeted under the Stay in School Retention Strand.

The following publications were issued:

- SCP Newsletters (Spring Edition and Winter Edition) were published
- Guidelines on the Implementation of Local Review
- Student Referral Procedures and Support Programme Guidelines (profiling guidelines)
- Directory of In-service contributions 2003 / 2004, 2004 / 2005 and 2005 / 2006
- Administrative, Financial and Employment Guidelines (Revised Edition)
- SCP Annual Composite Progress Report for 2004/2005
- Teen Parenting Project Composite Progress Report for 2004/2005

Development work carried out included:

- Commencement of Interagency Research. Report to be published November 2007.
- Questionnaire on Targeting as developed by the National Co-ordination Team sent to projects. Guidelines due for publication in Summer 2007.
- Annual progress report – Template disseminated to local projects October 2006. Composite report due for publication for period 05/06 in May 2007.
- Teen Parent Support Programme annual progress report- Template disseminated to local projects October 2006. Composite report due for publication for period 05/06 in May 2007.

Under the *Third level Access (M. 09)*, substantial progress was made on a number of the recommendations contained in the National Office's publication entitled '*Progressing the Action Plan: Funding to Achieve Equity of Access to Higher Education*'. These included:

- Comprehensive and accessible information on financial support should be made available to students, parents and communities, through development of the existing booklet and a range of other formats.
- A whole community approach to equity of access should be promoted and developed.
- A model for a regionally-based service should be developed to ensure that all students enrolling in higher or further education have access to a needs assessment service.
- A costed proposal to financially support mature students in part-time education should be developed.
- A comprehensive study should be made on the cost of going to college for students from diverse backgrounds.

In mid 2006 a document on data collection was circulated to all institutions setting out definitions of target groups and a method of collecting the information through the national student records system (SRS). It was intended that for 2007/8 all higher education institutions would be able to gather comprehensive information on their students through the SRS. This would provide institutions with much improved information and enable new participation targets to be set both locally and nationally.

A gross allocation of €6.038m was approved for the *Student Assistance Fund* in 2006/07. This compared to a gross allocation of €5.8m for 2005/2006. The total number of students who benefited from the fund in 2004/05 was 9,631. A total allocation of €8,121,744 was approved for support for students under the *Fund for Students with Disabilities* in 2005/06. This compared to €6,333,287 in the academic year 2004/05. A total of 2,032 students, through both individual and groups applications, benefited from the Fund in 2005/06, compared to 1,696 in 2004/05. An allocation of €2,111,500 was provided for the Millennium Partnership Fund for the Disadvantaged 2006/07. 56 community and area partnerships were expected to benefit from this allocation. Pobal has continued to administer the fund for the 2006/07 academic year. The allocation for 2005/06 was €2,050,000. An allocation of €2m was made for 2004/05. 57 community/partnership groups were considered for funding under the fund

for 2005/06. A total of 3791 individuals benefited from the fund in 2004/05. The corresponding figures for 2006/07 were not yet available.

Under the *Early School Leavers Progression* measure (M.11A), 2,111 people (905 women and 1,206 men) completed FÁS programmes during the period; compared with 2,434 (1,126 women and 1,308 men) in 2005. 906 completions (415 women and 491 men) received certification at the end of the course; compared with 1,035 (496 women and 539 men) in 2005. 46% of participants (42% of women and 49% of men) proceeded to employment, education or further training according to FAS placement records. This was a significant improvement over the position in 2005 where the overall percentage was 38%. The follow-up survey results showed that 52% of participants (58% of women and 41% of men) had proceeded to employment, education or further training by the time of the survey. They also showed that 49% of participants (53% of women and 40% men) achieved a recognised improvement in their literacy and/or numeracy level.

2006 was the second year of implementation of an agreement between FÁS and Community Training Centres (CTCs), which enhanced services and facilitated CTCs to be more responsive to the needs of both early school leavers and of the labour market. This agreement resulted in a more client-centred approach to responding to the needs of early school leavers. All early school leavers were assessed on entry to CTCs and an Individual Learning Plan was developed for all trainees. Trainees participated in a variety of training at foundation, progression and bridging level leading to nationally recognised certification. All CTCs developed individual strategic and business planning as an ongoing management, administrative and operational feature, and all CTCs operated to their action plans for 2006 as outlined in their 2006 business plan. On leaving CTCs, trainees received structured tracking support to assist them to successfully integrate into their chosen post-training option i.e. further training or employment. Government policy remained to reduce the extent of early school leaving and to support those who decide to leave early. The recent National Skills Strategy proposed that the percentage of young persons remaining on to the Leaving Certificate should gradually increase to 90%. In relation to those that drop-out of school, the relevant organisations were trying to address their needs as comprehensively as possible.

Early School Leaver – Youthreach and Travellers (M. 11B): Following the publication of FETAC's policy on quality assurance, FETAC began accepting applications from providers for registration through quality assurance agreements from January 31st 2005. Youthreach and STT centres were well advanced in relation to Quality Assurance under the Quality Framework Initiative, and in 2006 were looking towards the other requirements of the new FETAC policies and procedures. FETAC also initiated the development of awards at Levels 1 and 2 of the National Qualifications Framework. These offered a mechanism to recognise achievement by learners at very low levels of ability or motivation and in particular would help in recognising 'distance travelled'. These levels were likely to have an application in Youthreach and STTC settings.

The Minister for Education and Science launched the final report of the Task force on Student Behaviour in Second Level Schools – School Matters, in March 2006. The report contained 21 broad areas of recommendation and listed over 100 associated actions to help schools deal with disruptive behaviour in the classroom. The main measures announced included:

- New Regional Behaviour Support Teams to work with schools that had significant discipline problems
- Behaviour Support classrooms to be piloted in schools

- Junior Certificate Schools Programme to be available in more schools
- Expansion of out of school provision to be examined
- Amending Section 29 of the Education Act 1998

During 2006 work continued on the development of a report with recommendations for a five-year Traveller Education Strategy. The report mapped out the way forward in relation to Traveller education, taking account of the complexity of issues involved, the history of provision and existing measures. It would mark out the challenges for the future and clearly identify ways to approach these challenges. The report was holistic and sought to address all aspects of Traveller education on a lifelong learning basis i.e. from pre-school through to adult and continuing education provision. An in-depth consultation process involving Traveller organisations, Traveller parents and learners, teachers, teacher unions, management associations and others had taken place. The report was launched in November 2006.

The Department of Education & Science carried out a number of expenditure reviews including one on Youthreach and Senior Traveller Training Centres. The aim of the reviews was to provide a systematic analysis of what was being achieved by expenditure on each programme and to provide a basis on which more informed decisions could be made on priorities within and between expenditure programmes. The Departments Inspectorate also began evaluating Youthreach and STT centres during 2006. Just over 10 centres in total were evaluated by the end of 2006. It is planned to evaluate up to 30 centres in total by the end of 2007 and to compile a National Evaluation report in 2008.

The implementation of the Youthreach Quality Framework Initiative moved from pilot phase to national rollout. By the end-2005, 57 centres had started to engage in QFI (26 STTCs and 31 Youthreach). The Quality Framework rested on four pillars, Quality Standards, Centre Development Planning (CDP), Internal Centre Evaluation (ICE) and External Evaluation. A five-year rolling cycle is envisaged, comprising one CDP and four ICE.

Under the **Skills Training for Unemployed and Redundant Workers (M.13)**, a total of 9,288 persons (5,916 women and 3,372 men) completed training in 2006, slightly less than the 9,812 (6,461 female and 3,351 male) completers in 2005. Females comprised 64% of throughput in this period. In respect of the two regions, 2,588 persons were trained in the BMW region, compared to 6,700 in the S&E region. End of course placement was significantly higher in 2006 at 49% compared to 35% in 2005. This most likely reflected greater efforts by FAS to track placement of trainees. The more informative `situation at time of the follow-up survey` question showed that 75% of participants were in employment, further education or training at the time of the survey. 86% of trainees stated that they were satisfied or very satisfied with the programme. The percentage was higher for females (92%) compared to males (78%).

FÁS's aim was to ensure that the courses and services continued to provide choice, flexibility and relevance to the labour market. Key actions in the period included the addition of more than a dozen new courses to the suite of skills courses in FÁS training centres. Work commenced on up-dating a large number of training courses. The structure of FAS training courses was reviewed to help clarify their levels and purpose, ranging from foundation to advanced training courses. FAS continued to ensure the quality of service through on-going pursuit of ISO 9001:2000 accreditation. To-date, progress has been made with ISO and Q Mark granted to, or maintained by, the following FAS training centres in Cork, Dundalk,

Waterford/Wexford, Limerick, Shannon, Galway/Ballina, Letterkenny/Gweedore, City Centre (Dublin), Finglas.

In the period, FÁS continued to implement the development and implementation of flexible, learner-centred approaches, based on the appropriate application of Information and Communication Technology (ICT) in FÁS training centres. Relevant instructors and training centre personnel throughout the network of FÁS training centres were briefed. A review of training centre intranets was undertaken to ensure that a standardised system, with appropriate capacity, would support the future delivery of training and on-line testing in training centres. The capability of the Training Services Broadband network was also reviewed, to ensure on-line access 24 hours 7 days. FAS provided a flexible and comprehensive range of supports to people facing redundancies, including an integrated guidance and support service for individuals about to be made redundant. A review of FÁS Services for Company Closures/Lay-Offs was completed in 2006 and appropriate guidelines developed in line with these recommendations. FAS Training Centres have been encouraged to experiment with flexible start / finish times and staged induction periods with one or two in-centre Foundation and Bridging Courses. They were also encouraged to increase part-time provision in contracted training.

FÁS has also begun to develop a major bio-pharma training facility in Carrigaline in order to meet the growth of the bio-pharma industry in the Cork region. Refurbishment work on a building began in 2006 and a new 17-week Pharmaceutical Operatives course (with specialist options) has been developed by FÁS. A number of FÁS training courses, such as T.V. and Video Production, which had previously been validated by external bodies, were redesigned in 2006 to meet FETAC certification standards. While FÁS did not provide full-time, stand-alone, English language courses, it provided technical English language training where appropriate. In 2006 FÁS developed two generic English language-training courses and three industry-specific courses (covering the hospitality, construction and security sectors).

As part of the *Apprenticeship/Traineeship Measure (M.14A)*, 6,761 apprentices completed Phase 2 training in FÁS in 2006 compared to 6,483 in 2005. 2,067 people (1,497 women and 570 men) completed Traineeships in the period compared to 1,979 people (1,421 women and 558 men) in 2005. 4,752 apprentices were awarded the National Craft Certificate, slightly down on the figure of 4,948 in 2005. 69% of Traineeship participants (68% of women and 70% of men) were in employment at the time of the follow-up survey. 53% of Traineeship completions (51% of women and 58% men) achieved certification; a good improvement on rates of 43%, 37% and 56% respectively in 2005.

Apprentices

There were a record number of apprentices in 2006, the figure just under 29,800, up 4% on 2005. A total of 8,300 new apprentices registered with FÁS in 2006, unchanged from 2005. The profile of new apprenticeships continued to be dominated by the construction and electrical trades, accounting for over 80% of all apprenticeship starts in 2006. FÁS has developed revised curricula for all the apprenticeship trades. The National Apprenticeship Advisory Committee endorsed a number of revised apprenticeship curricula in 2006. These were Agricultural Mechanic, Carpentry and Joinery, Electrical, Plumbing, Motor, Construction Plant Fitter, Floor and Wall Tiler, Refrigeration and Air Conditioning, Heavy Vehicle Mechanics, Electrical Instrumentation, Instrumentation, Metal Fabricator, Painter and Decorator, Plasterer, Toolmaker, Sheet Metal Worker and Vehicle Body Repairer. By the end

of 2006, revised curricula for 16 trades had been approved in total and 3,335 apprentices who attended FÁS Phase 2 training in 2006 followed the new curricula.

As part of the implementation process, FÁS Instructors received training in the new technical elements introduced in the revised curricula. Another key step in the revised curricula implementation process was the provision of learner resource material to facilitate the delivery of the revised curricula, especially in the Motor sector, where significant technical changes were introduced. Plans were initiated to have all apprenticeship instructors trained in the new computerised assessment system, in conjunction with the introduction of the new revised curriculum. New 'Generic Common Modules' that will be taken by all apprentices were also developed in the five areas of Environment, Learning to Learn, Basic IT Awareness, Health and Safety Awareness, and Employment Legislation Awareness. A mixture of on-line, CD-Rom and workbook media will deliver these modules. FÁS, in co-operation with the Institutes of Technology, has developed protocols and procedures in relation to the Recognition of Prior Learning in apprenticeship. In 2006, 180 persons obtained a National Craft Certificate following this process. The number of apprentice registrations for 2006 was 8277.

Traineeships

During the period FÁS consulted with FETAC in relation to the Interim Standards process for awards placed in the National Framework of Qualifications. This involved reviewing rule statements for all Traineeships for which FETAC levels 4 and 5, as well as Advanced Certificates at level 6, in the framework are awarded. The process also included agreeing revised Award Titles with FETAC, which reflect more closely the occupational field concerned, in line with FETAC policy on award titles. A new Thatcher Traineeship commenced at Portumna Castle in County Galway. The one-year duration Traineeship was delivered by FÁS on an OPW heritage site, with the support of Employers, the Department of the Environment, OPW and the Heritage Council. FÁS in consultation with the Private Security Authority (PSA) developed a number of new stand alone Modules (minor awards) arising from the private security sector's licensing directive. The new modules, Door Security and Security Guarding, were completed and piloted in the period. The Private Security Personnel Traineeship (major award) was also revised and updated to take account of new legislation. All three programmes were approved by PSA and validated by FETAC.

The review of the Auto-Turning Traineeship was completed. The new programme has three sets of alternative assessments and lends itself to individual minor awards plus a major award. It is also *RPL-friendly* and supports the provision of training and certification for existing workers, which is an identified need in the sector. A review of the IT Support Specialist traineeship was initiated with the development of a new set of on-the-job practical assignments as part of the Assessment package. Other work undertaken during the period included a revision of the Childcare Practitioner traineeship in consultation with Barnado's and other childcare stakeholders and of the Health Care Assistant in consultation with the HSE and Health Board personnel. FÁS commenced the development of a training programme for workplace assessors and internal verifiers who have responsibility for supporting workplace training for Apprenticeship and Traineeship participants. When completed, this will provide FETAC certification for persons responsible for workplace training. It is expected that the programme will be piloted in 2007.

4.3 ENTREPRENEURSHIP PRIORITY

The objectives of this Priority as set out in the Operational Programme are

To support sustainable productivity and competitiveness improvements in existing businesses, and SMEs in particular, by improving education and training levels and to intensify policy efforts to that end.

To more fully exploit the employment or income-generating potential of the Social Economy initiatives in regard to disadvantaged individuals or groups at local level.

Under the **In-Company Training FAS sub-measure (18A)**, 667 Irish companies were awarded Excellence Through People certification by the end of 2006. Note, however, that for some of these companies their certification had lapsed. Thus, it was estimated that about 600 companies actually had current ETP certification at the end of the year. Final statistics were not available in relation to training participation in 2006. It was estimated that about 22,000 employed persons were trained with FAS support under the Competency Development Programme. In addition, 1,500 employed persons participated in training courses related to communications, literacy and numeracy funded under the Workplace Basic Education Fund. They were 160 registrations of approved training companies for the period compared to 172 in the same period in 2005.

FÁS significantly increased its services to encourage and assist training for companies and people in employment in 2006. Total expenditure amounted to €45 million compared to €26 million in 2005. FÁS established a new Sub-Committee to advise and monitor developments in the area of training for companies and the employed and the Sub-Committee met regularly during 2006 to review existing and planned activities. In addition, existing Advisory Committees in the Engineering, Construction and Film/TV sectors were re-constituted and reviewed national skills and training needs.

The Competency Development Programme (CDP) provided financial subsidies to reduce the costs of training courses in a wide range of different skills and sectors including management, supervisory, sales and marketing, IT, retail sales, contract cleaning and carers. In the period, FÁS expanded the Competency Development Programme (CDP) at both national and regional levels. The procedures for the operation and implementation of the CDP were reviewed and updated. The major changes included an increase in financial rates of support – including 100% training rate support for low skilled and vulnerable workers – as well as procedures and financial support available for the establishment of Training and Development Networks.

FÁS continued to promote the Excellence Through People standard for Irish industry. In 2006, under the revised Excellence Through People criteria, 58 organisations were awarded the Standard level, 18 achieved Gold and nine attained the Platinum level. Over six hundred organisations, employing in excess of 150,000 people, had achieved the Excellence Through People standard by the end of 2006.

During the period, FÁS continued the promotion and implementation of the Workplace Basic Education Fund (WBEF), which was designed to promote and deliver basic skills training to employees in low skilled/low paid employment. The programme comprises 30- 45 hours of communications (applied literacy) at FETAC Level 3, delivered in the workplace over several weeks (3-4 hours per week), to groups of 8 people. FÁS is responsible for the management of the WBEF, which it operated in association with the National Adult Literacy Agency (NALA) and the VECs. A Work-Based Education National Steering Group has been established to oversee the programme. A new integrated approach was implemented in 2006 for the design and delivery of the learning materials. The seven co-ordinators (4 from NALA and 3 from ICTU) now engaged directly with employers on a regional basis, to identify companies with low skilled/low paid employment. In co-operation with management and union officials, they acted as promoters within the workplace and recruit employees directly. They also oversaw the workplace delivery and organised/managed training initiatives locally between employers and the training providers. The VECs were the main providers of the training under the programme.

New learning materials featured a themed integrated curriculum approach to the design and delivery of workplace education and training. The themed approach links literacy/numeracy learning with the development of other work-related skills and knowledge. The *communication in health, safety and hygiene in the workplace* programme has been most popular programme. Other integrated curriculum approaches have been developed for the cleaning, food and drink, manufacturing (especially in the NW region with employees at risk) and security sectors. The new approach has proved to be popular and has resulted in a significant increase in the number of participants. In 2006 a total of 1,500 employees participated on such programmes. To further increase participation, FÁS developed, in co-operation with NALA and the Health and Safety Authority, two special training programmes ‘Steps to Safety’ and ‘Safe and Well’ which were launched in December 2006 to link basic education to health and safety issues.

Activity under the Construction Skills Certification Scheme (CSCS) and the Safe Pass scheme continued strongly in 2006 with a mixture of new applicants and persons needing to renew their certification. In 2006, 16,000 CSCS and 161,000 Safe Pass cards were issued. An independent review of the schemes was completed in 2006 and made a series of recommendations to improve the quality and administration of the schemes. Overall, these have been accepted and are being implemented.

A particular feature of FÁS’ provision is the ‘Strategic Alliance’ approach whereby FÁS contracts with major national organisations to deliver a suite of suitable training courses. This approach was fully developed in 2006 through alliances with organisations including the SFA, ISME, Chambers of Commerce Ireland, ICTU and the CIF. Further, in response to reports of the Small Business Forum and the Expert Group on Future Skills Needs, FÁS initiated a public call for ‘Expressions of Interest’ to run further training courses for SME Management Development. FÁS also sought ‘Expressions of Interest’ in respect of training for persons with low-skills and/or low-qualifications and these were considered towards the end of 2006 with a view to implementation in 2007. Under the FÁS Strategic Alliance programme, two national ICT training projects were under development in 2006, in co-operation with the National College of Ireland (NCI). The *Digital Action Programme* – designed to provide basic computer skills to employees in low skilled/low paid employment; and the *Knowledge Economy Skills Passport (KESP)* – designed as a blended learning

programme that targets the key competencies required by workers operating in the knowledge-based economy. Participants (target 500 in year 1 pilot) who successfully complete the programme will be awarded the KESP 'passport'. The certification will be initially granted through the National College of Ireland and later at HETAC Level 6. The KESP curriculum will cover IT Skills for the knowledge economy, Science and Technology Fundamentals, Business Skills Innovation and Entrepreneurship.

FÁS and Enterprise Ireland also developed new programmes for Domestic and International Sales. The programmes were aimed at graduates and experienced professionals and would enable Irish firms increase the national stock of sales and marketing talent. This was part of FÁS' response to the Enterprise Strategy Group's report.

Within the FÁS Services to Business (STB) division, work continued to introduce the necessary quality assurance systems and procedures to ensure compliance with the requirements of HETAC and FETAC. STB also encouraged and supported external registered training providers in their applications for approval to the Awards Councils. Various models for Paid Learning Leave were developed and presented to the Training for the Employed FÁS Board Sub Committee. It is intended to pilot this approach in 2007. FÁS continued to organise and co-ordinate a wide range of environment-related courses to ensure the provision of construction & environmental training in line with legislative requirements. These courses provide the expertise required for managing the environment, improving environmental quality standards and raising standards of health, safety and welfare across the Irish economy. In 2006, over 4000 people participated in environment-related courses

Under the *In-company Training – Enterprise Ireland sub-measure (18B)*, the number of companies receiving direct financial support from HRD was 1,423. The number of people trained was 16,382. The number of companies who received a high quality training system (e.g. 'Excellence Through People') was 124. EI continued to work on joint initiatives with FAS to promote the standard 'Excellence Through People' which included giving it a presence on the Enterprise Ireland website. However individual companies decided on an investment in this standard on the basis of whether it helped them to achieve specific business outcomes/benefits and whether this represented an adequate return on their investment. The standard was restructured and revised recently and the upgrade of the standard contributed to the continued take-up by companies. Two issues resulted in the improved figures above. The number of companies in-the-pipeline at the time of the previous report and the outcome of the DETE call for proposals on In-Company Training, in particular one project (Laois CEB), which, focused on preparing SME's for Excellence Through People.

In Company Training – Enterprise Ireland /Skillnets sub-measure (M.18C)

EI Managed Element:

539 companies and 2,226 participants have benefited from the 18 operational projects managed by Enterprise Ireland. The total budget for all 18 projects amounted to €9.840m. Training activities on these programmes have been completed and the promoters are now finalising their ESF claims. As of March 2007 total expenditure cleared to date by Enterprise Ireland amounts to €5.38m or 55% of the total budget.

Skillnets Managed Element:

While expenditure was slightly slower than expected in the first half of the year the second half of the year was on target. Projects have, where appropriate, revised their training plans and budgets and have met their revised expenditure targets. 8,638 participants have benefited under the Accel managed projects (5,304 male and 3,334 female participants).

Under ACCEL, Skillnets managed a total of 55 projects. ACCEL covers the period January 2006 to mid June 2008, has a total approved budget of €1 6million sourced initially from the National Training Fund, with up to €12 million of this to be recovered from the ESF. A Second Call for Proposals was launched in October 2005 aimed at groups of companies, County Enterprise Boards and Social Partner Organisations. ACCEL sought to support in company training both in terms of training itself and the development of in company training systems. An additional Call for Proposals was made in February 2006 and total grants committed to approved projects under ACCEL was now €20.8 million, estimated ESF recovery was €15.60 million. Ultimately, the ESF spend would depend on project performance and the regional mix of that performance.

Projects are either sectorally or regionally based, having completed an analysis of the member company training needs, each looked at the best possible methods of meeting those needs. Projects include innovative methods such as the development of e-Learning models, and virtual learning centres, while others are developing new courses (up to Masters level) to meet the future needs of the member companies. The projects are in a start up phase and are being actively supported at this stage. Projects have reported expenditure of €8,304,550 for the year 2006 the grant amount of which was €5,979,661. ESF Claims totalling €2,899,877 have been checked and forwarded to the Managing Authority to date (BMW €1,247,199; SAE €1,652,679). The balance of the ESF expenditure will be reclaimed later in the year.

4.4 Adaptability Priority

The objectives of this Priority as set out in the Operational Programme are-

To promote a skills trained and adaptable workforce by facilitating people in the wider economy and in specific sectors to adapt their skills to changing labour market requirements through further training, re-skilling and lifelong learning.

To enhance the quality of labour supply through continued investment in education and training and, in particular, through developing a strategic and flexible framework for lifelong learning.

To enhance the quality of labour supply and ease of adaptability by developing and deploying an improved framework of certification and qualifications.

ESF Co-financed measures

Lifelong Learning – Back to Education Initiative (M.21): In total there were 24,728 participants in courses under the BTEI (Part-time) in 2006, of which 76% were women and 24% were men. This reflected an ongoing increase on the position in 2005 (22,019 participants). The male-female ratio showed a marginal decrease in the participation rate of males (25% in 2005), and highlighted the need for specific strategies to attract men with low or no qualifications into further education programmes. 1652 (7%) of the total number of participants were accommodated under the Community Strand.

Under “Towards 2016” priority was extended to increasing the Back to Education Initiative (Part Time Option) by 2,000 places by 2009. It was also intended to adopt measures to monitor and evaluate progress within the Initiative. During 2006 all VECs established procedures to quality assure their programmes and agreed these procedures with FETAC, as well as a significant percentage of non-VEC schools and community providers. Some providers continued to report increased difficulty in maintaining courses at current levels due to increased operating costs, most particularly increased staff costs relating to the implementation of the part-time workers’ legislation and on-going increases in part-time hourly tuition rates.

The increased numbers of migrant workers arriving in Ireland continued to place considerable pressure on BTEI (Part-time Programme) providers during 2006 to organise English language courses (ESOL). Eligibility criteria precluded migrant workers’ participation, except on a fee-paying basis. Attention was also drawn to barriers experienced by those in full or part-time employment who wished to access courses to gain upper secondary equivalent qualifications. When BTEI (Part-time) was initiated there was a clear intention to target the skill needs of those in employment, particularly those with less than upper second level qualifications. The current eligibility criteria excluded this target group, regardless of their education qualifications, and those in employment, even the low skilled, are required to pay fees. The unwaged (e.g. women in the home) with less than upper second level education are also required to pay partial fees (30%).

VTOS Developments

VTOS statistics at January 2006 show a total of 5,384 participants, of which 67.83% were female (3,652) and 32.17% were male (1,732). The percentage of participants in receipt of an allowance in lieu of unemployment payments came to 57.99%, 19.84% were in receipt of One-Parent Family Payment and 17.3 1% were in receipt of a disability payment. 7 1.50% of those who completed the VTOS programme in 2006 progressed to either employment or further education and training. Of the 2,659 who completed VTOS in 2006, 67.8 1% were female and 32.19% were male.

The Department of Social and Family Affairs published the Report of the Working Group on the Review of the Back to Education Allowance Scheme in September 2005. An Implementation Steering Group was set up to oversee the separation of the roles between the Department of Social and Family Affairs providing income support and the Department of Education and Science providing the delivery of courses and educational supports and to iron out any anomalies in the Scheme. The work of this group was ongoing.

The McIver Report on the Review of the Post Leaving Certificate Sector contained 21 overarching recommendations, incorporating 91 sub-recommendations. The principal recommendations were

- a reduction in the number of timetabled class teaching hours and appropriate increases in staff to compensate,
- enhancement of senior and middle management structures to allow more time for assessment, student support and interaction, team development and cross curricular planning, industry liaison and quality assurance processes
- an increase in technical and administrative support staff
- improvements in student library, IT and social facilities and capital infrastructure
- the establishment of a Council of PLC/FE Colleges and the establishment of Further Education as a distinct sector of education

It has been estimated that the recommendations for staffing would involve at a minimum the creation of at least 800 new posts at a cost of over €48 million.

A discussion document summarising the main issues emerging from consultation meetings held with BTEI (Part Time) providers was circulated by the Further Education Section of the Department of Education and Science in October 2006. The report made a number of recommendations intended to support providers in developing their provision. Four projects designed to address some of the report's recommendations were initiated in late 2006:

- The development of guidelines for providers on effective approaches to outreach, pre-development and community based provision.
- The development of guidelines for providers on cooperation between the Adult Literacy Service and BTEI (Part Time).
- The development of guidelines for providers relating to protocols for the provision of supports for participants with disabilities under the BTEI (Part Time).
- The development of guidelines for providers to promote the participation of men in BTEI (Part Time) provision.

Under the *National Adult Literacy measure (M.22)*, the number of clients catered for in the VEC adult literacy service in the period January to December 2006 amounted to 39,514, which was an increase on the 2002 figure of 28,000 clients. "Towards 2016" included provision for a further increase in literacy student numbers of 4,000 over the two year period 2008 to 2009, to bring the total to 42,000.

In 2006, a new intensive literacy programme commenced within the VECs, in which six hours of literacy tuition was available per week instead of the usual two hours. The Department is currently examining the draft evaluation report of this project, which was generally positive. In 2007, additional funding of €1 million will be provided for intensive literacy tuition, which would lead to a doubling of the funding for intensive literacy tuition to €2 million. A new TV series “The Really Useful Guide to Words and Numbers”, a new media literacy strategy, encompassing a new TV programme linking to DVD, CDROM and website material commenced on the 24th September 2006. The proposal was developed by the Media advisory Group, which comprised representatives from the Department, NALA the VECs and would run until April 2007. The series was accompanied by a learner workbook, a website (www.rug.ie) and a free-phone support line.

Under the *Undergraduate Skills measure (M.26)*, there has been a significant drop-off in the numbers of students enrolling on existing undergraduate ICT courses in recent years. The HEA was continuing to examine all means of securing a recovery in enrolments on the Skills 1 and 2 Programmes. The Department was finalising an Expenditure Review under the Expenditure Review Initiative on these aspects of the Undergraduate Skills measure. The HEA, particularly through the Skills IT Investment Fund, was working with the ICT industry and the Universities. The 4th Report of the Expert Group on Future Skills Needs warned that there would still remain a shortage in the ICT and biotechnology industries in the near future. The need to maintain capacity in these areas, to improve the marketing of skills courses and the recruitment of students to these courses so as to reach the originally targeted level of output should continue to be prioritised. Funding and supporting material have already been made available from the Information Technology Investment Fund to assist Institutes in this regard. Demand for places on science courses in the Universities has remained consistent over the last five years. In 2006, there were no vacancies on any undergraduate science programme. The number of additional places created in the Technological Sector in the 2005/06 year was 1,512 (1,224 males and 288 females). The number of additional places in the University Sector in the same period was 2,733 (1,769 males and 964 females).

Recent recruitment to programmes in the Institutes has shown that the downward trend in Science has halted and several Institutes have reported an improvement in the numbers registering on programmes at level 6 and 7 on the National Framework of Qualifications, while recruitment to level 8 remains healthy. Despite an upturn in the jobs market for ICT graduates, it still remained difficult to attract students. Institutes increased their efforts with second level providers and with Post Leaving Certificate Course providers to encourage students to enter these programmes. However, the perception of the industry as being a somewhat volatile employer remained strong, thus discouraging school leaver applications.

Under the *Quality Assurance – Certification & National Qualifications Framework measure (29B)*, FETAC issued a total of 110,296 awards during 2006 broken down as follows:

Summary of FETAC Awards – January to December 2006 ⁷					
NCVA	NCEA	FÁS	FÁILTE IRELAND	TEAGASC	TOTAL
63,563	214	41,466	2,060	2,993	110,296

In January 2007, the total number of awards issued by FETAC since it was established in 2001 exceeded the **500,000** mark.

Work was ongoing concerning the inclusion of certificate and diploma programmes in the National Framework of Qualifications system. A framework to progress this area was agreed in January 2006. The CAO handbook for 2006 admissions expressed awards in terms of their levels under the National Framework of Qualifications. The final phase of the review of the effectiveness of HETAC by the NQAI, in terms of the performance of its statutory functions under the Act, was completed in July 2006. The NQAI concluded that HETAC has effectively performed its principal statutory functions and had developed policies and procedures for each function implemented and were being operated as appropriate.

⁷ These are the total figures for FETAC awards made in 2006. FETAC is currently reviewing the categories used for statistical representation of awards made in the light of the National Framework of Qualifications. This will lead to different categories to those reported previously. This work is expected to be completed by the end of April 2007.

* BIM and other similar organisations are not currently included in these figures, but will be in future reports.

4.5 Equal Opportunities Priority

The objectives of this Priority as set out in the Operational Programme are-

To adopt a comprehensive gender mainstreaming approach including measure components to tackle gender employment gaps and monitoring of progress through adequate data collection.

Under the ***Education Equality Initiative (EEI) (M.30)***, the overall number of participants for 2006 was 208 with the breakdown of participants comprised of 162 males and 46 females. There was an increase overall in the number of men participating due to novel outreach methods employed in the rural locations. At project level, a thematic approach has been developed, allowing similar type projects to network and share information. A project directory has been produced and has been disseminated to local and national agencies. The Nexus project “SPEAK” was an IT self-evaluation tool for projects. It created a database that examined project activities from a number of perspectives, including projects outputs and inputs. Participants in the project were men living in isolated rural areas. The SPEAK evaluation tool if successful could be implemented in Community Education projects nationally.

The Irish Deaf Society launched 4 DVD’s during the final phase of the EEI, “*Understanding English through Irish Sign Language*”, “*Health*”, “*Revenue*” and “*Introduction to ICT*”. The DVD’s were used as part of the training of 20 ISL tutors. Pavee Point produced the DVD ‘*Pavee Parents, Primary Concerns*’, which was launched in December 2005 for use by Traveller Learners. In 2006 a training manual was produced to accompany this DVD. An adult literacy manual “*Misling the Tobar – Travelling the Road*” was also produced and launched in 2006. Since then the project has been disseminating the DVD and manuals at local, regional and national level. The Ballyfermot Project received an AONTAS Highly Commended Star Award at the AONTAS Adult Learner Festival in January 2007.

Kerry Deaf Society produced a Project Evaluation and Best Practice Brochure in October 2006. The project was also involved in the conversion of four British video aids to Irish Sign Language. The project participants were actively involved in filming, editing and the translation process. The Munster Deaf Tutor Network was also formed in 2006. “Mevagh” organised educational outings and an Annual Health Day in 2006. A DVD on the work of the project was also produced. A booklet was produced by Mr. Noel Bradley on “Personal Reflections of an Outreach Worker”. Ennis CDP completed their project with an evaluation Report on the “*Traveller Homework Parent Support Programme*” and also organised a Family Learning Programme. Dun Laoghaire completed an evaluation report “*Realising Our Potential*”. Most projects have encountered obstacles of some kind, principally adequate child-and eldercare and transport. Also evident was the barrier of educationally disadvantaged people who have a negative overview of the school/education system, and a resulting reluctance by them to be drawn into education\training via outreach programmes

As part of the ***Equal Opportunities Promotion and Monitoring – Education Measure (M.31A)***, the Equality Unit funded 10 Research Grants on gender issues in education in 2006. The following research projects supported by the Unit were published in 2006:

- The NCCA published the outcomes of the 3rd phase of its longitudinal study on students as *Pathways Through Junior Cycle: The experiences of Second Year Students*
- James Norman published his research *Straight Talk: Researching Gay and Lesbian Issues in the School Curriculum* in May 2006.
- Professor Eileen Drew published her research on males and primary teaching *Facing Extinction: Why Men are not attracted to Primary Teaching* in November 2006.
- Dr. Caroline Renehan published her research *Different Planets: Gender Attitudes and Classroom Practice in Post-Primary Teaching* in December 2006
- Dr. Lorna Ryan published her research *Gendering the School Plan: Science Subject uptake by Senior Cycle Students* in December 2006.

Work on the updated *Equal Measures* resource material and the DVD was completed, and the pack was launched in May 2006. Two project development workers were recruited in June 2006 to work on *eQuality Measures*, a gender equality resource pack for use in post-primary schools. A project coordinator was also recruited. The team began work in September 2006, and work is ongoing. 26 primary and post-primary inspectors were provided with gender mainstreaming training and this included training in the use of gender indicators for Whole School Evaluation. 6 new primary inspectors also received training in gender mainstreaming. A five-day training course for Women into Educational Management was held in July 2006. 25 women participated.

Following one of the main recommendations of the Primary Education Committee, a promotion campaign to encourage more men to consider primary teaching as a career started in January 2006. The campaign focussed on a number of key target audiences, particularly students, parents, teachers and guidance counsellors. It highlighted the wide variety of skills that a primary teacher uses. It promoted the rewards of being a teacher, such as the value to society, work/life balance, career satisfaction, diversity of skills, professional development, conditions of employment and job security.

The Unit was participating in a transnational project, which was co-ordinated by the Ministry for Equal Opportunities, Luxembourg. As part of this project, Ireland hosted an international seminar on Men and Education in November 2006, which showcased Irish work on males and education, including research funded by the Unit. A member of the Unit made a presentation and provided expert input on the 'Understanding the EU's Role: Education and Equality' at workshops at the National Forum On Europe's Women's conferences in Bundoran and Galway in June 2006. Work continued on developing a web resource for the curriculum intervention *Discovering Women in Irish History*, which was put up on the *Scoilnet* website.

The Unit continued to advise on gender quality and gender mainstreaming, both internally in the Department and in response to external queries from other Government Departments, personnel involved in education and the general public. The Unit represented the Department of Education and Science on the following Committees in 2006:

- NDP/CSF Equal Opportunities and Social Inclusion Co-ordinating Committee
- Management Committee of the Department of Justice, Equality and Law Reform Gender Equality Unit
- National Steering Committee on Violence Against Women
- Equality Authority – Equality Studies Unit Management Committee
- Education Equality Committee
- Advisory Committee on Homophobic Bullying
- Women into Science, Engineering and Technology Committee

The Department of Justice, Equality and Law Reform based **NDP Gender Equality Unit's (M.31B)**, assessment of the end of 2005 progress reports and gender equality templates were discussed with the individual measure managers and summary points reported to the relevant monitoring committees. The Unit's views of the DES measures were forwarded to the Gender Equality Unit in that Department for appropriate action.

The Unit also supported the inclusion of a gender equality perspective in programmes, which would be co-financed in the next planning period. The Unit accordingly provided submissions to the following areas:

- ☐ The National Strategic Reference Framework 2007-20 13
- ☐ The ESF Operational Programme 2007-2013
- ☐ The Rural Development Strategy and Programme 2007-20 13.
- ☐ The Border, Midlands and Western and the Southern and Eastern Regional Operational Programmes 2007-2013.

In addition, a paper on Women in Enterprise was submitted to Forfas as a contribution to the implementation of recommendations contained in the Small Business Forum Report.

Other ongoing activity by the Unit included management of a number of innovative projects:

- 5.9 A Labour Market Initiative to support lone parents to access employment, education and training; this Initiative is being delivered through the County Development Boards.
- 5.10 A project to assist at lone parents of Irish Born Children who have been granted leave to remain in Ireland to secure employment. Business In the Community is delivering this project.
- (iii) In-Company Training initiative for the community and voluntary sector, which was being developed with Women's Aid.
- (iv) Two research projects on gender equality and enterprise, which were being carried out by Dundalk Institute of Technology.
- (v) A project to provide services to promote women in business.

The activities under (i) and (ii) above sit under the Equality for Women Measure (31 B 1)

The Unit tendered for the preparation of a Guide on Best Practice on Promoting Gender Equality under the NDP 2000-2006.

Under the ***Equality for Women (M.31B1) measure***, the Minister for Justice, Equality and Law Reform announced in December 2006 the allocation of almost €2.2 million in grant assistance to eighteen projects, which would address Equality for Women. Of this amount, more than €1.95 million will support projects in CLAR areas (areas of rural regeneration) and about €250,000 will go to projects with an educational focus. The project applications were appraised by POBAL on behalf of the Department using the following criteria: evidence of need, quality of the proposal, experience of gender equality, social exclusion and education/labour market initiatives, capacity of the group or rganization and value for money. The number of projects assisted to advance gender equality under this measure was 27 and the number of people who participated in the measure was 4,759.

The following publications were produced during the year by the projects:

- Inishowen Project – *Participants Survey* (BMW)
- SIPTU – *Equality for You – Filling the Knowledge Gap* (S&E)
- Bray Partnership – *Competence and Confidence- Examining the needs of women aged over 45 in the Bray area* (S&E)
- Women in Technology and Science (WITS) – *WITS Talent Bank* (S&E)
- Newbury House Family Centre Ltd – *Mayfield Community Arts Centre – Community Arts Training Equality for Women Measure* (S&E)
- National Traveller Women’s Forum – *Resource Pack for Trainers who work with Traveller Women* (BMW)

€1 .5m was transferred from Measure 3 1B to enable the NDP Gender Equality Unit to undertake a labour market initiative on lone parents and a joint labour market project with the Reception and Integration Agency of the Department of Justice, Equality and Law Reform targeted at parents of Irish born children who have been granted leave to remain in Ireland. EPIC was a project to support the labour market participation and integration of parents from overseas who have been given leave to remain in Ireland on the basis of having an Irish born child. The project is being delivered by Business in the Community on behalf of the Department of Justice, Equality and Law Reform and is engaging with lone parents of Irish Born Children who are located in Dublin City Centre (areas 6, 8 and 12) and specifically those residing in Tallaght, Clondalkin, Lucan, Ballyfermot, Palmerstown, Inchicore and Blanchardstown. The project, which is at an early stage (the contract was signed in August 2006) had a budget of €500,000 and was expected to place approximately 200 parents of Irish born children in employment.

The labour market initiative for lone parents was being delivered through ten County and City Development Boards. The Initiative was developed to respond to the recent Government Discussion Paper: Proposal for Supporting Lone Parents. It aimed to promote co-operation between relevant agencies at local level, which provided services to this client group. Indicators for the Initiative were currently being developed and would include numbers that participate in education, training or employment. The total budget for this Initiative was €1 million (including technical support of €50,000), which is being shared between the following County Development Boards: Galway - €125,000; Sligo - €125,000; North Tipperary - €125,000; Dublin City - €125,000; Mayo-€125,000; Longford- €100,000; Leitrim- €85,000; Waterford - €50,000; Cavan - €40,000 and Kildare - €50,000.

The National Women’s Strategy, due to be published very shortly, will be an “all of Government” approach to foster the advancement of women in Irish society for the period 2007 to 2016, coinciding with the timescale of the new national partnership agreement, Towards 2016. The Strategy is being developed under the guidance of a High Level Inter-Departmental Committee representative of all Government Departments and chaired by the Department of Justice, Equality and Law Reform. Preparation is being overseen by the Consultative Group of Social Partners (including ICTU, IBEC, the Community and Voluntary Pillar, the Farming Pillar) and by the National Women’s Council of Ireland. It is anticipated that calls will be made for proposals under the Strategy in the near future.

4.6 Technical Assistance Priority

Progress under the *Technical Assistance (Equality Studies Unit) measure (M.33A)*, included the publication and dissemination of the proceedings of a national conference, 'Equality in VET?' hosted in 2005, on promoting equality and accommodating diversity in vocational education and training. The event was co-hosted by the Department of Enterprise, Trade and Employment. A second national conference on promoting equality and accommodating diversity in further education, training and employment programmes took place on 23rd November 2006 at Dublin Castle. This event was co-hosted by the Department of Education and Science and the Department of Enterprise, Trade and Employment. The proceedings of this conference are being prepared for publication in 2007.

The ESU supported a rolling programme of measure studies, examining equality policy and practice in individual EHRDOP education and training measures. These studies sought to identify and promote changes required in the planning, design and delivery of the measures comprising the EHRDOP to enhance their capacity to accommodate diversity and to promote equality. In seeking to support a process of change the measure studies were undertaken in a way that achieved ownership of the process by the relevant implementing agency. The final outputs of the study were subject to the decision of the implementing agency and the study was therefore owned by that organisation. The Equality Authority managed the implementation of the studies and was responsible for dissemination of learning arising, including the electronic publication of the studies. Four such measure studies were undertaken and completed in 2006. Publications arising from these were produced, each looking at equality policy and practice in an EHRDOP measure: Measure 19A Social Economy Programme, Measure 15 Employment Support Services, Measure 17 Integrate Ireland Language and Training, and Measure 9 Third Level Access. Two other measure studies were underway on: Measure 16 Vocational Training and Pathways to Employment for People with Disabilities and Measure 1 1B Early School Leavers – Youthreach and Travellers.

An overview report, 'Implementation of Wider Equal Opportunities Horizontal Principle in the EHRDOP, 2004-2005', was produced and was available on the ESF website. Research study on mainstreaming training and employment services for people with disabilities is being finalised. A small study describing case studies of good practice with Travellers in employment programmes was commissioned. A draft report was received and was under review. A consultant has been commissioned to develop an 'Equality Resource Toolkit' for use in the vocational education and training sector.

Expenditure under the *EHRD OP Technical Assistance measure (M.33B)*, in the period January to December 2006 related to the holding of three monitoring committee meetings held in April, September and October and to the operating costs of the ESF Financial Control Unit. Further upgrading of the ESF website was carried out and this has now been completed. Consultants were appointed in late May 2006 to undertake the Ex-ante Evaluation of the EHRD Operational Programme 2000-06. The Evaluation commenced in June 2006 and work was ongoing at the end of the year.

4.7 Major projects and Global Grants

There were no major projects or global grant mechanisms under the Operational Programme in 2006.

5. Meeting Horizontal Objectives

In addition to addressing the Priority-level objectives in 2006, as outlined in the previous Chapter, activity in the OP addressed:

5.11 Operational Programme Horizontal objectives

5.12 ESF Horizontal objectives

5.13 CSF Horizontal objectives

5.1 Meeting the OP Horizontal Objectives

The three OP horizontal objectives set out in the Programme are:

- ☐ *To strive for balanced regional development by addressing the existing and potential education, training and skills deficits of the BMW and SAE Regions*
- ☐ *To contribute to the protection and improvement of the environment.*
- ☐ *To promote equal opportunities between women and men.*

5.1.1 Supporting Balanced Regional Development

During 2006, employment grew by 24,800 (4.9%) in the Border, Midland & Western (BMW) region, and by 60,700 (4.1%) in the Southern & Eastern (SAE) Region. An annual decrease in unemployment occurred both in the SAE Region (1,900) and the BMW Region (600).

In 2006, total expenditure on the Operational Programme was as follows:

BMW Region	107% of 2000- 2006 forecast
SAE Region	128% of 2000- 2006 forecast

Total cumulative expenditure from January 2000 to the end of 2006 as a percentage of the original forecast was as follows:

BMW Region	102% of 2000-2006 forecast
SAE Region	107% of 2000-2006 forecast

Cumulative ESF expenditure since the start of the OP as a percentage of the original forecast was:

BMW Region	98% of 2000-2006 forecast
SAE Region	104% of 2000 –2006 forecast

These figures indicated that the performance of measures under the Operational Programme progressed reasonably evenly across the two NUTS II regions in the OP. Further details on expenditure by Priority are provided in Chapter 6.

Examples of progress under the EHRD OP in 2006, which have contributed to the aim of achieving balanced regional development are as follows:

Under the *Sectoral Entry Training Tourism measures (M.12A, 12B, 12C)*, a total of 3,936 received training and or participated, for instance, in full-time craft programmes in nine Institutes of Technology nationwide and in the Tourism College, Killybegs during 2006. Tourism was an important regional industry, with major tourist attractions located in both NUTS II regions. 42% of activity took place in the BMW region and 58% in the SAE region. 92% of trainees were placed in employment on completion of training. A total of 753 students completed training on full-time craft and national apprenticeship craft programmes during 2006. This was lower than the target set for the year due, in part, to the fact that Fáilte Ireland no longer funded the full-time management programme at the Shannon College of Hotel Management. Dropout from full-time craft programmes also contributed to the lower level of throughput.

The *Community Services Programme Measure (formerly the Social Economy Programme) (M. 19A)* supported community-based enterprises at a local and regional level. In January 2006, the Government transferred responsibility for the Social Economy Programme from FÁS to the Department of Community, Rural and Gaeltacht Affairs. This decision reflected a shift in emphasis within the scheme from labour market training, to providing essential community services. Reflecting this change in emphasis, the name of the Programme was changed to the Community Services Programme. At the end of December 2006, there were 274 social economy enterprise supported under the Measure. When population distribution by region was considered, there were a relatively large number of such enterprises in the BMW region (135) compared to 139 in the S&E region. In 2006 a total of 1,667 persons were employed in these enterprises. Females outnumbered males on the Social Economy measure with 1,007 compared to 660.

The *Ongoing Sectoral Training: Gaeltacht* measure (24A1), operated by Udaras na Gaeltachta, continued during 2006 to promote the skillsets enhancement programmes and encouraged companies to improve their efficiency and competitiveness by undertaking in-company training programmes. The independent TV and AV production sector continued to be a significant contributor to services employment growth and it will be boosted further by a new €0.75m strategic development fund that has just been launched by Údarás in cooperation with TG4 and the independent TV production sector in the Gaeltacht. This new fund aimed to up-skill the independent TV production sector in developing new programme content for TG4 and other broadcasters. Education and training were core elements of Údarás na Gaeltachta's development strategy for the Gaeltacht and the level of funding being provided to underpin this sector has been significantly increased in recent years. Collaborative initiatives have emerged with a number of third-level institutions including Acadamh na hOllscolaíochta Gaeilge-NUI Galway, Letterkenny Institute of Technology, The Galway-Mayo Institute of Technology, Waterford Institute of Technology and NUI Maynooth. Eight full time courses were funded in 2006 including a new M.Sc in Translation offered by the language services company Europus in association with GMIT and a Higher Diploma in Audiovisual/Television production offered by the independent TV production company Nemeton Teo in association with Waterford Institute of Technology. These educational and services enterprises were providing long-term sustainable employment in areas where it had been difficult to attract conventional external investment, and many were significant employers of Irish speakers, bolstering the Irish language at community level while improving the social infrastructure locally. As a result the numbers completing courses increased again in 2006 to 5,332 as

compared with 4,503 in 2005.

Progress under the *Ongoing Sectoral Training Seafood industry measure (M.24B)* continued, with expenditure for 2006 on target resulting in a net expenditure outturn of €1.96m. A total of 1,635 individuals completed training in the period under review; 1,038 of these were in the BMW Region and 1,060 were in the SAE Region. This involved training attendances of 2,098 on one or more BIM courses and represented an increase of 19% on the target of 1,760 trainee places for 2006. A total of 766 completed Personal Survival Techniques (PST) training in 2006. 401 of these participated in mandatory Basic Safety Training and were award BIM Safety Cards. Female participation for 2006 was 16.44% across the full range of courses for this Measure. This represented an increase of almost four per cent on 2005 and reflected the increased awareness of BIM training, which has been partly fostered through the “Women in Fisheries” networks.

5.1.2 Contributing to the protection of the environment

The *Education Infrastructure* measure was conscious of the critical role of the environment and this was reflected in designing new school buildings where improvements continued to reduce energy use and heat loss and improved passive solar design, natural ventilation and daylighting. Primary schools currently built in accordance with the Departments Technical Guidance Documents were capable of being 2.3 times more energy efficient than best international practice. The environment benefited from actions underway in the education sector and in particular from the ongoing work in the removal of dangerous asbestos, the elimination of the elements that facilitate the build-up of radon and the extraction of dust from woodwork rooms. Under the Educational Infrastructure measure, the following actions took place during 2006.

Asbestos Remediation

The OPW acted as the Department’s agents in managing the asbestos remediation programme which commenced in 1999. Over 96% (or 3,942) of all primary and post-primary schools have already been tested and where remediation works have been found to be necessary, these are either completed or underway.

Radon Remediation

The Department commissioned the Radiological Protection Institute of Ireland (RPII) in 1998 to commence a survey of radon levels in all primary and post-primary schools. During the course of the survey, 4,072 schools were invited to participate and to date over 99% have responded. 350 schools had radon levels above the workplace reference level of 400 Bq/m and these were advised to secure the services of suitably qualified personnel to carry out all remedial works specified by a consultant architect. Radon levels were found to be above 200 Bq/m and under 400Bq/m in 950 schools and the Department issued grants to these schools for the installation of suitable vents.

Energy Conservation

The Planning and Building Unit within the Department continues to improve energy conservation in Educational buildings using its energy policy **DART (Design, Awareness, Research & Technology)**. This policy is driven by the Departments technical guidance documents, informed by the Building Unit professional and technical staff and external partnerships. It was updated by continued energy research and development, and disseminated

by internal/external publications, and through conferences and annual report. It was aided by cross border co-operation projects and has been acknowledged by national and international energy awards. Primary School's designed and built in line with the above policy and the technical guidance documents have been demonstrated to have an energy performance that is 2.3 times more efficient than international best practice.

The energy policy was supported by current energy research projects including Gaelscoil an Eiscir Riada Tullamore, Interreg solar hot water heating projects, Tory wind turbine project, Dundalk energy zone project 2020, Biomass wood pellet / wood chip boiler projects, Web based schools energy league table, Interactive operation and maintenance manuals, and the touch screen generic environmental educational programme. Work commenced in December on the schools self certification and energy benchmarking project as part of the Energy Performance Building Directive.

Green Schools

Green Schools is an international environmental education programme designed to promote and acknowledge whole school action for the environment. Green Schools offer a well-defined, controllable way to take environmental issues from the curriculum and apply them to the day to day running of the school. The Green Flag award is given to schools that successfully complete the seven steps of the programme. There are over 2,300 schools participating in the programme with 876 having attained Green Flag status at the end of 2006.

Environmental Impact Statements

Environmental Impact Statements are only applicable to large projects and in the Education sector this primarily concerns the Third Level Sector. As a pause on Third Level projects was in place for two years to the end 2004, to allow a review of all Third Level projects to be undertaken, large-scale projects that would necessitate environmental impact statements have not yet come to the fore.

Dust Extraction Systems

The Department is conscious of the lack of Dust Extraction Systems in Post-Primary classrooms where woodwork courses are delivered. In newly constructed schools Dust Extraction Systems are installed as a matter of practice but in older schools such systems are noticeable by their absence. The Department commenced remediation work in 2004 and a further 39 schools received grants in 2006 to install appropriate Dust Extraction Systems.

Under the *Training Infrastructure measure* (32B) FAS continued to operate sound environmental principles in relation to the building and operation of its Training Centres and other facilities. There were two aspects of FAS' operations of note; ensuring that its own activities take account of good practice in relation to environmental issues and providing training for persons in other organisations in environmental-related areas. Both of these were continued satisfactorily in 2006.

The Government issued a Memorandum requiring all State Agencies to report, in their Annual Report, on measures being taken to reduce energy usage, where they have responsibility for new buildings or major refurbishment of buildings and/or in buildings occupied by them. In the design, planning and construction of Training Centres, Employment Services Offices and Community Training Centres throughout Ireland, FÁS applies best practice principles in all cases. A report on environmental issues in respect of FÁS was completed and it determined the obligations and duties imposed on FÁS to comply with national and EU environmental

legislation, directives and policies and to map out suitable policies and best practice for the organisation. The short-term recommendations of the report have been substantially implemented in all Training Centres and active waste management committees have been established and are working.

The Safety, Health and Welfare at Work Act, 1989 was replaced by the Safety, Health and Welfare at Work Act, 2005. FAS's objective was to meet its responsibilities to other persons, including members of the public who may be affected by FAS's operations. FÁS management co-ordinated and ensured the implementation of its Safety Policy throughout the organisation. At individual locations, management and Safety Committees ensured that FÁS operations complied with this policy. Corporate safety declarations and safety statements were posted in all FÁS locations and both staff and trainees were briefed, monitored and trained to ensure that all work and training practices were exemplary from a health and safety point of view. FÁS continued to organise and co-ordinate a wide range of environment-related courses to ensure the provision of construction & environmental training in line with legislative requirements. These courses provided the expertise required for managing the environment, improving environmental quality standards and raising standards of health, safety and welfare across the Irish economy. In 2006, over 4,000 people participated in the following environment-related courses:

Waste Management Programme	165
Waste Water Treatment Plant Operation Programme	103
Water Treatment Plant Operation Programme	120
Water Protection & Nutrient Management Planning	30
Construction & Demolition Waste	84
Environmental Management Systems Programme	45
Waste Facilities Operative Training	35
Site Suitability Assessment Training for on-site wastewater treatment	195
Site Suitability Assessment Training for ELS Systems	38
Road Workers Training Programmes	3098
Environmental Inspection Skills	125
Timber Frame Supervision	12
Litter Wardens	25

5.1.3 Promoting equal opportunities between women and men

The OP directly promotes equality of opportunity between men and women through the Equality Priority of the OP. However, gender equality is also promoted through many of the other measures in the OP. Following the review of the Horizontal Principles during 2004, all education and training measures/sub-measures in the Priority continue to focus on gender equality as a central objective and will report on an annual basis (at the Spring Monitoring Committee meetings).

Under the **Active Measure for the LTU & Socially Excluded (M.03)** FÁS activities under this Measure continued to promote social inclusion with particular emphasis on the

reintegration of long-term unemployed and socially excluded people into the workforce. Programmes assisted 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 2006 FÁS developed a comprehensive Equality Policy for its Customers. This is intended to reflect the organisation's commitment to Irish Government policy in the area, including the nine grounds set out in the Equal Status Acts. It also reflected Priority Goal 6 of the FÁS Statement of Strategy 2006-2009.

The Policy aims to:

- demonstrate FÁS' commitment to ensuring equality for its customers,
- define what this means in terms of activities and actions,
- clarify responsibilities for its implementation at all levels of the organisation.

To achieve this, FÁS seeks to ensure that all its services:

- are free from discrimination, harassment, sexual harassment, and victimisation,
- are accessible and relevant,
- accommodate diversity across the nine grounds covered by equality legislation,
- seek to meet needs which are specific to particular groups of customers,
- make reasonable accommodation for people with disabilities,
- seek to benefit all by promoting equality across the nine grounds and implementing positive actions aimed at ensuring full equality in practice,
- ensuring all customers, service providers and employees are treated with respect and dignity, and can conduct their business with FÁS in an environment and atmosphere which foster dignity and respect,
- customer complaints are treated fairly, sensitively, in a timely and confidential a manner as possible.

FÁS also established a regular equality proofing process in 2006. This involved examining the equality dimension or objectives of policies, programmes or other services, assessing the potential equality impact of actions taken or to be taken, consulting with representatives of the nine grounds covered by equality legislation and establishing monitoring systems. Using a simple template, policies and practices at all levels of the organisation will be mapped out and then screened to determine equality relevance and to determine priorities. In tandem with its mechanisms for consultation, FÁS will then use this data or findings to ascertain if the policy or practice has an unjustified negative impact on any group covered by the nine grounds. If a negative, or adverse, impact is found, FÁS will take steps to eliminate it. The data or findings will be made available in FÁS and to groups representing the nine grounds, so that staff and customers are aware of any changes that have been made.

In 2006 a review of FÁS provision for those in receipt of One Parent Family Payment was completed. The findings have informed FÁS' proposals to enhance its services to this group, including piloting a special programme to help lone parents to get back to work. Although not particularly targeted at gender issues, the introduction of the Individual Learning Plan process for all Community Services programmes (see main PC 03 report) is an important step in improving the benefits of this Measure to both men and women. This was introduced in 2006 and will be steadily applied to an increasing number of participants under this Measure in 2007.

FAS continued to be represented on a range of external committees and groups that were involved with equality issues. For example, FAS is represented on the Sub-Group of the Senior Official's Group for lone parents and on the Steering Committee under the Gender Equality Unit (DJELR) to devise local employment initiatives for lone parents. In addition, FAS is also represented on the DJELR's Equality Proofing Working Group (under Sustaining Progress). FAS is represented on the Sub-Group on the employment of travellers.

In 2006, 22 County Childcare Committees received funding from FÁS for local small scale initiatives, amounting to €325,250. Funding was allocated for a number of initiatives including:

- a training needs analysis to underpin policy formation for quality childcare provision for the next strategic plan (2007-2010);
- interventions to support early years childcare service providers to enhance the quality of their services through the use of a recognised framework 'Birth to Three Matters' which provides support, training, information and guidance for those with responsibility for the care and education of young children. This programme has been piloted and is now mainstreamed in the UK under the Sure Start programme;
- a series of focus groups to be held in the North West Region with parents in relation to their expectations of pre-school and school age childcare and the barriers faced in accessing these services. The results of these workshops will inform County's Strategic Plans;
- research to look at placement from Community Employment childcare projects into paid employment within the childcare sector, specific to County Monaghan;
- the part-funding of a conference on 'Men in Childcare' promoting gender equality in childcare, this annual conference supports an innovative approach to gender mainstreaming at the early stages of a child's life when attitudes to gender roles are being formed;

Females made up the majority of persons completing this Measure in 2006. A total of 14,832 females, compared to 8,851 males, completed in 2006. The last follow-up survey found that 45% of female trainees, compared to 47% of male trainees, had progressed to employment or further education/training at the time of the survey. However, in respect of CE participants 55% of females, compared to only 37% of males, had progressed to employment or further education/training.

Under the *Apprenticeship/Traineeship* measure (14A), the issue of female participation in apprenticeship has been of long-standing concern. Female participation had remained in the very low percentages for many years. FAS and other stakeholders have considered possible actions, and taken various initiatives, over the years but these have not resulted in any significant change in the balance. In this regard, the situation was similar to that in other countries where the types of occupations for which apprenticeship is the route are also very male-dominated. Attitudes of employers and young persons would need to change significantly for any real progress to be made. FAS continued to provide a bursary to help encourage employers to recruit female apprentices. However, the take-up by employers remained very small.

In terms of those who completed Phase 2 training in FAS only 30 out of 6,761 were female. Of the 8,290 new apprentice registrations in 2006, only 43 were female. The position is very different for Traineeships where nearly three quarters (72%) were female. Placement rates at the end of the Traineeship programme were better for males (74%) than for females (61%). But, in terms of the percentages in employment at the time of the follow-up survey the rates were quite similar with 70% for males and 68% for females.

The ***Community Services Programme measure*** (formerly the *Social Economy Programme*) (M. 19A) provides support for the development of community-based enterprises, for long-term unemployed and other disadvantaged persons. At the end of 2006 there were 274 enterprises being supported under the Measure. These were very evenly spread between the BMW region (135) and the S&E region (139). The number of persons supported on these enterprises in 2006 was 1,667. Females outnumbered males on the Social Economy projects; 1,007 females and 660 males.

The different needs of women and men are met through the variation in the project types:

- ☐ Childcare projects, which primarily target lone parents.
- ☐ Enterprise and employment projects, which have a higher participation rate among men.
- ☐ Rural transport projects, which serve the needs of both men and women equally.
- ☐ Education projects, which tend to have higher female participation rates.

Under the ***Undergraduate Skills*** measure (M. 26), the 2005/06 student intake on the Technological Sector courses provided under this measure indicates an 81% male and 19% female participation. All undergraduate skill programmes are open to both male and female applicants. The courses provided include ICT, engineering and other sciences. Traditionally more males than female choose engineering and ICT related courses, over other science courses. The gender balance on other science courses in the Technological Sector would normally be equally balanced. However at present the gender breakdown for engineering courses is male 88% and female 12%. The Institutes, through their Steps Programme, continues to encourage more females onto their engineering courses. Most institutes also offer Taster Programmes and Summer Courses on an ongoing basis in the area of technology. These courses were geared towards attracting both males and females at an early stage. Sligo Institute of Technology runs courses in science and technology, specifically aimed at primary school students, both male and female, with a view to a greater uptake of science related courses at second level.

The Department's policy is to ensure that the provision of Career Guidance advice at second level emphasises the non-traditional opportunities that are open to young females. There was currently a second level pilot programme under way, '*Real Game*', aimed at, among other things, the breakdown of male role images in areas that traditionally have been exclusively male dominated with the view to making such careers more acceptable to young females. It was expected that this programme would be rolled out to all secondary schools. In addition, the Institute of Guidance Counsellors developed a relationship with the Institute of Engineers to encourage more females into engineering studies.

The 2005/06 the number of additional places on the University Sector courses provided under this measure was 2,733 – 1,769 male and 964 female. This indicates a 65% male and 35% female participation. While the % of females enrolling on ICT courses is high by international standards, (internationally, approximately 10% of participants in ICT courses in the HE sector are women) the HEA is aware of the decline in female participation in recent years. The HEA has been working with ICT Ireland and third level institutions to try and correct this. In particular both are running marketing campaigns targeting female only schools. In these marketing campaigns, female employees and female students are explaining the attractions of employment in the ICT industry to secondary students.

HEA enrolments of student numbers show a growth in the number of females enrolling on medical and teaching courses. The HEA (through its ICT Project Team) has recommended to

third level institutions that they consider introducing bundled courses with ICT, which would be more attractive to females. Overall a number of actions have been and continue to be taken to encourage higher participation by females in science and technology. Women In Science and Technology (WITS), is an organisation, founded to among other things, promote the participation of young women in science and technology, circulated a CD-Rom in 2003 to every post primary school in the country.

University Sector

The following table shows the gender breakdown for **all** students enrolled on the undergraduate skills programme courses (i.e. not just the additional students for which funding is being provided).

Breakdown of Male! Female Enrolments 2004!05											
	Skills One		Skills Two		Skills Three		Overall			% Breakdown	
	M	F	M	F	M	F	M	F	T	M	F
UCD	320	76	10	4	457	593	787	673	1,460	53.9	46.1
UCC	741	224	31	0	0	0	772	224	996	77.5	22.5
NUIG	268	53	324	104	552	825	1144	982	2,126	53.8	46.2
NUIM	104	18	65	12			169	30	199	84.7	15.3
TCD	68	17	744	782			812	799	1,611	50.4	49.6
UL	507	99	386	72			893	171	1,063	84.0	16.0
DCU	490	93	379	60	193	217	1062	370	1,432	74.2	25.8
Total	2,498	580	1,939	1,034	1,202	1,635	5,639	3,249	8,888	63.4	36.6

Under the *Ongoing Sectoral Training: Gaeltacht measure (24A1)* a total of 5,332 persons completed courses during 2006, of whom 54% were male and 46% were female. This is a continuation of a trend, which occurred in 2005 for the first time since 2000, where the males outnumbered the females. There were a number of causes which accounted for this change; a) more males than females undertook in-company training in 2005-2006 as compared to previous years, b) the second level schools programme had an absolute equality of participants whereas there was a clear majority of females in previous years and c) the number of females in the apprenticeship programme was low.

Statistical Analysis

Age analysis	Male	Female	Total
Under 25	1,620	1,400	3,020
25 and over	1,284	1,028	2,312
Total	2,904	2,428	5,332
Status before starting			
Employed	1,164	555	1,719
Unemployed > 1 year	210	182	392
Unemployed < 1 year	91	44	135
Home duties	8	94	102
In education	1,312	1,244	2,556
Retired	88	260	348
Other	31	49	80
Total	2,904	2,428	5,332

The total number of persons completing courses since 2000 was:

Year	2000	1,836	2,135	3,971
	2001	1,519	1,697	3,216
	2002	1,755	1,975	3,730
	2003	824	1,245	2,069
	2004	1,543	1,777	3,320
	2005	2,397	2,106	4,503
	2006	2,904	2,428	5,332
Total 2000 – 2005		12,778	13,363	26,141

The total employment at end 2006 in Údarás assisted companies was:

	Male	Female	Total
Fulltime	5,077	2,876	7,953
Other	2,475	1,905	4,380
Total Employment	7,552	4,781	12,333

Under the **Ongoing Sectoral Training: Seafood Industry Training measure (24B)** female participation for 2006 was 16.44% across the full range of courses for this Measure. This represented an increase of almost four per cent on 2005 and reflects the increased awareness of BIM training, which has been partly fostered through the “Women in Fisheries” networks. BIM has arranged to implement an Equality and Diversity Awareness Training Programme during May 2007 as part of its FETAC Quality Assurance procedures for all training staff at BIM centres. The Women in Fisheries, Northern Ireland (www.niwif.com) hosted a conference entitled “European Women in Fisheries”. This event was part of the BIM and SEAFISH (UK) cross border fisheries training project and part funded by EU INTERREG IIIA. It was held at the Cornmill Quay, Annalong, Co. Down in late April 2007.

The **Educational Equality measure (M.30)** supports education for disadvantaged women and other groups experiencing educational disadvantage. Participation levels in the men’s groups have increased due to their success in outreach to isolated men in the rural areas of Donegal, Mayo and Kerry. Women’s projects continued with 30 participants in the Ballyfermot Partnership and the Ennis CDP Projects. In Mevagh and Nexus projects, specific outreach methods were utilised to encourage enrolment by isolated men. Ballyfermot Partnership has recruited women through co-operation with the Home School Community Liaison Service and the Ennis project have used two Traveller Community Liaison workers to encourage Traveller women to attend, firstly for taster courses, but leading to a Foundation course in training as a homework club tutor. Outreach has generally been more successful for the men’s groups. With the women only groups, timing of classes and access to childcare yet again proved to be important aspects of encouraging women into education. Ongoing and summative evaluation has been built in to each project with a view to measuring the respective outcomes. However, because each project had specific individual aims, it was difficult to compare outcomes between men’s and women’s groups.

The EEI 1 Policy and Practice lessons recommended a co-ordinated, integrated approach based on an understanding of educational disadvantage as a multi-dimensional concept and reality incorporating economic, social, cultural, psychological and educational elements. Most projects have encountered obstacles of some kind, principally adequate child-and elder-

care and transport. Also evident is the barrier of educationally disadvantaged people who have a negative overview of the school / education system, and a resulting reluctance by them to be drawn into the system via outreach programmes. With regard to data collection from the projects: surveys and evaluations typically find that those who are educationally disadvantaged can be wary of providing personal information, such as age, employment status and prior highest educational standard achieved. Many of the project workers report that a high level of trust has to build up between worker and participant before personal details can be taken. At an extreme level this can preclude people from joining courses on offer although their interest level may be high.

Under the ***Equal Opportunities Promotion & Monitoring – Education measure (M. 31B)***, the Gender Equality Unit funded research grants and research projects relating to gender issues in education, supported the publication of the research produced, provided gender equality training to staff in the Department of Education and Science and staff in schools, and funded a Women into Educational Management course. The Unit also provided the secretariat for a policy committee established by the Minister for Education and Science on *Encouraging Women into Science, Engineering and Technology*; the final report to be completed in 2007. The Unit participated in two projects, which were co-ordinated by the Ministry for Equal Opportunities Luxembourg:

- The exchange of good practices at European level on strategies to promote gender equality in teacher education.
- The role of men in promoting gender equality.

Work on the updated *Equal Measures* resource material and the DVD was completed, and the pack was launched in May 2006. It was distributed to all the relevant education stakeholders, the third level teacher education colleges in Ireland and to our colleagues in Northern Ireland. It was distributed to all primary schools at the beginning of September 2006. The pack is a resource for school communities to help them to develop a gender equality policy in primary schools and to promote gender equality in schools. Work continued on developing a web resource for the curriculum intervention *Discovering Women in Irish History* which was put up on the *Scoilnet* website.

Following one of the main recommendations of the Primary Education Committee, a promotion campaign to encourage more men to consider primary teaching as a career started in January 2006. The campaign focussed on a number of key target audiences, particularly students, parents, teachers and guidance counsellors. It highlighted the wide variety of skills that a primary teacher uses. It promoted the rewards of being a teacher such as the value to society, work/life balance, career satisfaction, diversity of skills, professional development, conditions of employment and job security. Two project development workers were recruited in June 2006 to work on *eQuality Measures*, a gender equality resource pack for use in post-primary schools. A project coordinator was also recruited. The team began work in September 2006, and work is ongoing.

Under the ***Equal Opportunities Promotion & Monitoring – NDP measure (31B)*** the Gender Equality Unit supported the inclusion of a gender equality perspective in programmes, which will be co-financed in the next planning period. The Unit accordingly provided submissions to the following areas:

- The National Strategic Reference Framework 2007-2013
- The Human Capital Resources Operational Programme 2007-2013
- The Rural Development Strategy and Programme 2007-2013

The Border, Midlands and Western and the Southern and Eastern Regional Operational Programmes 2007-2013.

In addition, a paper on women in enterprise was submitted to Forfas as a contribution to the implementation of recommendations contained in the Small Business Forum Report.

Other ongoing activity by the Unit includes management of a number of innovative projects:

- ☐ In-Company Training initiative for the community and voluntary sector, which is being developed with Women's Aid.
- ☐ two research projects on gender equality and enterprise which are being carried out by Dundalk Institute of Technology
- ☐ a project to provide services to promote women in business.

Under the *Equality for Women measure*, (M. 3 1B 1), the FÁS 'Expanding the Workforce' project supports women in returning to work and assists them in progressing to higher level positions once they are in employment. Overall 1,218 women completed training during the lifetime of the project and 212 progressed to employment. A call centre was contracted to complete an update survey with 659 past participants to establish their current status and training needs. 458 participants responded, of whom 137 were in employment. All groups/organisations have been encouraged and supported to involve key stakeholders in their local area in the delivery of their project e.g. through steering groups. This has the potential to facilitate the transfer of learning from the project to mainstream statutory service provision. The EPIC project in Dublin has provided training to 71(58 female, 13 male) lone parents from overseas who have been given leave to remain in Ireland on the basis of having an Irish born child.

A series of publications – entitled Signposts to Gender Equality – have been printed to promote the impact of the projects on gender equality. These reports document the synergies between the good practice from the Equality for Women Measure and mainstream measures to promote the well being of women in the labour market, to achieve greater gender equality in decision making in Ireland, and to combat poverty.

5.2 Meeting the ESF Horizontal Objectives

The ESF contributes to the actions of the Employment Guidelines and the National Reform Programme. Three horizontal objectives are set out for the ESF in Article 2 of the ESF Regulation:

1. Support for Local Initiatives/Local Development;
2. Employment Potential of the Information Society;
3. Equal Opportunities for Women and Men

5.2.1 Support for Local Initiatives/Local Development

Under the *Community Services Programme* (formerly the Social Economy Programme) (M. 1 9A) supports community-based enterprises at a local and regional level. There were 274 social economy enterprise supported at the end of December 2006. There were a relatively large number of such enterprises in the BMW region (135) compared to 139 in the S&E region. In 2006 a total of 1,667 persons were employed in these enterprises. Females outnumbered males on the Social Economy measure with 1,007 compared to 660.

Ongoing Sectoral Training: Gaeltacht (M. 24A1) operated by Udaras na Gaeltachta. Of particular note would be the emphasis on Gaeltacht based third-level education through Irish. Education and training are core elements of Údarás na Gaeltachta's development strategy for the Gaeltacht and the level of funding being provided to underpin this sector has been significantly increased in recent years. Collaborative initiatives have emerged with a number of third-level institutions. Eight full time courses were funded in 2006 including a new M.Sc in Translation offered by the language services company Europus in association with GMIT and a Higher Diploma in Audiovisual/Television production offered by the independent TV production company Nemeton Teo in association with Waterford Institute of Technology. Of the four centres used in these courses, two are located in the CLAR area, but it should be emphasised that all centres and courses attract students from different Gaeltacht areas.

Another recent development has been the extension of the Management Development Scheme to support the recruitment of assistant managers for Gaeltacht co-operatives (two thirds of them are located in the CLAR area). The aim was to develop a succession structure and to encourage the co-operatives to broaden their activities within the community. A recent survey showed that 97% of those Gaeltacht apprentices who finished their apprenticeship within the 10 year period 1990-1999 were at work and that 55% of them were still living within the Gaeltacht area – an indication that our actions aimed at rural development are bearing fruit.

In addition to training directed specifically at improving the competitiveness and productivity of businesses within the Gaeltacht, there are five main prongs aimed at raising skill levels and improving educational achievements at individual or community level: Management Development, Apprentice Development, Third Level Education through Irish, Lifelong Learning and our Second Level Schools Programme. These schemes were operated throughout

the Gaeltacht, including those areas designated under the CLAR initiative and, excluding second level students, nearly 3,000 persons completed their training/education programme in 2006.

Of those completing training in 2006 the county analysis is as follows:

	Male	Female	<u>Total</u>
Donegal	846	680	1,526
Mayo	312	258	570
Galway	1,304	1,132	2,436
Kerry	255	201	456
Cork	101	84	185
Waterford	41	35	76
Meath	45	38	83
Total	2,904	2,428	5,332

There are two main strands to the measure, in-company training programmes and skillsets enhancement programmes as well as a second level schools programme. The in-company training programme impacts directly on companies operating in the Gaeltacht, the objective being to improve the overall efficiency and competitiveness of those companies. The skillsets enhancement programmes, covering a wide range of areas, empowered people to achieve their potential including participation in the workplace either as employees or entrepreneurs. In summary,

5.14 persons completed in-company training

2,663 persons undertook skill-sets enhancement

2,383 second level students were in the Schools programme.

The overall impact of this measure was that every year a number of Gaeltacht persons have acquired additional skills to enable them to assist in the improvement of their company's competitiveness, to become more mobile in terms of employment opportunities, to be better prepared to undertake employment for the first time or to consider starting up their own business. The measurable impact, in addition to the numbers completing training, is that a total of 1,186 new jobs were created in the Gaeltacht during 2006. Two major impediments in the way of providing a comparable lifestyle for people living and working in a rural environment, and specifically the Gaeltacht, were the continuing under investment in the physical and social infrastructure of the area, notwithstanding the improvements under the Clár Programme, and the widespread unavailability of broadband communications (as well as the lack of competition in the supply of broadband where it was available).

The **Sectoral Training** measures in the Adaptability Priority, involving training for the Seafood Industry, Agriculture, Forestry and the Equine Industry contribute to local development as these industries also tend to be focused in very specific areas of the country (especially the Seafood Industry – see also under Regional Development above). Full details of developments in these measures in 2006 are contained in Part II of the report.

Under the **Early School Leavers Progression (M.11A)** 2,111 people (905 women and 1,206 men) completed FÁS programmes during the period; compared with 2,434 (1,126 women and 1,308 men) in 2005. 906 completions (415 women and 491 men) received certification at the end of the course; compared with 1,035 (496 women and 539 men) in 2005. 46% of participants (42% of women and 49% of men) proceeded to employment, education or further training according to FAS placement records. This was a significant improvement over the

position in 2005 where the overall percentage was 38%. The follow-up survey results showed that 52% of participants (58% of women and 41% of men) had proceeded to employment, education or further training by the time of the survey. They also showed that 49% of participants (53% of women and 40% men) achieved a recognised improvement in their literacy and/or numeracy level.

FAS was involved in the Equal Youth Development Partnership (DP) which was financed by the EQUAL Community Initiative (i.e. it is not funded under Measure 1 1a) through the European Social Fund of the European Union. This project which brought together the main stakeholders in the provision of services to young early school leavers in two areas in Ireland. The DP aimed to develop a model of interagency cooperation that will address the deficiencies in current services that discriminate against progression into training and employment for the target group. This model was mirrored on the FÁS comprehensive pathways approach to early school leavers. The project specifically targets those in the 16 to 24 year age bracket and is operating in an urban (Ballymun) and a rural (Mayo) site. It focussed on three distinct clusters of early school leavers:

- ☐ young early school leavers who are currently **unattached** to any services;
- ☐ young early school leavers who are **attached** to an agency providing education or training, and
- ☐ young early school leavers who are **job ready** or already in low pay/skill employment

Under the *Middle Level Technician/Higher Technical Business Studies measure* (M.25), the on-going development of the MLT/HTBS programmes was 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. Institutes have agreed, with the Department of Enterprise and Employment, a programme of workforce up-skilling – called Reaching into the Workforce. This was part of the one-step-up initiative and FAS would administer funding. Programmes began in late 2006 and will be further rolled out during 2007.

Number of students participating on the programme – level 6 & level 7 (05/06)			
Region	Total	(Latest Data – Academic year 2005/2006)	
		Level 6	Level 7
<i>BMW</i>	11,245	5,087	6,158
<i>SAE</i>	18,445	8,210	10,235
National	29,690	13,297	16,393

The *School Completion Programme* (Measure 5) (SCP) is designed to deal with issues of both concentrated and regionally dispersed disadvantage and is a key component of the Department of Education and Science's strategy to discriminate positively in favour of children and young people who are at risk of early school leaving (i.e. between the ages of 4 and 18 years). Between September 2005 and August 2006 a total of 23,626 pupils were targeted under SCP. Under the Project Strand 19,472 pupils who are most-at-risk of early school leaving and 560 young people who have already left school early. Under the Stay in School Retention Strand 3,665 pupils were targeted under the Stay in School Retention Strand.

A new action plan called DEIS – Delivering Equality of Opportunity in Schools- was introduced in 2005 with the aim of ensuring that the educational needs of children and young

people from disadvantaged communities were prioritised and effectively addressed. It will bring together and build upon, some ten existing policy interventions and initiatives for schools and school communities with a concentrated level of disadvantage, including the following measures:

- Early Start
- Giving Children an Even Break (incorporating the primary Disadvantaged Areas Scheme and Breaking the Cycle)
- the Support Teacher Project (primary level)
- aspects of the Early Literacy Initiative, including the Reading Recovery programme
- the Home/School/Community Liaison Scheme
- School Completion Programme

5.2.2 Employment Potential of the Information Society

Under the *Lifelong Learning General Training Measure (M. 20)* FÁS promotes the development of a strategic lifelong learning framework to enhance the quality of labour supply through continued investment in education and training. The measure includes FÁS e-College, evening courses and employer-sponsored training. In 2006, the eCollege and the Lifelong Learning Unit were integrated into the FAS Training Services Division. It was expected that this initiative would result in greater dissemination of online courseware with tutor support throughout the system, facilitate more flexible learning methods and greater innovation in the use of ICT in training and learning. There were in excess of 9,000 new registrations for eCollege courses (not necessarily new learners, rather new course registrations) in 2006 and increased interest shown by employers in FAS online courses. Companies in contact with FÁS, particularly in the retail sector, showed interest in using blended learning approaches using FÁS e-College to deliver learning with minimum disruption to their business. Examples of Blended Learning Courseware packages include those developed in the retail sector in partnerships.

14,200 people (5,832 women and 8,368 men) were trained under this Measure in the period. The Measure comprises three different activities and more detailed data on the two largest areas is presented below (along with the standard indicator table for the whole Measure).

Evening Courses	Male	Female	Total
BMW	1979	1694	3673
S&E	2597	2404	5001
Total	4576	4098	8674

E-College	Male	Female	Total
BMW	498	331	829
S&E	1432	1348	2780
Total	1930	1079	3609

Under the **Skills training for Unemployed & redundant Workers Measure (13)**, FÁS delivered a wide range of skills training courses through its network of training centres and through contracted training providers. A total of 9,288 persons (5,916 women and 3,372 men) completed training under this Measure in 2006. At time of the follow-up survey, it showed that 75% of participants were in employment, further education or training at the time

of the survey. 86% of trainees stated that they were satisfied or very satisfied with the programme. The percentage was higher for females (92%) compared to males (78%).

Under the **Ongoing Sectoral Training: Seafood Industry Training Measure (M.24B)** BIM set out an ICT “Roadmap” to ensure that provision of Training Services was in line with best practice of eLearning and Customer Relationship Management (CRM). BIM’s Training Tracking Database was being upgraded to an entirely browser based system using Microsoft SQL Server. This was to ensure that all existing customers received appropriate skills as necessary and that the seafood sector continued to retain a suitably skilled workforce.

The range of accredited courses was continually expanding and there were currently in excess of one hundred individual BIM training modules/courses available to the seafood industry ranging from the Department of Transport Certificates of Competency to FETAC Certificates in Commercial Fishing, Aquaculture and Seafood Processing. This included specialist FETAC modules developed by BIM in response to specific industry and/or regulatory requirements.

The priorities and objectives for the future of the Irish Seafood Industry were set out in the Report of the Seafood Industry Strategy Review Group in December 2006 that includes a section on training. Their Report “*Steering a New Course*” recognises the vital contribution that education and training can make to the future development of the sector and highlights the need for increased investment in training and improved participation by industry. It also requires BIM to act as a central co-ordinating body for the development and provision of nationally accredited training to all sectors of the industry and recommends significant change in the type of training to be delivered in the future. With growing recognition of the value of training in the shore-based sector, there was now a significant demand for local delivery of more seafood oriented training modules to maximise the value of scarce raw materials and improve profitability. Enterprise Ireland and BIM have agreed to collaborate in developing and piloting a Graduate Placement Programme, which will be supported by FETAC/HETAC accredited training.

Ongoing Sectoral Training: Tourism measure (24F) The overall objective was to provide the tourism and hospitality industry with the necessary human resource management and operational skills to facilitate businesses becoming self-sustaining in terms of recruiting, retaining and developing staff and in improving competitiveness through continuing learning. Programmes under this Measure were targeted at tourism industry owners, managers and personnel, and are delivered through full-time off-the-job certified training, short training interventions, distance and e-learning modules, seminars, workshops, conferences and study tours. During 2006, a total of 5,695 tourism industry personnel completed training at advanced, supervisory and management level, exceeding the target of 4,395 set in the Programme Complement. The regional spread of activity was 25% (BMW) and 75% (SAE) and the male/female participation rates were 43%/57% respectively. Industry demand for training delivered by Fáilte Ireland on both enterprise and professional development programmes showed an increase on 2005 (5,209).

The **Undergraduate Skills Programme’s (M.26)** objective was to enhance the quality of labour supply through continued investment in education and training. The measure met the recurrent costs of the additional third level places being provided to meet the skills shortages as identified by the various reports of the Expert Group on Future Skills Needs (EGFSN) and the joint education/industry Task Force on the Supply of Technicians and targeted increasing the supply of graduates in the Information and Communications Technology area (ICT) and

the Chemical and Biological Sciences area. There has been a significant drop-off in the numbers of students enrolling on existing undergraduate ICT courses in recent years. The HEA is continuing to examine all means of securing a recovery in enrolments on the Skills 1 and 2 Programmes. The HEA, particularly through the Skills IT Investment Fund, was working with the ICT industry and the universities. Demand for places on science courses in the universities has remained consistent over the last five years. In 2006, there were no vacancies on any undergraduate science programme. See also Table on page 64 above on the numbers enrolled in the university sector.

5.2.3 Equal Opportunities for Women and Men

Progress in relation to this objective is outlined under the OP horizontal objectives

5.3 Meeting the CSF/NDP Objectives

The CSF/NDP Horizontal objectives aim to address:

- 5.15 Social Inclusion/Poverty
- 5.16 Environmental Protection
- 5.17 Rural Development
- 4. Equal Opportunities/Gender Mainstreaming.

In addressing these objectives, the Implementing Agencies are supported by various Horizontal Units who offer advice and guidance as appropriate. Progress with regard to these objectives is reported at each Monitoring Committee and also to the NDP/CSF Monitoring Committee.

5.3.1 Social Inclusion/Poverty

Some examples of specific activity to address social Inclusion/Poverty under the OP are set out below:

The *National Employment Service measure* (M.02), operated by FAS, has an important impact on Social Inclusion through helping disadvantaged and excluded groups to gain access to the labour market through training or other forms of employability support. One of the principal client groups were those registered as unemployed under the NEAP process. This was extended during the year to persons aged 55 and over. The threshold for activation was also reduced from 6 to 3 months. To help provide better services for immigrants, FAS took a number of initiatives in 2006. A one-day survey in October 2006 showed that about half of visitors to FAS offices were non-Irish nationals and included 94 different nationalities. In 2006 FÁS introduced a 3-way telephone interpretation line facility between the client, FÁS officer and an interpreter. This service is available in all European languages, Chinese and a further 140 languages. The FAS `Know before you go` campaign was launched in the ten new Member States to provide information for jobseekers before coming to Ireland. It provides useful information and addresses where further assistance is available. A DVD in 5 languages (Polish, Slovakian, Lithuanian, Latvian and Czech) was produced in conjunction with the leaflet and posters.

In order to develop greater complementarities between the two strands of the National Employment Service, i.e. FÁS and the Local Employment Service (LES), revised LES contracts, financial guidelines and activity schedules (i.e. the targeting of client groups and outcomes) were implemented. New Operational guidelines will be implemented from January 2007. An LES Benchmarking Action Plan was developed in 2006 and a referral protocol agreed. Following a review of provision for those in receipt of One Parent Family Payment,(OPFP) FAS piloted a programme of more active engagement by FAS Employment Services with lone parents to help them into work. In Autumn 2006 FAS ran special initiatives for OPFP recipients in Cork and Dublin to provide advice and support about returning to the workforce.

Under the *Active Measures of Long Term Unemployed and Socially Excluded Workers measure* (M.03), FAS continued to devise services and strategies to increase the participation of the Traveller community, women returners, people with disabilities and other targeted groups within mainstream vocational training and employment. For example, an independent evaluation of the Disability Allowance Project (Midlands Pilot), was completed in November 2006. Information for future policy was also gathered through surveys of programmes for Lone Parents, completed in July 2006, and a similar survey of programmes for Travellers, completed in October 2006. The FÁS Board established a sub-committee on Social Inclusion. Meetings were held throughout 2006 and members were asked to consider ways in which FÁS could capture information on the take-up and impact of FÁS services across different social groups. This would allow FÁS to evaluate its services with a view to informing policy and future provision. FAS set national targets in January 2006 for registrations, completion of training/ employment programmes and placement for specific client groups,(disabled people, Travellers, Early School Leavers, refugees, individuals in receipt of One Parent Family Payments and Women Returners). These were monitored and benchmarked throughout 2006. A Fact Sheet to complement this work was circulated in July. In December 2006 a new national target of 1% on 2005 activity was set for 2007. This new national target gives greater flexibility to meet regional targets.

In response to high rates of Traveller unemployment, and to support those already participating in the economy, the Department of Enterprise, Trade and Employment gave a special budget to FÁS (prior to 2006), to develop innovative responses in the areas of enterprise development, employment and training for Travellers. This employment initiative involved four pilot projects undertaken in Clare, Cork, Dublin and Galway. A number of other areas carried out developmental and training work with Travellers. In 2006, a further €0.5 million was allocated and an evaluation of the programme commenced.

The report of the High Level Group on Traveller Issues, published in March 2006, recommended that the Civil Service should consider making placements available for Travellers, and that it should take active steps to make it easier for Travellers to enter the Civil and Public Service. A working group comprising representatives from a number of Government Departments, South Dublin County Council and FÁS was established to carry these measures forward. The Traveller Internship programme was the result of their deliberations. 50 Travellers applied for this opportunity; 38 Traveller women for the 20 Clerical Officer Internships and 12 Traveller men for the 3 General Operative Internships. In October 2006, 20 Traveller women started working across ten Government Departments and three Traveller men started working with the OPW. The duration of the Internship is six months and the programme will undergo a formal evaluation.

FÁS was represented on the 'You Are Equal' Mainstreaming Group. The primary aim of this project was the maximisation of employment opportunities for prisoners and ex-prisoners through the development and mainstreaming of integrated training, mentoring and guidance services, together with associated research and dissemination activities to influence the employment sector and inform policy within the prison sector. The project was concerned with two areas – the committal areas of Cork and Castlerea prisons. The project was working with 90 prisoners in total as they prepare for release and to support them post-release. In 2006 FÁS and the Probation Service developed a referral protocol for ex prisoners referred directly to FÁS by the Probation Service. The referral protocol included a Confidential Referral Form, which is completed and signed by the referring Probation Service Officer and the individual ex prisoner. This information will support the individual's transition to appropriate and realistic training and employment opportunities. It will allow persons with an offending background to be considered on their merits and assessed in terms of their skills, knowledge, experience, reliability and any other relevant factor.

Work commenced on the development of policy guidelines that will serve as the basis for an overall FÁS approach to intervention and prevention of substance misuse. These guidelines were developed to promote the health, safety and welfare of all FÁS clients and staff, and also to assist in the development and maintenance of procedures to deal with clients who present with substance abuse issues. The guidelines aim to raise awareness of the risks of alcohol and other drug-related problems. They are also aimed at promoting the health and well-being of clients and staff, assist in minimising problems arising from the effects of alcohol and other drugs, identify individuals with possible alcohol and drug-related problems at an early stage and offer individuals with substance abuse problems, referral to an appropriate source for intervention and treatment if necessary. 46% of training programme participants (45% of women and 47% of men) was in employment or further education or training at the time of the FÁS follow-up survey. In relation to CE participants, 47% (55% of women and 37% of men) were in employment or further education or training at the time of the follow-up survey.

School Completion Initiative measure (M.05): Young people at risk of early school leaving are supported from an early age in recognition that home, school, environmental, social and economic factors influence the patterns of early school leaving. SCP works in partnership with family, community, youth, and sporting organisations and with relevant national statutory and voluntary bodies. Attendance tracking and monitoring is widely offered in SCP and often leads to the identification of other difficulties in the class or at home. Breakfast clubs are a feature of many SCP projects. A direct benefit of Breakfast Clubs, whilst meeting nutritional needs, is an improvement in the children's attendance levels, concentration and enthusiasm for school. Homework clubs provided by many SCP projects offer considerable benefits to young people, particularly those living in disadvantaged urban areas. Out-of-school supports for young people who have left the school system before the statutory age, engages home, school, youth and community services in the young person's education and development. There has been a slight increase in the number of Traveller Community targeted for SCP interventions since September 2004. The number of non-national young people targeted has not changed significantly.

A comprehensive five-year **Strategy for Traveller Education** has been developed with the assistance of the Educational Disadvantage Committee and the Advisory Committee on Traveller Education. One of the core issues it is addressing relates to how existing targeted educational supports for Traveller children and young people might best be integrated, on a phased basis, into an enhanced mainstream provision. The **Schools Business Partnership**

specifically works with schools involved in the School Completion Programme. The SBP endeavours to match one school with a local company in partnership to engage in programmes interfacing education and business expertise. The programmes address students in key areas of educational disadvantage. In 2006, 14 students were placed with companies in the IFSC through the Summer Work Placement Programme. The programme was rolled out nationally for the first time, placing a further 19 students. The 2006 programme showed a year on year increase of over 100%. A total of 138 Leaving Cert students from designated schools have now benefited by being placed through the programme over the past 6 years. More than 75% of these students were offered permanent contracts at the end of their placements.

Monitoring of the percentage of RAPID schools participating in SCP – Project and SSRI strands and the participation rates of targeted young people by age, gender and minority group, Travellers, non-nationals, etc. was on going. Monitoring of data on early school leavers including stage of education where drop-out occurred and of the percentage of pupils in SCP transferring from Primary to Post-Primary and the percentage of targeted group in receipt of certification during Programme had been introduced.

Third Level Access Measure (9): Inclusion and the creation of a more inclusive society are identified as one of the major challenges facing Ireland. The National Anti-Poverty Strategy (NAPS) and its successor the National Action Plan for Social Inclusion (NAPinclusion) sets out to address poverty and exclusion insofar as it affects those who are particularly vulnerable including children and young people, people with disabilities and Travellers. The NAPinclusion attaches particular importance to the need for equality of access to educational opportunities recognising that the lack of educational experience and related qualifications militates against one's ability to participate fully in the economy, in employment and in society. This measure supported the above objectives in promoting and facilitating social inclusion through its support for students with disabilities and students from disadvantaged backgrounds as well as mature students in further and higher education. The Student Assistance Fund was available to students experiencing particular or unexpected hardship during their course of study. A total of €6.03 8m was allocated in the academic year 2006-07, with €5.8m allocated in 2004/5. A final figure of 9,631 students benefited from the Student Assistance Fund in 2004/2005. The 2005/2006 figures are not yet available.

The Special Rates of Maintenance Grant (also known as the Top-Up Grant) was available to grant-holders who satisfy certain conditions. The reckonable income limit for the "Top-Up Grant" for the 2004/2005 academic year was €14,693, all or part of which must be a specified Social Welfare or analogous payment. Full statistical data was not yet available for this period, however provisional data shows that at least 11,529 students received assistance. This compares to 9,984 students in the 2002/2003 academic year. In 2005/2006 the reckonable income limit was €15,626, full statistical data was not yet available, however provisional data shows that at least 12,500 students received assistance. The National Office for Equity of Access to Higher Education in its administration of three funding programmes continued to provide financial support to students from underrepresented groups studying in further and higher education, thereby promoting and enhancing social inclusion. In the case of the Fund for Students with Disabilities, 2032 students benefited from supports in 2005/06. This was an increase of almost 20% of students benefiting from the fund the previous year. (See full Social Inclusion Report for M.09 at http://www.esf.ie/en/ehrd_monitoring_meetings.aspx)

Lifelong Learning –National Adult Literacy (22): An Assessment Framework, “*Mapping the Learning Journey*”, that is in accordance with best international practice, was rolled out to the VECs during 2006. Expansion of provision across the range including family literacy, themed literacy, literacy for homeless families (Co. Dublin VEC), provision for people with special needs continued. A 14 week intensive literacy and basic education programme, targeted at the most disadvantaged groups, was developed last year in conjunction with the National Adult Literacy Agency (NALA) and the Irish Vocational Education Association (IVEA). The initiative, in which six hours of tuition is provided per week instead of the usual two hours, was currently being delivered by the VECs throughout the country. On conclusion it will be evaluated, and if found to have worked effectively, will be continued into 2006/7. It was also proposed to undertake an evaluation of the adult literacy service. Among the actions taken to promote social inclusion under this measure included the targeted provision at certain client groups (men only, women only, family learning, workplace, travellers, deaf people, and dyslexic people), expanded range of provision, and development of linkages with other agencies dealing with social disadvantage. ESOL provision now comprised almost 30% of literacy client numbers, and there was some concern that nationals with literacy difficulties may have been displaced. VECs have been attempting to ensure that ESOL clients have a genuine literacy need rather than just a language need.

5.3.2 Environment

Progress in relation to this objective is outlined under the OP Horizontal objectives above.

5.3.3 Rural Proofing

Following the review of the Horizontal Principles by the NDP/CSF Evaluation Unit, the number of measures reporting on the Rural Development Horizontal Principle was confined to seven measures/sub-measures only, namely Sectoral Entry Training- Agriculture; Ongoing Sectoral Training-Culture, Gaeltacht; Ongoing Sectoral Training- Film, Ongoing Sectoral Training-Seafood; Ongoing Sectoral Training Forestry and Education Infrastructure. The review defined Rural Proofing as follows:

Improving the physical economic and social conditions of people living in the open countryside in coastal area; town and villages and in smaller urban centers outside of the five major urban centres (White Paper on Rural Development 1999)

Sectoral Entry Training-Agriculture measure (12D): The aim of the measure was to train young people entering the farming and agri-industry sectors to equip them to operate viable and sustainable farm businesses and/or to enable graduates to take up employment in rural areas. While many graduates go on to further training (often outside agriculture) the majority remain or return to live and work in rural communities. The measure made a significant contribution to rural development because of these young people and their roles in the development of and economic activity in rural areas – both at individual enterprise level and at community level.

Recent (2005) surveys conducted among graduates of the main vocational training (two year) courses showed the graduates opting for the following career paths: -

- 5.18 Employment in the sector – 44%
- 5.19 Returning directly to farming – 41%*
- 5.20 Further training/education –8%

5.21 Of those returning to farming 33% stated that they would be fulltime farmers. The above data includes horticulture and forestry.

Teagasc courses were nationally accredited (by FETAC and HETAC) and were benchmarked to the highest standards. The graduates were therefore highly trained to meet the challenges facing them in the new competitive environment that was the farming and agri-business sector. Under the measure Teagasc delivered 20 different fulltime programmes in 2006–7 in higher education (in combination with Institutes of Technology) and 13 in further education – across a range of subjects and specialisations. Surveys of those completing the *further education* courses show that 42% of those completing the first year of the programme – Level 5 – went on to complete the Level 6 Teagasc programme, while 26% opted for other vocational courses. 7% entered third level training with 9% taking up employment (mostly in the sector). The same survey showed that 41% of those completing the Level 6 courses (i.e. after two years of training) returned to farming at home with 44% taking up employment in the sector (including horticulture, forestry etc.) 8% went on to further training. Those completing the third level courses have a strong record of achieving employment in the sector – or they opt for further education – up to degree level.

The measure was, thus, making a major contribution to the human resource that leads to development and economic activity in rural areas. The young trained people (as outlined above, a high % of graduates return immediately to farming while others return at a later stage) improve the technical and managerial standards on farms leading to improved viability and output. They also acquired the skills to obtain employment, set up new businesses and provide services for other farmers and rural dwellers. Many of these latter will obtain employment and work part-time in farming – the latter was of particular relevance in the CLAR areas. While no specific data was available for the CLAR areas the data on the NUTS III Regions gave a guide to activity in these areas. The young people also contributed to rural communities through their leadership and other personal skills.

Under the ***Ongoing Sectoral Training –Culture, Gaeltacht*** measure (24A1), all of the activities of An tÚdarás take place in a rural environment and one hundred percent of the effort was directed towards rural development. In addition to training directed specifically at improving the competitiveness and productivity of businesses within the Gaeltacht, there were five main actions aimed at raising skill levels and improving educational achievements at individual or community level: Management Development, Apprentice Development, Third Level Education through Irish, Lifelong Learning and our Second Level Schools Programme. These schemes are operated throughout the Gaeltacht, including those areas designated under the CLAR initiative and, excluding second level students nearly 3,000 persons completed their training/education programme in 2006.

Of particular note would be the emphasis on Gaeltacht based third-level education through Irish. Education and training were core elements of Údarás na Gaeltachta's development strategy for the Gaeltacht and the level of funding being provided to underpin this sector has been significantly increased in recent years. Collaborative initiatives have emerged with a number of third-level institutions. Eight full time courses were funded in 2006 including a new M.Sc in Translation offered by the language services company Europus in association with GMIT and a Higher Diploma in Audiovisual/Television production offered by the independent TV production company Nemeton Teo in association with Waterford Institute of Technology. Of the four centres used in these courses, two are located in the CLAR area, but it should be emphasised that all centres and courses attract students from different Gaeltacht areas. Another recent development has been the extension of the Management Development

Scheme to support the recruitment of assistant managers for Gaeltacht co-operatives (two thirds of them are located in the CLAR area). The aim is to develop a succession structure and to encourage the co-operatives to broaden their activities within the community. A recent survey showed that 97% of those Gaeltacht apprentices who finished their apprenticeship within the 10 year period 1990-1999 were at work and that 55% of them were still living within the Gaeltacht area – an indication that our actions aimed at rural development were bearing fruit.

Ongoing Sectoral Training Seafood industry measure (M.24B): Employment in all sectors of the Irish Seafood Industry was predominantly in rural coastal areas, with only a small number of enterprises being urban based. Consequently, BIM's training programmes will continue to have a very significant impact on the provision of high quality, FETAC and Department of Transport accredited, seafood industry vocational training in rural areas. BIM's mobile Coastal Training Units are very successful at targeting the needs of remote rural and island coastal fishing communities with thirty locations visited in 2006. In 2006 ninety-six percent of those trained by BIM came from rural areas.

The implementation of a pot licence scheme (approved for about five hundred vessels) for small boat operators has offered new opportunities to those threatened with unemployment and many of these workers have completed mandatory Basic Safety Training. BIM introduced a decommissioning scheme (approved for thirty six boats to date) for those exiting the industry and many of these personnel are diversifying into new areas of employment. BIM provides a Passenger Boat Proficiency Module to cater for those transferring from the catching sector into Marine Tourism. The introduction of new FETAC modules in Seaweed Ongrowing, Animal Welfare, and Seafood Environmental Management Systems will offer new training opportunities in rural coastal areas where limited alternatives exist. The strong participation rate (96% in 2006) from rural communities demonstrates a high level of access in these areas.

Ongoing Sectoral Training-Forestry (24C): By its very nature all forestry activity is rural based and training carried out in this area will always aid rural development by upskilling people to work in rural areas. The Forest Service has been working very closely over the past year with representatives of the industry to put an integrated training programme in place. The industry has formed a company titled Forestry Training & Education Ireland to identify and prioritise the training needs of the sector, to source training providers and to channel Department funding.

Education Infrastructure measure (32A): In 2003 twenty small rural primary schools were invited to partake in a pilot initiative that allowed schools to undertake building and modernisation works on a devolved basis. The pilot initiative was extended to cover further schools in 2004 and in 2005. Positive feedback on the impact of the initiative led to the end of the pilot phase and in early 2006 the initiative was upgraded to scheme status and is now known as the Small Schools Scheme. In 2004 the Department of Education and Science and the Department of Community, Rural & Gaeltacht Affairs co-funded the CLÁR Primary School Outdoor Play Facilities Enhancement Scheme which was aimed at improving outdoor play facilities in small rural primary schools in CLÁR areas. In 2006, 135 primary schools were invited to participate in the Small Schools Scheme (133 accepted the conditions of the Scheme), which was aimed at 2 to 4 classroom sized schools and for which a funding of €58m was available. Typically allocations per school range from €275,000 to €484,000 and in those

instances where a brand new school was required funding was fixed at €460,000 for a two-teacher school and at €820,000 for a three-teacher school.

The Department of Education and Science and the Department of Community, Rural & Gaeltacht Affairs co-funded the CLÁR Primary School Outdoor Play Facilities Enhancement Scheme which was aimed at improving outdoor play facilities in small rural primary schools in CLÁR areas. Grant Aid approved by the Department of Education and Science in 2006 amounted to €1.1 m, which would be transferred to the Department of Community, Rural & Gaeltacht Affairs during 2007. The Department was mindful of the significant number of two, three and four classroom schools that existed within the education infrastructure and of their predominance in rural areas. The measure ensured that these schools where necessary were given the opportunity to undertake building works and to modernise on a devolved basis within the constraints of the annual budgetary position. The co-funding of the Primary School Outdoor Play Facilities Enhancement Scheme by the two Departments is indicative of efforts that were undertaken to target rural schools and enhance their facilities.

5.3.4 Equal Opportunities/Gender Mainstreaming

Progress in relation to this objective is outlined under the OP Horizontal objectives above.

6. Financial Overview of Activity

Explanatory Note

This section of the Annual report summarises financial progress for the OP as a whole and for each Priority in turn. Details of financial progress are provided for both the BMW and SAE region at each level of the report. Table 3 at the end of the Chapter provides a summary of expenditure for 2006 and also for the period 2000-2006 for each co-funded measure/sub-measure in the OP.

6.1 OP Summary of Expenditure

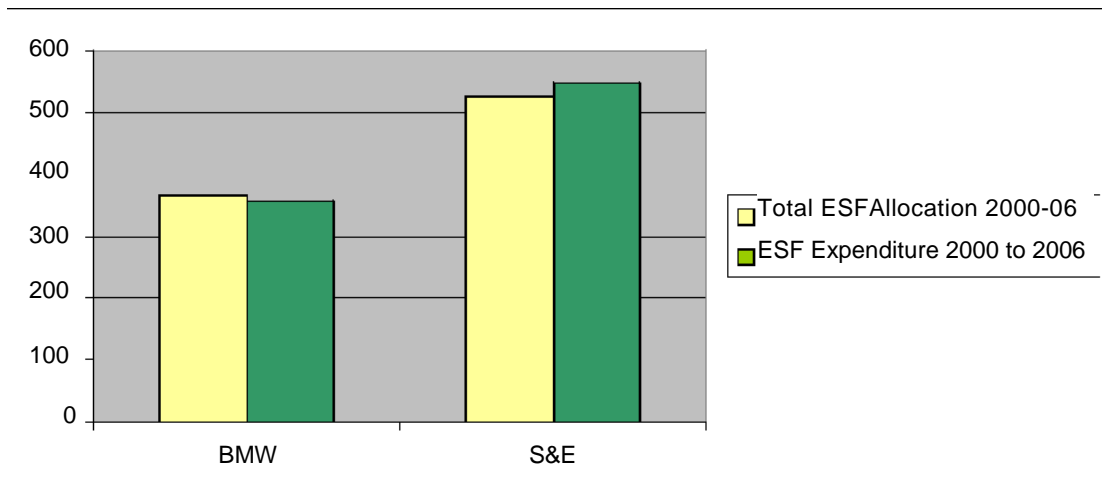
Total expenditure in the EHRD OP in 2006 amounted to €2.549 billion, which was 121% of the forecasted spend for the year. ESF expenditure for the year amounted to €165.635 million, representing 132.5% of the forecast. The variation in ESF allocations from year to year under the so-called “Berlin profile” can significantly distort the meaningfulness of the figures presented in these tables. It is more useful, therefore, to look at both the annual and the cumulative financial performance on the OP from 2000.

The following table shows the annual ESF expenditure each year from 2000 to date and it demonstrates that the expenditure in the OP was slow in the first three years, only catching up from 2003 onwards. Spending in 2006 exceeded 132% of forecast. Some ESF allocation remains to be spent in 2007 – the total ESF expenditure figure for 2000 to 2006 of €910.456 includes some over-spending in a few measures, but six or so measures have indicated continued expenditure for 2007. It is expected that the full ESF allocation will be spent within the OP.

Summary of ESF Allocations and annual Expenditure since 2000

Year:	ESF Allocation (€m.)	As % of Total	ESF Expenditure (€m.)	As % of Allocation
2000	195.1	22%	119.618	61.3%
2001	159.646	18%	126.207	79%
2002	139.817	16%	93.128	66.6%
2003	114.84	13%	141.653	123.4%
2004	78.701	9%	115.212	146.4%
2005	79	9%	146.792	188.6%
2006	124.983	14%	164.534	131.65%
2000-06	892.087	100%	907.145	102%

Cumulative ESF Expenditure by Region 2000-2006



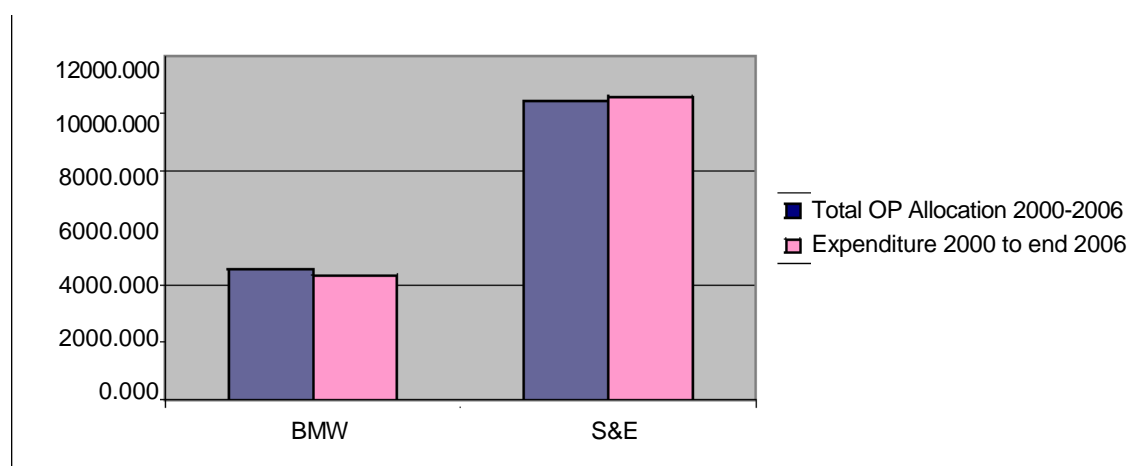
Regional expenditure

At regional level, NDP expenditure reached 97% of cumulative forecast to the end of 2006 in the BMW Region, while it reached 103% of forecast in the SAE Region.

Cumulative ESF expenditure in the BMW region was €358 million, or 98% of forecast, while in the SAE region it reached €549 million, or 104% of forecast.

The chart below shows the expenditure for the Programme as a whole, including both co-financed (ESF) and non-co-financed (NDP) as at the end of 2006. The expenditure for the non-co-financed measures ceased on the 31st December 2006. The expenditure for the co-financed (ESF) measures will cease on the 31st December 2007. The total OP allocation for the Programme was €14,783 million. The total expenditure for the Programme at the end 2006 reached €14,933 million. Even though the total expenditure figure up to the end of 2006 exceeds the total ESF allocation (due to a number of measures having over-spent their allocation), a number of other measures, that have not reached their full allocation, have indicated forecast expenditure figures for 2007.

EHRD-OP 2000-2006 – Total Programme



SUMMARY OF EXPENDITURE – OP LEVEL

BMW

€m	Total NDP	Total CSF	ESF	National Public	Private
2000 Forecast (revised)	621.958	81.665	64.754	557.204	0.000
2000 Expenditure	499.114	53.469	39.774	450.880	8.460
% of OP Forecast	80.25%	65.47%	61.4%	80.92%	
2001 Forecast (revised)	673.348	77.485	59.277	614.071	0.000
2001 Expenditure	597.303	65.160	48.665	543.812	4.826
% of OP Forecast	88.71%	84.09%	82.10%	88.56%	
2002 Forecast (revised)	704.598	69.879	53.145	651.453	0.000
2002 Expenditure	613.485	49.638	36.778	572.199	4.508
% of OP Forecast	87.07%	71.03%	69.20%	87.83%	
2003 Forecast (revised)	632.336	71.490	51.177	581.159	0.000
2003 Expenditure	612.477	73.379	55.032	554.525	2.920
% of OP Forecast	96.86%	102.64%	107.53%	95.42%	
2004 Forecast (revised)	607.018	42.223	32.645	574.373	0.000
2004 Expenditure	592.358	59.867	48.619	541.744	1.995
% of OP Forecast	97.58%	153.63%	148.93%	94.32%	
Forecast 2005 (revised)	535.115	68.555	47.234	482.308	5.573
2005 Expenditure	694.032	81.416	61.049	631.376	1.607
% of OP Forecast 2005	129.70%	118.76%	129.25%	130.91%	28.83%
2006 Forecast (revised)	691.351	81.475	57.110	626.937	7.304
2006 Expenditure	739.761	90.522	67.739	670.278	1.744
% of OP Forecast	107.00%	111.10%	118.61%	106.91%	23.88%
Cum. Forecast 2000 – 2006	4,465.724	492.771	365.342	4,087.505	12.877
Cum. Exp. 2000 – 2006	4,348.531	478.451	357.657	3,964.814	26.060
% of OP Forecast	97.38%	97.09%	97.90%	97.00%	202.37%

SAE

€m	Total NDP	Total CSF	ESF	National Public	Private
2000 Forecast (revised)	1,496.813	252.530	130.346	1,366.467	0.000
2000 Expenditure	1,333.551	159.688	79.844	1,240.770	12.937
% of OP Forecast	89.09%	63.24%	61.26%	90.80%	
2001 Forecast (revised)	1,589.051	195.581	100.369	1,488.682	0.000
2001 Expenditure	1,516.102	155.083	77.542	1,427.287	11.273
% of OP Forecast	95.41%	77.29%	77.26%	95.88%	
2002 Forecast (revised)	1,633.240	170.017	86.672	1,546.568	0.000
2002 Expenditure	1,371.256	112.698	56.349	1,306.078	8.829
% of OP Forecast	83.96%	66.29%	65.01%	84.45%	
2003 Forecast(revised)	1,416.314	122.507	63.663	1,352.651	0.000
2003 Expenditure	1,416.293	173.458	86.621	1,320.014	9.658
% of OP Forecast	100.00%	141.59%	136.06%	97.59%	
2004 Forecast (revised)	1,368.165	89.656	46.056	1,322.109	0.000
2004 Expenditure	1450.652	133.810	66.593	1376.143	7.916
% of OP Forecast	106.03%	149.25%	144.59%	104.09%	
Forecast 2005 (revised)	1,389.548	78.094	31.766	1,343.220	14.562
2005 Expenditure	1,669.695	171.487	85.743	1,577.768	6.183
% of OP Forecast 2005	120.16%	219.59%	269.92%	117.46%	42.46%
2006 Forecast (revised)	1,423.839	145.199	67.873	1,341.404	14.562
2006 Expenditure	1,826.761	193.808	96.795	1,721.770	8.196
% of OP Forecast	128.30%	133.48%	142.61%	128.36%	56.29%
Cum.Forecast2000–2006	10,316.970	1,053.583	526.745	9,761.102	29.123
Cum.Exp.2000–2006	10,584.311	1,100.034	549.488	9,969.831	64.992
% of OP Forecast	102.59%	104.41%	104.32%	102.14%	223.16%

NATIONAL

€m	Total NDP	Total CSF	ESF	National Public	Private
2000 Forecast(revised)	2,118.772	334.195	195.100	1,923.672	0.000
2000 Expenditure	1,832.665	213.157	119.618	1,691.650	21.397
% of OP Forecast	86.50%	63.78%	61.31%	87.94%	
2001 Forecast (revised)	2262.399	273.066	159.646	2,102.753	0.000
2001 Expenditure	2113.405	220.243	126.207	1971.099	16.099
% of OP Forecast	93.41%	80.66%	79.05%	93.74%	
2002 Forecast (revised)	2,337.838	239.896	139.817	2,198.021	0.000
2002 Expenditure	1,984.742	162.336	93.128	1878.277	13.337
% of OP Forecast	84.90%	67.67%	66.61%	85.45%	
2003 Forecast (revised)	2,048.650	193.997	114.840	1,933.810	0.000
2003 Expenditure	2,028.770	246.838	141.653	1,874.539	12.578
% of OP Forecast	99.03%	127.24%	123.35%	96.94%	
2004 Forecast (revised)	1,975.089	131.879	78.701	1,896.482	0.000
2004 Expenditure	2,043.010	210.677	115.212	1,917.887	9.911
% of OP Forecast	103.43%	150.65%	146.39%	101.13%	
Forecast 2005 (revised)	1,924.663	146.648	79.000	1,825.528	20.135
2005 Expenditure	2,363.727	252.903	146.792	2,209.145	7.790
% of OP Forecast 2005	122.81%	172.46%	185.81%	121 .01%	38.69%
2006 Forecast(revised)	2115.189	226.674	124.983	1,968.341	21.866
2006 Expenditure	2,566.523	284.330	164.534	2,392.048	9.940
% of OP Forecast	121 .34%	125.44%	131 .65%	121 .57%	45.46%
Cum. Forecast 2000–2006	14,782.694	1,546.354	892.087	13,848.607	42.000
Cum.Exp.2000–2006	14,932.842	1,578.484	907.145	13,934.645	91.052
% of OP Forecast	101 .02%	102.08%	101 .69%	100.62%	216.79%

6.2 N+2 Rule

The EHRD OP has satisfied the requirements of the N+2 rule for each year of the programme so far. Up to the end of 2006, claims for ESF aid amounting to €745.8 million had been lodged with the European Commission. See Chapter 7 below.

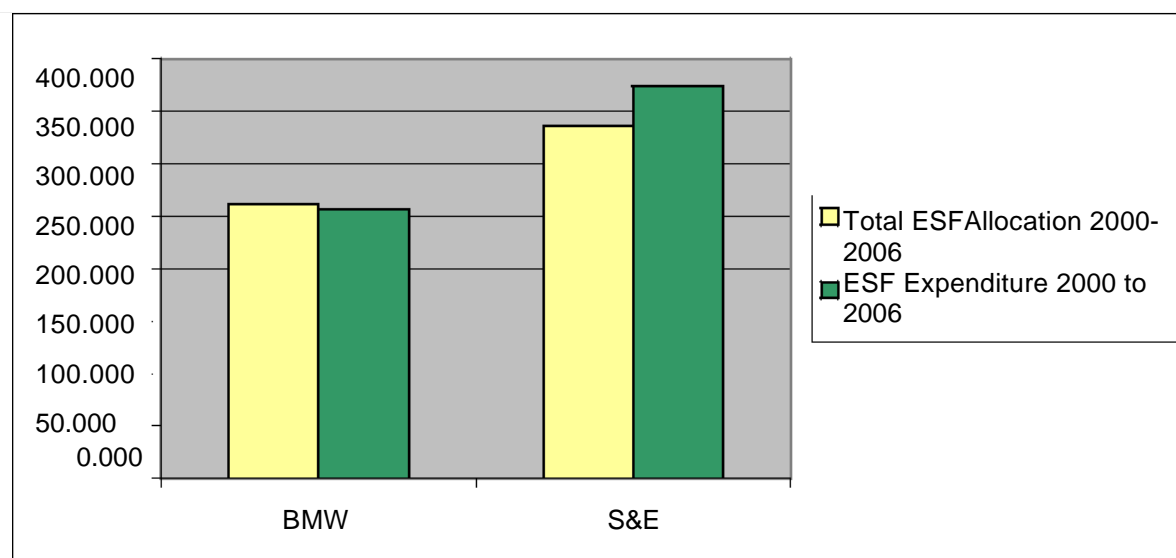
6.3 Employability Priority

Commentary on expenditure

Expenditure on the Employability Priority for the whole of 2006 was almost 99% of the forecast or €1,263 million. On a cumulative basis since the start of the OP, NDP expenditure had reached 92% of forecast or €7,729 million, while the cumulative ESF stood at 106% of forecast or €631 million.

At a regional level, cumulative ESF expenditure in the SAE region at the end of 2006 was 111% of forecast or €374 million and in the BMW region, it reached 98% of forecast or €257 million.

EMPLOYABILITY PRIORITY 2000-2006



Of the nine ESF funded measures/sub-measures in the Employability Priority, eight of the measures have spent or over-spent their full allocation. Only one measure – *Apprenticeship/Traineeship (FAS)* has some allocation remaining to be spent. FAS have indicated that it will utilise the balance of the allocation in 2007.

SUMMARY OF EXPENDITURE – EMPLOYABILITY PRIORITY

BMW

€m	Total NDP	Total CSF	ESF	National Public	Private
2000 Forecast (revised)	316.555	51.135	40.387	276.168	0.000
2000 Expenditure	298.750	40.085	30.063	268.687	0.000
% of OP Forecast	94.38%	78.39%	74.44%	97.29%	
2001 Forecast (revised)	363.126	53.588	39.078	324.048	0.000
2001 Expenditure	335.421	49.680	37.260	298.161	0.000
% of OP Forecast	92.37%	92.71%	95.35%	92.01%	
2002 Forecast (revised)	375.587	48.028	35.028	340.559	0.000
2002 Expenditure	299.141	31.423	23.567	275.574	0.000
% of OP Forecast	79.65%	65.43%	67.28%	80.92%	
2003 Forecast (revised)	349.543	40.171	29.287	320.256	0.000
2003 Expenditure	314.839	57.386	43.040	271.799	0.000
% of OP Forecast	90.07%	142.85%	146.96%	84.87%	
2004 Forecast (revised)	347.978	34.634	25.975	322.003	0.000
2004 Expenditure	310.099	49.198	36.899	273.200	0.000
% of OP Forecast	89.11%	142.05%	142.06%	84.84%	
Forecast 2005 (revised)	277.265	59.176	44.381	332.884	0.000
2005 Expenditure	338.441	59.247	44.435	293.976	0.000
% of OP Forecast 2005	122.05%	100.12%	100.12%	126.23%	
2006 Forecast (revised)	418.497	62.944	47.207	741.290	0.000
2006 Expenditure	379.222	55.256	41.442	337.780	0.000
% of OP Forecast	90.62%	87.79%	87.79%	90.97%	
Cum. Forecast 2000 –2006	2448.553	349.676	261.343	2187.210	0.000
Cum. Exp. 2000– 2006	2,275.883	342.275	256.705	2,019.178	0.000
% of OP Forecast	92.95%	97.88%	98.23%	92.32%	

SAE

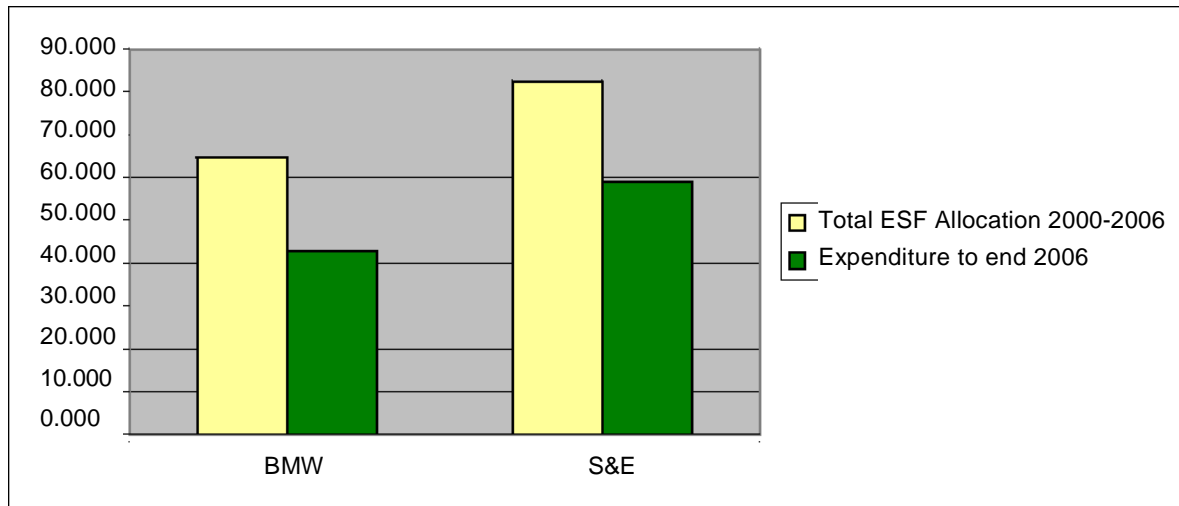
€m	Total NDP	Total CSF	ESF	National Public	Private
2000 Forecast (revised)	802.294	150.914	75.457	726.837	0.000
2000 Expenditure	739.339	121.998	60.999	678.340	0.000
% of OP Forecast	92.1 5%	80.84%	80.84%	93.33%	
2001 Forecast (revised)	853.173	111.652	55.826	797.347	0.000
2001 Expenditure	818.917	108.386	54.193	764.724	0.000
% of OP Forecast	95.98%	97.07%	97.08%	95.91%	
2002 Forecast (revised)	874.441	96.562	48.281	826.160	0.000
2002 Expenditure	691 .985	70.718	35.359	656.626	0.000
% of OP Forecast	79.1 3%	73.24%	73.24%	79.48%	
2003 Forecast (revised)	856.469	78.346	39.173	817.296	0.000
2003 Expenditure	765.574	140.466	70.233	695.341	0.000
% of OP Forecast	89.39%	179.29%	179.29%	85.08%	
2004 Forecast (revised)	826.288	67.662	33.831	792.457	0.000
2004 Expenditure	743.651	102.868	51 .434	692.217	0.000
% of OP Forecast	90.00%	152.03%	152.03%	87.35%	
Forecast 2005 (revised)	841.950	54.230	27.115	814.835	0.000
2005 Expenditure	809.444	106.376	53.188	756.256	0.000
% of OP Forecast 2005	96.14%	196.16%	196.16%	92.81%	
2006 Forecast (revised)	861.381	111.654	55.827	805.554	0.000
2006 Expenditure	883.981	97.194	48.597	835.384	0.000
% of OP Forecast	102.62%	87.05%	87.05%	103.70%	
Cum. Forecast 2000 –2006		671.020	335.510		0.000
	5,915.997			5,580.487	
Cum. Exp. 2000 – 2006	5,452.892	748.006	374.003	5,078.889	0.000
% of OP Forecast	92.17%	111.47%	111.47%	91.01%	

NATIONAL

€m	Total NDP	Total CSF	ESF	National Public	Private
2000 Forecast (revised)	1118.849	202.049	115.844	1003.005	0.000
2000 Expenditure	1038.090	162.084	91 .062	947.027	0.000
% of OP Forecast	92.78%	80.22%	78.61%	94.42%	
2001 Forecast (revised)	1216.299	165.240	94.904	1121.395	0.000
2001 Expenditure	1154.338	158.066	91 .453	1062.885	0.000
% of OP Forecast	94.91%	95.66%	96.36%	94.78%	
2002 Forecast (revised)	1250.028	144.590	83.309	1166.719	0.000
2002 Expenditure	991.126	102.141	58.926	932.200	0.000
% of OP Forecast	79.85%	70.64%	70.73%	79.90%	
2003 Forecast (revised)	1206.012	118.517	68.460	1137.552	0.000
2003 Expenditure	1080.143	197.852	113.273	967.140	0.000
% of OP Forecast	102.20%	123.14%	123.54%	100.72%	
2004 Forecast (revised)	1,174.266	102.296	59.806	1,114.460	0.000
2004 Expenditure	1,053.749	152.066	88.333	965.416	0.000
% of OP Forecast	89.74%	148.65%	147.70%	86.63%	
Forecast 2005 (revised)	19.216	113.406	71.496	1,047.720	0.000
2005 Expenditure	1,147.855	165.623	97.623	1,050.232	0.000
% of OP Forecast 2005	102.56%	146.04%	136.54%	100.24%	
2006 Forecast (revised)	1,279.878	174.598	103.034	1,176.844	0.000
2006 Expenditure	1,263.204	152.449	90.039	1,173.165	0.000
% of OP Forecast	98.70%	87.31%	87.39%	99.69%	
Cum. Forecast 2000 –2006	8,364.549	1,020.696	596.853	7,767.696	0.000
Cum. Exp. 2000 – 2006	7,728.775	1,090.281	630.709	7,098.066	0.000
% of OP Forecast	92.40%	106.82%	105.67%	91 .38%	

6.4 Summary of expenditure – Entrepreneurship Priority

The total NDP expenditure for the whole of 2006 for the Entrepreneurship Priority was close to 76% of forecast for the year 2006, or €63 million, while the ESF absorption stood at just under €31 million. The cumulative NDP expenditure from 2000 to the end of 2006 stood at €403 million or approx 91% of forecast. The ESF expenditure for the same period was €102 million or 69% of forecast. This reflected the improved position in relation to the under-spend issue for the *In-Company Training measure*.



As outlined in Chapter 3 above, the total ESF allocations for the *Social Economy Programme* (M. 1 9A) and the *Local Social Capital measure* (M. 1 9B) were transferred into the In-Company Training measure in 2006. This gave the In-Company Training measure an overall ESF allocation of €147m. The Implementing Bodies/Agencies operating the three sub-measures within the In-Company Training measure have indicated that they will utilise most of the remaining €45m by the end of 2007.

The chart below shows the total ESF expenditure of 69% as at the end of 2006 for the Entrepreneurship Priority and the balance of ESF funding remaining to be spent in the Priority.

Entrepreneurship



SUMMARY OF EXPENDITURE – ENTREPRENEURSHIP PRIORITY

BMW

€m	Total NDP	Total CSF	ESF	National Public	Private
2000 Forecast (revised)	15.393	17.208	14.376	1.017	0.000
2000 Expenditure	16.846	7.285	5.137	3.354	8.355
% of OP Forecast	109.32%	41.97%	35.73%	333.51%	
2001 Forecast(revised)	15.117	12.852	11.917	3.200	0.000
2001 Expenditure	13.645	7.002	5.047	3.895	4.703
% of OP Forecast	90.26%	44.34%	42.35%	152.25%	
2002 Forecast(revised)	22.696	11.941	10.686	12.010	0.000
2002 Expenditure	23.694	10.869	7.701	11.653	4.340
% of OP Forecast	104.40%	79.91%	72.07%	105.32%	
2003 Forecast (revised)	36.858	23.036	15.679	21.179	0.000
2003 Expenditure	24.734	4.612	3.457	18.563	2.714
% of OP Forecast	67.10%	20.02%	22.05%	87.65%	
2004 Forecast (revised)	20.560	4.526	4.374	16.186	0.000
2004 Expenditure	23.334	5.966	4.443	17.094	1.797
% of OP Forecast	113.49%	131.82%	101.58%	105.61%	
2005 Forecast (revised)	20.734	6.508	0.701	14.460	5.573
2005 Expenditure	24.827	8.742	6.544	16.861	1.422
% of OP Forecast	119.74%	134.33%	933.52%	116.60%	25.52%
2006 Forecast (revised)	28.419	14.592	6.949	14.166	7.304
2006 Expenditure	17.527	16.879	12.507	3.442	1.578
% of OP Forecast	61.67%	115.67%	179.98%	24.30%	21.60%
Cum.Forecast2000–2006	159.77	90.663	64.682	82.218	12.877
Cum. Exp. 2000– 2006	144.589	58.663	42.817	76.872	24.900
% of OP Forecast	90.49%	64.70%	66.20%	93.50%	193.37%

SAE

€m	Total NDP	Total CSF	ESF	National Public	Private
2000 Forecast (revised)	25.428	5.000	24.735	0.693	0.000
2000 Expenditure	24.945	10.844	5.422	7.6032	11.921
% of OP Forecast	98.10%	216.88%	21.92%	1096.97%	
2001 Forecast (revised)	27.147	35.043	20.100	7.047	0.000
2001 Expenditure	24.274	11.640	5.820	8.138	10.316
% of OP Forecast	89.42%	33.22%	28.96%	115.48%	
2002 Forecast (revised)	42.057	31.431	17.379	24.678	0.000
2002 Expenditure	36.185	17.247	8.624	19.599	7.962
% of OP Forecast	86.04%	54.87%	49.62%	79.42%	
2003 Forecast (revised)	35.919	9.895	7.357	28.562	0.000
2003 Expenditure	42.293	11.615	5.699	28.013	8.581
% of OP Forecast	117.74%	117.38%	77.46%	98.08%	
2004 Forecast (revised)	50.772	10.882	6.669	44.103	0.000
2004 Expenditure	41.229	11.837	5.607	29.002	6.260
% of OP Forecast	81.20%	108.78%	84.08%	65.76%	
2005 Forecast (revised)	47.992	15.132	0.285	33.145	14.562
2005 Expenditure	44.496	18.730	9.365	30.590	4.541
% of OP Forecast	92.72%	123.78%	3285.96%	92.29%	31.18%
2006 Forecast (revised)	54.463	21.363	5.955	33.946	14.562
2006 Expenditure	45.108	36.880	18.331	20.188	6.589
% of OP Forecast	82.82%	172.64%	307.83%	59.47%	45.25%
Cum.Forecast2000–2006	283.777	128.745	82.480	172.174	29.123
Cum. Exp. 2000–2006	258.530	118.793	58.868	143.132	56.530
% of OP Forecast	91.10%	92.27%	71.37%	83.13%	194.11%

NATIONAL

€m	Total NDP	Total CSF	ESF	National Public	Private
2000 Forecast (revised)	40.821	58.516	39.111	1.710	0.000
2000 Expenditure	41.773	18.067	10.512	10.994	20.267
% of OP Forecast	102.33%	30.88%	26.88%	642.91%	
2001 Forecast (revised)	42.264	47.895	32.017	10.247	0.000
2001 Expenditure	37.920	17.339	9.890	13.011	15.019
% of OP Forecast	89.72%	36.20%	30.89%	126.97%	
2002 Forecast (revised)	64.752	43.372	28.065	36.687	0.000
2002 Expenditure	59.879	26.789	15.330	32.247	12.302
% of OP Forecast	92.47%	61.77%	54.62%	87.90%	
2003 Forecast (revised)	72.778	32.931	23.036	49.742	0.000
2003 Expenditure	67.027	16.227	9.156	46.576	11.295
% of OP Forecast	92.10%	49.28%	39.75%	93.64%	
2004 Forecast (revised)	71.332	15.408	11.043	60.289	0.000
2004 Expenditure	64.563	17.803	10.050	46.096	8.417
% of OP Forecast	90.51%	115.54%	91.01%	76.46%	
2005 Forecast (revised)	68.726	21.640	0.986	47.605	20.135
2005 Expenditure	69.323	27.472	15.909	47.451	5.963
% of OP Forecast	100.87%	126.95%	1613.49%	99.68%	29.62%
2006 Forecast(revised)	82.881	35.955	12.904	48.112	21.866
2006 Expenditure	62.635	53.759	30.838	23.630	8.167
% of OP Forecast	75.57%	149.52%	238.98%	49.12%	37.35%
Cum.Forecast2000–2006	443.553	255.716	147.162	254.391	42.000
Cum. Exp. 2000–2006	403.119	177.456	101.685	220.004	81.430
% of OP Forecast	90.88%	69.40%	69.10%	46.48%	193.88%

6.5 Adaptability Priority

Commentary on expenditure

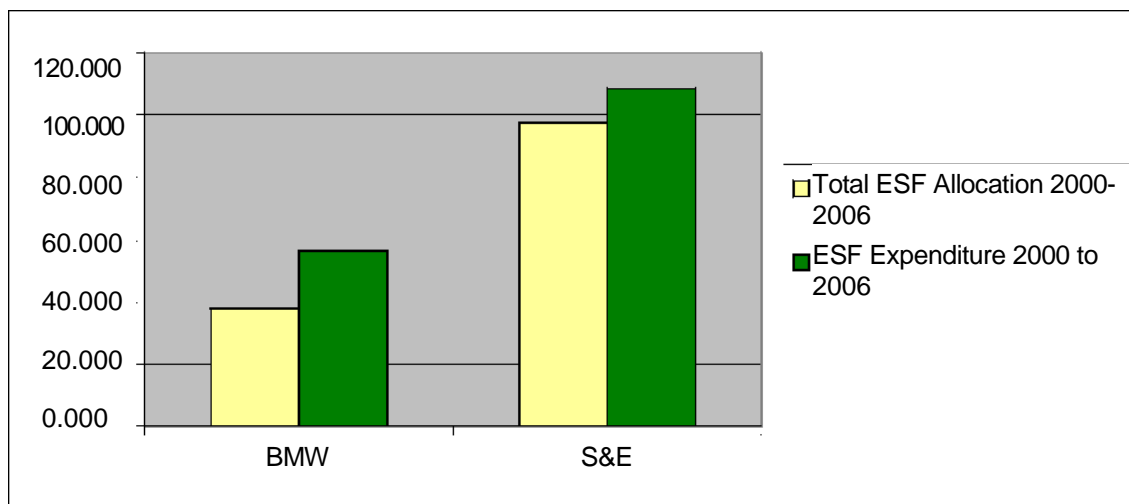
ESF expenditure claimed under the Priority was relatively low in the early years of the programme, particularly on the Undergraduate Skills measure, pending agreement with the European Commission on an apportionment methodology to apply. However, with agreement on this matter reached, expenditure levels recorded against this measure increased and the measure has now exceeded its allocation

Cumulative NDP expenditure for the Adaptability Priority at the end of 2006 stood at €3,359 million, or 99.8 6% of forecast while cumulative ESF expenditure stood at €1 65million, or 122% of forecast, exceeding the overall forecast.

At regional level, the cumulative ESF expenditure in the BMW region has exceeded the overall forecast, at 149%, while the S&E region has reached 111% of forecast.

Total ESF expenditure of €42 million was recorded up to the end of 2006. Only four measures out of a total of 19 measures in this Priority are ESF funded and three of the four have exceeded their allocations. The measure had indicated further expenditure for 2007, thereby utilising the balance of their allocation.

ADAPTABILITY PRIORITY 2000-2006



SUMMARY OF EXPENDITURE – ADAPTABILITY PRIORITY

BMW

€m	Total NDP	Total CSF	ESF	National Public	Private
2000 Forecast (revised)	173.704	12.897	9.672	164.032	0.000
2000 Expenditure	124.181	6.161	4.621	119.446	0.114
% of OP Forecast	72.09%	47.77%	47.78%	73.47%	
2001 Forecast (revised)	172.097	10.690	8.017	164.080	0.000
2001 Expenditure	123.299	9.716	7.287	115.889	0.123
% of OP Forecast	71.64%	90.89%	90.89%	70.63%	
2002 Forecast (revised)	173.619	9.593	7.194	166.425	0.000
2002 Expenditure	129.781	8.547	6.410	123.203	0.168
% of OP Forecast	74.75%	89.09%	89.10%	74.03%	
2003 Forecast (revised)	173.397	8.020	6.014	167.383	0.000
2003 Expenditure	174.609	11.058	8.293	166.110	0.206
% of OP Forecast	100.70%	137.88%	137.89%	99.24%	
2004 Forecast(revised)	168.818	2.987	2.240	166.578	0.000
2004 Expenditure	157.741	9.358	7.019	150.524	0.198
% of OP Forecast	93.44%	313.30%	313.35%	90.36%	
Forecast 2005 (revised)	166.995	2.765	2.073	164.922	0.000
2005 Expenditure	172.503	13.051	9.788	162.530	0.185
% of Forecast	103.30%	472.01%	472.17%	98.55%	
2006 Forecast(revised)	172.770	3.811	2.858	169.912	0.000
2006 Expenditure	178.783	17.775	13.332	165.286	0.166
% of OP Forecast	103.48%	466.42%	466.47%	97.28%	
Cum.Forecast2000–2006	1,201.399	50.763	38.068	1,163.331	0.000
Cum.Exp.2000–2006	1,060.897	75.666	56.750	1,002.987	1.160
% of OP Forecast	88.31%	149.06%	149.07%	86.22%	

SAE

€m	<i>Total</i> NDP	Total CSF	ESF	National Public	Private
2000 Forecast (revised)	318.279	54.620	27.310	908.969	0.000
2000 Expenditure	286.216	26.804	13.402	271.798	1.016
% of OP Forecast	89.93%	49.07%	49.07%	93.41%	
2001 Forecast (revised)	339.335	44.376	22.188	317.147	0.000
2001 Expenditure	287.315	34.086	17.043	269.315	0.957
% of OP Forecast	84.67%	76.81%	76.81%	84.92%	
2002 Forecast(revised)	321.135	38.386	19.193	301.94	0.000
2002 Expenditure	297.849	22.356	11.178	285.804	0.867
% of OP Forecast	92.75%	58.24%	58.24%	94.66%	
2003 Forecast (revised)	308.700	31.144	15.572	293.128	0.000
2003 Expenditure	296.307	17.376	8.688	286.542	1.077
% of OP Forecast	95.99%	55.79%	55.79%	97.75%	
2004 Forecast(revised)	286.114	9.826	4.913	281.201	0.000
2004 Expenditure	342.782	15.206	7.603	333.883	1.296
% of OP Forecast	119.81%	154.75%	154.75%	118.73%	
Forecast 2005 (revised)	293.481	8.086	4.043	289.438	0.000
2005 Expenditure	381.835	43.674	21.837	358.356	1.642
%of Forecast	130.11%	540.12%	540.12%	123.81%	
2006 Forecast (revised)	295.139	8.530	4.265	290.874	0.000
2006 Expenditure	405.736	57.638	28.819	375.310	1.607
% of OP Forecast	137.47%	675.70%	675.70%	129.03%	
Cum.Forecast2000–2006	2,162.182	194.968	97.484	2,064.698	0.000
Cum.Exp.2000–2006	2,298.039	217.140	108.570	2,181.007	8.462
% of OP Forecast	106.28%	111.37%	111.37%	105.63%	

NATIONAL

€m	Total NDP	Total CSF	ESF	National Public	Private
2000 Forecast (revised)	491 .983	67.517	36.982	455.001	0.000
2000 Expenditure	410.397	32.965	18.023	391.244	1.130
% of OP Forecast	83.42%	48.82%	48.73%	85.99%	
2001 Forecast (revised)	511.432	55.066	30.205	481.277	0.000
2001 Expenditure	410.613	43.802	24.330	385.203	1.080
% of OP Forecast	80.29%	79.54%	80.55%	80.05%	
2002 Forecast (revised)	494.754	47.979	26.387	468.367	0.000
2002 Expenditure	427.630	30.903	17.588	409.007	1.035
% of OP Forecast	86.43%	64.41%	66.65%	87.33%	
2003 Forecast(revised)	482.097	39.164	21.586	460.511	0.000
2003 Expenditure	470.916	28.434	16.981	452.652	1.283
% of OP Forecast	97.68%	72.60%	78.67%	98.29%	
2004 Forecast(revised)	454.932	12.813	7.153	447.779	0.000
2004 Expenditure	500.523	24.564	14.622	484.407	1.494
% of OP Forecast	110.02%	191 .71%	204.42%	108.18%	
Forecast 2005 (revised)	460.476	10.851	6.116	454.360	0.000
2005 Expenditure	554.338	56.725	31.625	520.886	1.827
% of Forecast	120.38%	522.76%	517.09%	114.64%	
2006 Forecast (revised)	467.908	12.341	7.123	460.785	0.000
2006 Expenditure	584.519	75.413	42.150	540.595	1.773
% of OP Forecast	124.92%	611.08%	591.75%	117.32%	
Cum. Forecast 2000 –2006		245.731	135.552		0.000
	3,363.582			3,228.030	
Cum. Exp. 2000–2006	3,358.936	292.806	165.319	3,183.995	9.622
% of OP Forecast	99.86%	119.16%	121 .96%	98.64%	

6.6 Equality Priority

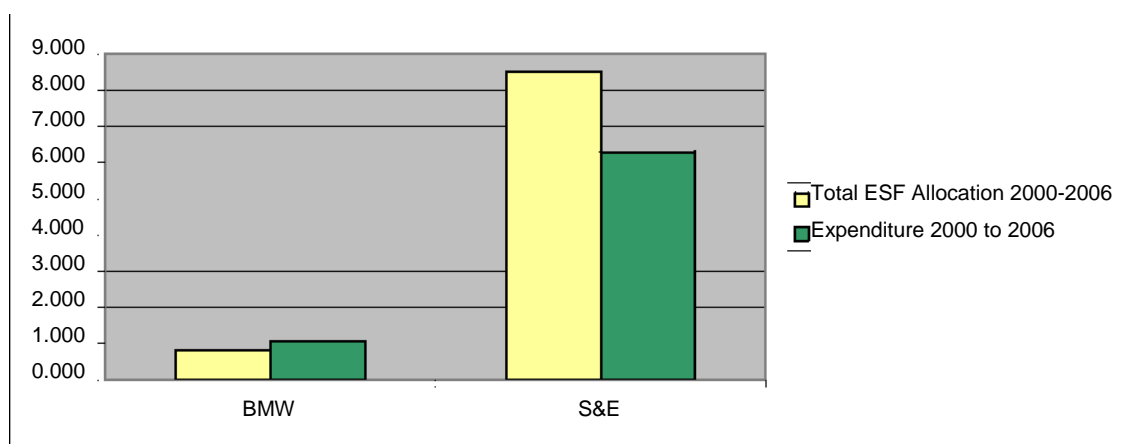
Commentary on Expenditure

On a cumulative basis since the start of the OP, total expenditure on the Equality Priority reached 85.5% of forecast by the end of 2006, while ESF expenditure represented 79% of forecast.

NDP expenditure for 2006 represented 63% of forecast for the year, while the corresponding figure for ESF was over 62% of forecast.

At a regional level, in the BMW region, the cumulative ESF spend stood at 128% of forecast, while the S&E region reached only 74%. However, the level of expenditure in – and the ESF allocation to – the BMW region is, in real terms, very low.

EQUALITY PRIORITY 2000-2006



There are four measures within this Priority; all of them are ESF assisted. Two of the measures have exceeded their allocations. The remaining two measures have both indicated that they have further expenditure for 2007 to be utilised, which should reach the total allocation of €9.32m for the Priority.

SUMMARY OF EXPENDITURE – EQUALITY PRIORITY

BMW

€m	Total NDP	Total CSF	ESF	National Public	Private
2000 Forecast (revised)	0.289	0.269	0.202	0.078	0.000
2000 Expenditure	0.045	0.000	0.000	0.045	0.000
% of OP Forecast	15.55%	0.00%	0.00%	51.53%	
2001 Forecast (revised)	0.254	0.224	0.167	0.087	0.000
2001 Expenditure	0.150	0.065	0.049	0.101	0.000
% of OP Forecast	59.05%	29.01%	29.18%	116.37%	
2002 Forecast (revised)	0.401	0.201	0.150	0.251	0.000
2002 Expenditure	0.252	0.127	0.095	0.157	0.000
% of OP Forecast	62.79%	63.07%	63.33%	62.46%	
2003 Forecast (revised)	0.187	0.167	0.125	0.062	0.000
2003 Expenditure	0.357	0.323	0.243	0.115	0.000
% of OP Forecast	191.12%	193.65%	194.08%	185.16%	
2004 Forecast (revised)	0.058	0.038	0.028	0.030	0.000
2004 Expenditure	0.399	0.344	0.258	0.141	0.000
% of OP Forecast	687.93%	905.26%	921.43%	470.00%	
2005 Forecast (revised)	0.090	0.090	0.067	0.023	0.000
2005 Expenditure	0.223	0.173	0.130	0.093	0.000
% of OP Forecast	247.56%	192.22%	194.03%	403.48%	
2006 Forecast (revised)	0.112	0.112	0.084	0.028	0.000
2006 Expenditure	0.406	0.372	0.279	0.128	0.000
% of OP Forecast	362.89%	331.93%	331.93%	455.74%	0.00%
Cum. Forecast 2000–2006	1.391	1.101	0.823	0.568	0.000
Cum. Exp. 2000 – 2006	1.832	1.404	1.053	0.779	0.000
% of OP Forecast	131.72%	127.49%	127.97%	137.15%	

SAE

€m	Total NDP	Total CSF	ESF	National Public	Private
2000 Forecast (revised)	4.082	3.788	1.894	2.188	0.000
2000 Expenditure	0.083	0.010	0.005	0.078	0.000
% of OP Forecast	2.03%	0.26%	0.26%	3.56%	
2001 Forecast (revised)	3.335	3.076	1.538	1.797	0.000
2001 Expenditure	1.099	0.487	0.243	0.855	0.000
% of OP Forecast	32.94%	15.82%	15.82%	47.60%	
2002 Forecast (revised)	2.971	2.660	1.330	1.641	0.000
2002 Expenditure	1.912	1.545	0.773	1.140	0.000
% of OP Forecast	64.37%	58.10%	58.10%	69.46%	
2003 Forecast(revised)	2.422	2.182	1.091	1.331	0.000
2003 Expenditure	3.455	3.177	1.589	1.867	0.000
% of OP Forecast	142.66%	145.61%	145.61%	140.24%	
2004 Forecast (revised)	1.354	1.204	0.602	0.752	0.000
2004 Expenditure	4.318	3.421	1.710	2.608	0.000
% of OP Forecast	319%	284%	284%	347%	
2005 Forecast (revised)	1.210	0.560	0.280	0.930	0.000
2005 Expenditure	2.819	2.208	1.104	1.7153	0.000
% of OP Forecast	232.98%	394.29%	394.29%	184.41%	
2006 Forecast (revised)	3.804	3.524	1.762	2.042	0.000
2006 Expenditure	2.078	1.734	0.867	1.211	0.000
% of OP Forecast	54.62%	49.19%	49.19%	59.31%	
Cum.Forecast2000–2006	19.178	16.994	8.497	10.681	0.000
Cum.Exp.2000–2006	15.763	12.581	6.290	9.473	0.000
% of OP Forecast	82.20%	74.03%	74.03%	88.69%	

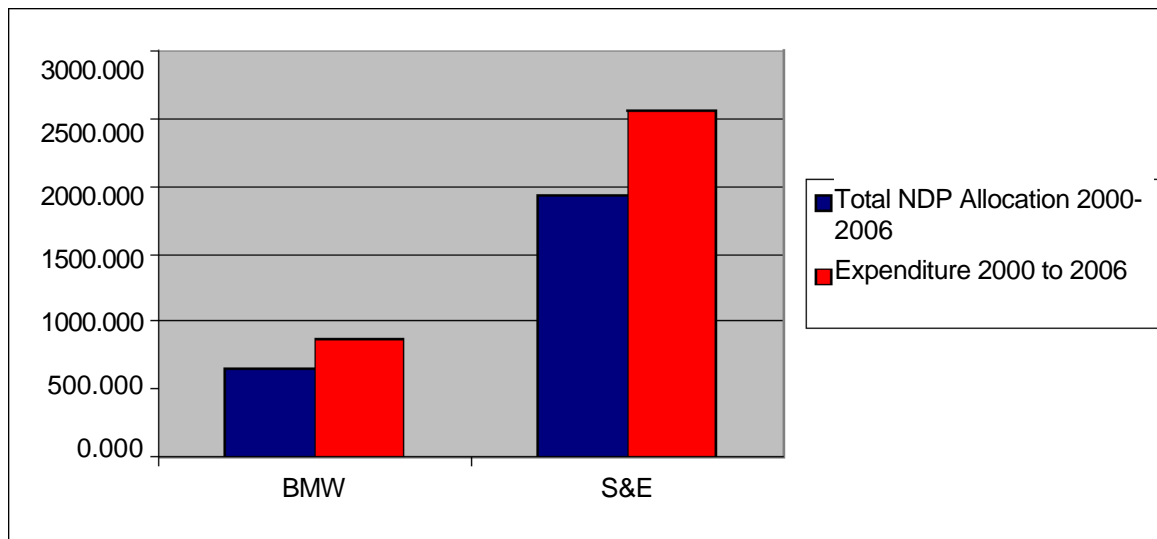
NATIONAL

€m	Total NDP	Total CSF	ESF	National Public	Private
2000 Forecast (revised)	4.371	4.057	2.096	2.275	0.000
2000 Expenditure	0.128	0.010	0.005	0.123	0.000
% of OP Forecast	2.92%	0.24%	0.23%	5.40%	
2001 Forecast (revised)	3.589	3.300	1.705	1.884	0.000
2001 Expenditure	1.249	0.552	0.292	0.957	0.000
% of OP Forecast	34.79%	16.71%	17.13%	50.77%	
2002 Forecast (revised)	3.372	2.861	1.480	1.892	0.000
2002 Expenditure	2.164	1.672	0.868	1.296	0.000
% of OP Forecast	64.18%	58.45%	58.63%	68.53%	
2003 Forecast (revised)	2.609	2.349	1.216	1.393	0.000
2003 Expenditure	3.813	3.501	1.831	1.981	0.000
% of OP Forecast	146.15%	149.05%	150.59%	142.27%	
2004 Forecast (revised)	1.412	1.242	0.630	0.782	0.000
2004 Expenditure	4.717	3.765	1.968	2.749	0.000
% of OP Forecast	334.04%	303.11%	312.35%	351.51%	
2005 Forecast (revised)	1.300	0.650	0.347	0.953	0.000
2005 Expenditure	3.042	2.381	1.234	1.808	0.000
% of OP Forecast	233.98%	366.31%	355.62%	189.70%	
2006 Forecast (revised)	3.916	3.636	1.846	2.070	0.000
2006 Expenditure	2.484	2.105	1.146	1.339	0.000
% of OP Forecast	63.44%	57.90%	62.06%	64.67%	
Cum. Forecast 2000 –2006	20.569	18.095	9.320	11.249	0.000
Cum. Exp. 2000 –2006	17.596	13.985	7.343	10.252	0.000
% of OP Forecast	85.55%	77.29%	78.79%	91.14%	

6.7 Infrastructure Priority

There was no ESF allocation for this Priority. Therefore, the tables reflect only Non Co-Financed expenditure. Expenditure on this Priority continued to perform strongly to the end of the programme, with NDP expenditure for the whole of 2006 at €653 million or 233% of forecast for the year. Cumulative NDP expenditure since the beginning of 2000 reached €3420 million or 132% of forecast.

INFRASTRUCTURE PRIORITY 2000-2006 NON-CO-FINANCED



SUMMARY OF EXPENDITURE – INFRASTRUCTURE PRIORITY

BMW

€m	Total NDP	Total CSF	ESF	National Public	Private
2000 Forecast (revised)	115.860	0.000	0.000	115.860	0.000
2000 Expenditure	59.310	0.000	0.000	59.310	0.000
% of OP Forecast	51.19%			51.19%	
2001 Forecast (revised)	122.617	0.000	0.000	122.617	0.000
2001 Expenditure	124.788	0.000	0.000	124.788	0.000
% of OP Forecast	101.77%			101.77%	
2002 Forecast (revised)	132.174	0.000	0.000	132.174	0.000
2002 Expenditure	160.618	0.000	0.000	160.618	0.000
% of OP Forecast	121.52%			121.52%	
2003 Forecast (revised)	72.245	0.000	0.000	72.245	0.000
2003 Expenditure	97.938	0.000	0.000	97.938	0.000
% of OP Forecast	135.56%			135.56%	
2004 Forecast (revised)	69.562	0.000	0.000	69.562	0.000
2004 Expenditure	100.785	0.000	0.000	100.785	0.000
% of OP Forecast	144.89%			144.89%	
2005 Forecast (revised)	70.015	0.000	0.000	70.015	0.000
2005 Expenditure	157.866	0.000	0.000	157.866	0.000
% of OP Forecast	225.47%			225.47%	
2006 Forecast (revised)	71.537	0.000	0.000	71.537	0.000
2006 Expenditure	163.582	0.000	0.000	163.582	0.000
% of OP Forecast	228.67%			228.67%	
Cum. Forecast 2000–2006	654.010	0.000	0.000	654.010	0.000
Cum. Exp. 2000– 2006	864.888	0.000	0.000	864.888	0.000
% of OP Forecast	132.24%			132.24%	

SAE

€m	Total NDP	Total CSF	ESF	National Public	Private
2000 Forecast (revised)	344.830	0.000	0.000	344.830	0.00
2000 Expenditure	282.936	0.000	0.000	282.936	0.00
% of OP Forecast	82.05%			82.05%	
2001 Forecast (revised)	364.587	0.000	0.000	364.587	0.000
2001 Expenditure	383.918	0.000	0.000	383.918	0.000
% of OP Forecast	156.30%			156.30%	
2002 Forecast (revised)	391.589	0.000	0.000	391.589	0.000
2002 Expenditure	342.465	0.000	0.000	342.465	0.000
% of OP Forecast	87.46%			87.46%	
2003 Forecast (revised)	211.763	0.000	0.000	211.763	0.000
2003 Expenditure	307.797	0.000	0.000	307.797	0.000
% of OP Forecast	145.35%			145.35%	
2004 Forecast (revised)	203.465	0.000	0.000	203.465	0.000
2004 Expenditure	318.163	0.000	0.000	318.163	0.000
% of OP Forecast	156.37%			156.37%	
2005 Forecast (revised)	204.559	0.000	0.000	204.559	0.000
2005 Expenditure	430.577	0.000	0.000	430.577	0.000
% of OP Forecast	210.49%			210.49%	
2006 Forecast (revised)	208.745	0.000	0.000	208.745	0.000
2006 Expenditure	489.493	0.000	0.000	489.493	0.000
% of OP Forecast	234.49%			234.49%	
Cum. Forecast 2000 –2006	1929.538	0.000	0.000	1929.538	0.000
Cum. Exp. 2000 – 2006	2555.348	0.000	0.000	2555.348	0.000
% of OP Forecast	132.43%			132.43%	

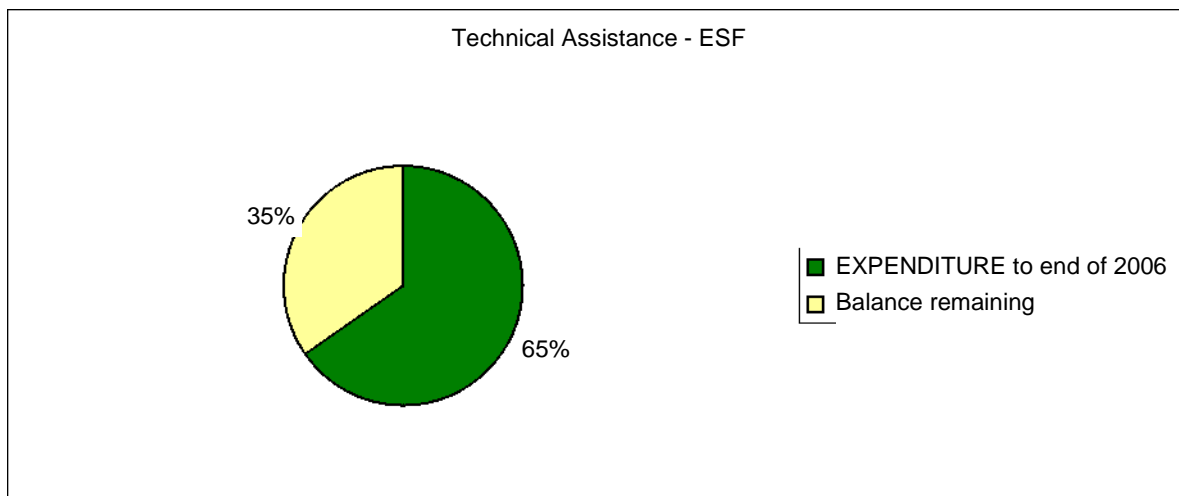
NATIONAL

€m	Total NDP	Total CSF	ESF	National Public	Private
2000 Forecast (revised)	460.690	0.000	0.000	460.690	0.000
2000 Expenditure	342.246	0.000	0.000	342.246	0.000
% of OP Forecast	74.29%			74.29%	
2001 Forecast (revised)	487.204	0.000	0.000	487.204	0.000
2001 Expenditure	508.706	0.000	0.000	508.706	0.000
% of OP Forecast	104.41%			104.41%	
2002 Forecast (revised)	523.763	0.000	0.000	523.763	0.000
2002 Expenditure	503.083	0.000	0.000	503.083	0.000
% of OP Forecast	96.05%			96.05%	
2003 Forecast (revised)	284.008	0.000	0.000	284.008	0.000
2003 Expenditure	405.735	0.000	0.000	405.735	0.000
% of OP Forecast	142.86%			142.86%	
2004 Forecast (revised)	273.027	0.000	0.000	273.027	0.000
2004 Expenditure	418.948	0.000	0.000	418.948	0.000
% of OP Forecast	153.45%			153.45%	
2005 Forecast (revised)	274.574	0.000	0.000	274.574	0.000
2005 Expenditure	588.443	0.000	0.000	588.443	0.000
% of OP Forecast	214.31%			214.31%	
2006 Forecast (revised)	280.282	0.000	0.000	280.282	0.000
2006 Expenditure	653.075	0.000	0.000	653.075	0.000
% of OP Forecast	233.01%			233.01%	
Cum. Forecast 2000 -2006	2583.548	0.000	0.000	2583.548	0.000
Cum. Exp. 2000– 2006	3420.236	0.000	0.000	3420.236	0.000
% of OP Forecast	132.39%			132.39%	

6.8 Technical Assistance Priority

Commentary on expenditure

The Technical Assistance Priority contains only two measures - the *Equality Studies Unit measure* and the *OP Technical Assistance measure*. Cumulative NDP expenditure since the start of the OP stood at almost 61%, while the cumulative ESF reached 65% of forecast. The ESF expenditure for 2006 was 476% of forecast for the year, (as a result of the re-profiling of the 2004-06 allocation to another Priority in December 2004). Both measures will have expenditure during 2007, but the full allocation is unlikely to be utilised within this Priority.



Summary of expenditure - Technical Assistance Priority

BMW

€m	Total NDP	Total CSF	ESF	National Public	Private
2000 Forecast (revised)	0.157	0.156	0.117	0.040	0.000
2000 Expenditure	0.000	0.000	0.000	0.000	0.000
% of OP Forecast	0.00%	0.00%	0.00%	0.00%	
2001 Forecast (revised)	0.136	0.131	0.098	0.038	0.000
2001 Expenditure	0.000	0.000	0.000	0.000	0.000
% of OP Forecast	0.00%	0.00%	0.00%	0.00%	
2002 Forecast (revised)	0.121	0.116	0.087	0.034	0.000
2002 Expenditure	0.000	0.000	0.000	0.000	0.000
% of OP Forecast	0.00%	0.00%	0.00%	0.00%	
2003 Forecast (revised)	0.106	0.096	0.072	0.034	0.000
2003 Expenditure	0.000	0.000	0.000	0.000	0.000
% of OP Forecast	0.00%	0.00%	0.00%	0.00%	
2004 Forecast (revised)	0.042	0.037	0.028	0.014	0.000
2004 Expenditure	0.000	0.000	0.000	0.000	0.000
% of OP Forecast	0.00%	0.00%	0.00%	0.00%	
2005 Forecast (revised)	0.016	0.016	0.012	0.004	0.000
2005 Expenditure	0.203	0.203	0.152	0.051	0.000
% of OP Forecast	1268.75%	1268.75%	1266.67%	1275.00%	
2006 Forecast (revised)	0.016	0.016	0.012	0.004	0.000
2006 Expenditure	0.240	0.240	0.180	0.060	0.000
% of OP Forecast	1500%	1500%	1500%	1500%	
Cum. Forecast 2000 –2006	0.594	0.568	0.426	0.168	0.000
Cum. Exp. 2000-2006	0.443	0.443	0.332	0.111	0.000
% of OP Forecast	74.52%	77.93%	77.93%	65.88%	

SAE

€m	Total NDP	Total CSF	ESF	National Public	Private
2000 Forecast (revised)	1.900	1.900	0.950	0.950	0.000
2000 Expenditure	0.032	0.032	0.016	0.016	0.000
% of OP Forecast	1.68%	1.68%	1.68%	1.68%	
2001 Forecast (revised)	1.474	1.434	0.717	0.757	0.000
2001 Expenditure	0.580	0.580	0.290	0.290	0.000
% of OP Forecast	39.35%	40.45%	40.45%	38.31%	
2002 Forecast (revised)	1.048	0.978	0.489	0.559	0.000
2002 Expenditure	0.860	0.860	0.430	0.430	0.000
% of OP Forecast	82.06%	87.93%	87.93%	76.92%	
2003 Forecast (revised)	1.040	0.940	0.470	0.570	0.000
2003 Expenditure	0.852	0.852	0.426	0.426	0.000
% of OP Forecast	81.92%	90.64%	90.64%	74.74%	
2004 Forecast (revised)	0.172	0.082	0.041	0.131	0.000
2004 Expenditure	0.497	0.497	0.248	0.248	0.000
% of OP Forecast	288.81%	605.80%	605.80%	189.60%	
2005 Forecast (revised)	0.356	0.086	0.043	0.313	0.000
2005 Expenditure	0.495	0.495	0.248	0.248	0.000
% of OP Forecast	139.13%	575.95%	575.95%	79.12%	
2006 Forecast (revised)	0.308	0.128	0.064	0.244	0.000
2006 Expenditure	0.365	0.364	0.182	0.184	0.000
% of OP Forecast	118.67%	283.99%	283.99%	75.30%	
Cum. Forecast 2000 - 2006	6.298	5.484	2.774	3.524	0.000
Cum. Exp. 2000–2006	3.737	3.513	1.757	1.981	0.000
% of OP Forecast	59.34%	63.33%	63.33%	56.20%	

NATIONAL

€m	Total NDP	Total CSF	ESF	National Public	Private
2000 Forecast (revised)	2.057	2.056	1.067	0.990	0.000
2000 Expenditure	0.032	0.032	0.016	0.016	0.000
% of OP Forecast	1.56%	1.56%	1.50%	1.62%	
2001 Forecast (revised)	1.610	1.565	0.815	0.795	0.000
2001 Expenditure	0.580	0.580	0.290	0.290	0.000
% of OP Forecast	36.02%	37.06%	35.58%	36.48%	
2002 Forecast (revised)	1.169	1.094	0.576	0.593	0.000
2002 Expenditure	0.860	0.860	0.430	0.430	0.000
% of OP Forecast	73.57%	78.61%	74.65%	72.51%	
2003 Forecast (revised)	1.146	1.036	0.542	0.604	0.000
2003 Expenditure	0.852	0.852	0.426	0.426	0.000
% of OP Forecast	74.35%	82.24%	78.60%	70.53%	
2004 Forecast (revised)	0.214	0.119	0.069	0.145	0.000
2004 Expenditure	0.497	0.497	0.248	0.248	0.000
% of OP Forecast	231.60%	415.73%	359.97%	170.72%	
2005 Forecast	0.372	0.102	0.055	0.317	0.000
2005 Expenditure	0.698	0.698	0.400	0.299	0.000
% of OP Forecast	187.72%	684.62%	726.65%	94.21%	
2006 Forecast (revised)	0.324	0.144	0.076	0.248	0.000
2006 Expenditure	0.605	0.604	0.362	0.244	0.000
% of OP Forecast	186.88%	419.10%	475.99%	98.28%	
Cum. Forecast 2000–2006	6.892	6.116	3.200	3.692	0.000
Cum. Exp. 2000– 2006	4.180	3.956	2.089	2.092	0.000
% of OP Forecast	60.65%	64.68%	65.27%	56.65%	

Table 3 - ESF MEASURE EXPENDITURE AS AT THE END OF 2006

All figures in €m

a)	b)	c)	d)	e)	f)	g)	h)	i)		
Priority	Measure Title	Meas. No.	Implement-ing Body	ESF Allocation 2000-2006	Total Eligible Expenditure 2006*	Total ESF Expenditure 2006	Cumulative Total Expenditure 2000-2006*	Cumulative ESF Expenditure 2000-2006	Cumulative ESF exp. as a % of total ESF allocation (i/e)	Field of Intervention
Employability	National Employment Service	2	FAS	11.500	0	0	19.999	11.500		323
	Active Measures for LTU & Socially Excluded	3	FAS	36.600	3.33 1	2.126	64.534	36.600		21
	School Completion Initiative	5	D/ES	49.606	21.201	11.656	92.334	50.910		23
	Third Level Access	9	D/ES	35.560	13.107	7.264	68.705	37.917		23
	Early School Leaver - Progression FAS	11A	FAS	8 1.000	9.458	5.952	145.299	8 1.000		23
	Early School Leaver - Progression (CTW)	11A	D/ES	4.356	2.374	1.306	12.006	6.602		23
	Early School Leaver - Youthreach & Travellers	11B	D/ES	174.000	77.496	45.601	346.735	205.244		23
	Skills Training for Unemployed & Redundant Workers	13	FAS	139.581	9.363	7.022	237.360	139.581		23
	Apprenticeship/Traineeship	14A	FAS	64.650	16.120	9.112	103.308	61.354		167
Priority Total				596.853	152.499	90.039	1090.281	630.709		
Entrepreneurship	In Company Training -FAS	18A	FAS	73.712	41.658	24.085	136.754	77.917		24
	In Company Training -Enterprise Ireland	18B	Ent. IRL	12.220	1.235	0.676	27.012	15.948		24
	In Company Training	18C	D/ETE	61.230	10.866	6.077	13.690	7.820		24
Priority Total				147.162	53.759	30.838	177.456	101.685		

* Includes national co-financed and non co-financed expenditure

(a)	(b)	(c)	(d)	(e)	(f)	(g)	(i)		(j)	(k)
Priority	Measure Title	Meas. No.	Implementing Body	ESF Allocation 2000-2006	Total Eligible Expenditure 2006*	Total ESF Expenditure 2006	Cumulative Total Expenditure 2000-2006*	Cumulative ESF Expenditure 2000-2006	Cumulative ESF exp. as a % of total ESF allocation (i/e)	Field of Intervention
Adaptability	Lifelong Learning -Back to Education Initiative	21	D/ES	13.978	13.801	7.937	37.179	21.303		24
	Lifelong Learning- National Adult Literacy Strategy	22	D/ES	35.400	22.189	12.462	86.475	49.040		24
	Undergraduate Skills	26	D/ES	78.415	37.376	20.727	155.680	88.240		24
	Quality Assurance-Certification &National Qualifications Framework	29B	D/ES	7.759	2.047	1.024	13.471	6.736		23
Priority Total				135.552	75.413	42.150	292.806	165.319		
Equality	Educational Equality	30	D/ES	0.228	0.080	0.040	0.566	0.338		25
	Equal Opps Promotion & Monitoring - Education	31A	D/ES	1.587	0.693	0.346	3.369	1.684		25
	Equal Opps Promotion & Monitoring - NDP	31B	D/JELR	1.748	0.282	0.141	2.999	1.499		25
	Equality for Women 31B1ESF	31B1	D/JELR	5.757	1.050	0.618	7.052	3.822		25
Priority Total				9.32	2.105	1.146	13.985	7.343		
Technical Assistance	Technical Assistance (Equality Studies)	33A	Eq. Auth	1.100	0.240	0.180	1.515	0.868		413
	OP Technical Assistance	33B	D/ETE	2.100	0.364	0.182	2.441	1.221		411
Priority Total				3.2	0.604	0.362	3.956	2.089		
OVERALL TOTAL				892.087	284.330	164.534	1,578.484	907.145		

* Includes national co-financed and non co-financed expenditure

7. Financial Control

7.1 Article 4 Checks

ESF Paying Authority

The ESF Paying Authority continued to deliver on their responsibilities in the Structural Funds/ESF financial management and control regime in 2006. In that regard, the Paying Authority undertook claim-related Article 9 checks on the EHRD-OP Managing Authority and a number of minor issues which had arisen as a result of the checks, as well as the desk-based checking, were satisfactorily resolved such that the Paying Authority was able to certify to the Commission all claims submitted by the OP Managing Authority.

One claim totalling €278 million in eligible expenditure was certified to the Commission in 2006. The ESF element of that total was over €143 million and payment was effected before the end of the year in respect of the claim. This claim allowed the Managing Authority to meet its N+2 requirement for 2006.

EHRD OP Managing Authority

Measure Name:	No.	Implementing Body /Agency visited:	Capacity:	Comments:
In-Company Training	18B	Enterprise Support Unit (Dept of Enterprise, Trade & Employment)	DMA	Visited once
In-Company Training	18C	ETSU (Dept of Enterprise, Trade & Employment)	DMA	Visited once
Equality Studies Unit	33A	Equality Studies Unit	I.B.	Visited once
Equality for Women	31B1	Gender Equality Division (Dept of Justice, Equality & Law Reform)	DMA	Visited once
NDP - Gender Equality Unit	31B	Gender Equality Unit (Dept of Justice, Equality & Law Reform)	I.B.	Visited once
DES	29B	Dept of Education & Science	DMA	Visited twice
Early School Leaver-Progression	13	Labour Market Policy Unit (Dept of Enterprise, Trade & Employment)	DMA	Visited once
Early School Leaver-Youthreach & Travellers	11B	Dept of Education & Science	DMA	Visited once
Undergraduate Skills	26	Dept of Education & Science	DMA	Visited once

The Managing Authority found, for the most part, a very high level of compliance with the regulatory requirements associated with the ESF. Issues that could be strengthened related to the proper use of ESF logo, ensuring that procedures manuals were being kept up to date and reminding the beneficiaries of the necessity of maintaining all records for the correct period of time. While all such issues were subsequently clarified/resolved to the Managing Authority's satisfaction, they will continue to be assessed in the context of future Article 4 checks. Most importantly, no particular financial control weaknesses or irregularities were uncovered during the course of the series of Article 4 visits.

7.2 Procedures Manual

The EHRD OP Managing Authority's Procedures Manual, which outlines the responsibilities, tasks and procedures in place for the implementation of EU co-financed activity, was updated, as necessary, throughout 2006. When completing Article 4 Checks, the EHRD OP Managing Authority continuously examines the implementing agencies' procedures manual to ensure they are kept up to date and to ensure full compliance with the Structural Funds Regulations.

7.3 Changes in Ireland's Financial Management and Control Structures

There were some staff changes in the ESF Units in 2006. Mr. Eamonn Balmer ceased as Manager of the ESF Managing Authority in late 2006 and Mr. John Kelly replaced him in February 2007.

7.4 Audits by the European Commission

The ESF Financial Control Unit continued its work throughout 2006 in conducting checks in accordance with Article 10 (1) (b) of Commission Regulation 438/2001. The Unit undertook Audit verification work in respect of the minimum 5% in relation to the EHRD-OP as follows:

Measure Name:	Implementing Body:	Current Status:
<i>Undergraduate Skills (26)</i>	<i>Department of Education and Science</i>	<i>Management letter issued to DES awaiting response. Report to issue in 2007.</i>
<i>In- company Training (18A)</i>	<i>FÁS</i>	<i>Fieldwork completed. Management letter at draft stage</i>
<i>Early School Leavers Progression (11A)</i>	<i>FÁS</i>	<i>Fieldwork completed. Management letter to be drafted.</i>
<i>Traineeship (14A)</i>	<i>FÁS</i>	

There were two joint audits undertaken with DG EMPL (F3) during 2006. The audits were as follows:

- January 2006 - Department of Education and Science - Third Level Access (Measure 9)
- December 2006 - Enterprise Ireland – In-company Training - (Sub-measure 18B)

In relation to the first audit above carried out by the Commission, the report received from the Audit Unit made a number of recommendations in relation to the Department of Education and Science's Third Level Access Measure. These included the following:

1. a recommendation that the reporting of control results (of Article 4 checks and System audits) to the National Access Office by private audit firms should be addressed to different units within the National Access Office or Higher Education Authority;
 2. a recommendation that the National Access Office prepares an Audit Plan for the performance of these System Audits;
 3. a recommendation that the Department of Education and Science develops a 'central' IT System which is more efficient and less vulnerable to errors than Excel spreadsheets and which can be used / accessed by all levels involved in the management and control process;
 4. a recommendation that the Paying Authority provide clear guidelines to the Department of Education and Science and all other levels involved on how to treat and communicate irregularities.
- (a) submitted to the ESF Paying Authority from 1 January 2006 onwards and details of any reported irregularities before this date; and
- (c) the ESF Paying Authority has sought further guidance and clarification on irregularities and irregularity reporting from the Commission, OLAF and the Irish body responsible (Department

of Finance) for the reporting if irregularities to OLAF. This further guidance and clarification will be passed on to all the ESF Managing Authorities for dissemination to all organisations involved in the ESF co-financed operations once available.

5. a correction to the claim for the County Louth VEC and
6. a request that the Department of Education & Science contact the ESF Paying Authority and seek approval to have the derogation extended to 2004 in respect of Third Level Access measure and Early School Leavers Youthreach and Travellers measure.

The Department of Education and Science has agreed to and complied with the first two recommendations. With regard to the third recommendation, the Department said that it would give consideration to introducing a system as suggested by the Commission's Audit Unit. The Department has also complied with the FCU's recommendations numbers five and six above.

In relation to the third recommendation by the Audit Unit, the ESF Paying Authority noted the following:

- (a) it had issued a Circular in 2001 to all Managing Authorities, which contained irregularity reporting requirements;
- (b) guidance about the reporting of irregularities was issued in a letter of February 2006 to all ESF Managing Authorities (refer to Appendix 1 for relevant extract from letters), detailing what is a reportable irregularity and requesting all ESF reportable irregularities reports to be formally submitted to the ESF Paying Authority from 1 January 2006 onwards and details of any reported irregularities before this date; and
- (c) the ESF Paying Authority has sought further guidance and clarification on irregularities and irregularity reporting from the Commission, OLAF and the Irish body responsible (Department of Finance) for the reporting if irregularities to OLAF. This further guidance and clarification will be passed on to all the ESF Managing Authorities for dissemination to all organisations involved in the ESF co-financed operations once available.

No official report has been received to date from the Commission's Audit Unit in relation to the Audit on Enterprise Ireland's In-Company Training Measure.

7.5 Audits by the Court of Auditors

There were no audits on the EHRD OP by the Court of Auditors during 2006.

7.6 Drawdown of ESF

OP/CI	Eligible Expenditure Declared in 2006 €	ESF Claimed in 2006 €	ESF Received in 2006 €
EHRD-OP	€272,870,000	€142,971,061	€141,053,250

Employment & Human Resources Development Operational Programme (2000-2006)

Ireland

Annual Implementation Report 2006

PART II - MEASURE LEVEL PROGRESS REPORTS



EUROPEAN SOCIAL FUND:
helping develop employment by
promoting employability, the business
spirit and equal opportunities and
investing in human resources



Employability Priority

Measure 2 - National Employment Service

Ireland's National Employment Service consists of two strands, the FÁS Employment Service (ES) and the Local Employment Service (LES - which operates mainly through Area Based Partnership Companies). The objective of FÁS ES is to provide a range of employment services to job seekers, employers, unemployed and other socially-excluded groups through its national network. The objective of LES is to focus on the provision of services to the most disadvantaged in the labour market. FÁS ES operates through a network of over 60 Employment Services offices located throughout the country. The LES operates throughout a network of offices and outreach centres located in 26 locations with supplementary contact points.

A major priority for the FÁS Employment Service is the NEAP process of active intervention to try to prevent long-term unemployment (Guideline 1 of the European Employment Strategy). Under the process, Live Registrants are referred by the Department of Social and Family Affairs to FÁS as they approach a threshold. FÁS then provides advice, information and referral to jobs or education/training programmes.

FÁS Employment Services acts as a *Gateway* to all FÁS training and employment services and delivers a wide range of vocational guidance and placement services - which help jobseekers to find the best possible job and employers to find the most suitable staff.

Significant Changes in the Operating Environment

The Government decided in September 2006 to extend the EAP process to persons aged over 55 and to reduce the threshold to three (rather than six) months. FÁS, in co-operation with the Dept of Social and Family Affairs, implemented this change in the final quarter of 2006.

Commentary on Measure-related progress

Employment Services for Immigrants

FÁS Employment Services offices throughout Ireland provide information on jobs to many overseas clients going into FÁS offices. A one-day survey in October 2006 showed that about half of visitors to FÁS offices were non-Irish nationals and included 94 different nationalities. FÁS introduced a telephone interpretation line service. This service is a 3-way telephone interpretation facility between the client, FÁS officer and an interpreter. This service is available in all European languages, Chinese and a further 140 languages.

The *FÁS know before you go* campaign was launched in the ten new Member States to provide information which will be helpful to jobseekers before coming to Ireland. This initiative sets out the steps that should be taken before travelling to, and on arrival in, Ireland. It provides useful information and addresses where further assistance is available. A DVD in 5 languages (Polish, Slovakian, Lithuanian, Latvian and Czech) was produced in conjunction with the leaflet and posters.

EURES

Through its European Employment Services Network (Eures), FÁS assists Irish employers to fill vacancies with suitable EU/EEA labour and market its Eures services to employers and job-seekers at national and regional levels through IBEC regional offices and Chambers of Commerce. It provides Irish job, career and work information to Public Employment Services authorities (and hence potential

migrants) in other EU countries. Over 40 recruitment and information events, covering job opportunities in the Construction, IT, Hotel and Catering and Financial Services sectors, were held throughout the European Union/European Economic Area on behalf of Irish employers. To improve customer service, the Eures service has been mainstreamed into Employment Services and promoted as an integral part of FÁS' Employer Strategy.

JobsIreland

The FÁS JobsIreland service is being re-developed following consultation with stakeholders and examination of comparable services in other EU Public Employment Services. There has been a significant increase in the volume of employers using e-services, i.e. inputting their own vacancies on the FÁS JobsIreland database and job vacancies are distributed throughout the EU /EEA electronically and through the web services of the European Commission. FÁS will also work with the European Commission on the development of a European CV database.

Caseload Management Development System

An enhanced Caseload Management System was rolled-out to seven FAS regions and will be implemented in Dublin early in 2007. To ensure that customers access the most up-to-date information on current FÁS programmes and services, the data from this system feeds into the JobsIreland service and to Self-Services Kiosks which disseminate information on FAS Training Courses. The new Caseload Management System facilitates enhanced guidance and support services for individuals about to be made redundant, as is central component in the management of services delivered to clients in relation to company closures.

LES

In order to develop greater complementarities between the two strands of the National Employment Service, i.e. FÁS and the Local Employment Service (LES), revised LES contracts, financial guidelines and activity schedules (i.e. the targeting of client groups and outcomes) were implemented. Operational guidelines completed in December 2006 will be implemented from January 2007. An LES Benchmarking Action Plan was developed in 2006 and a referral protocol agreed.

Strategic Alliances

FAS continues to focus on developing and maintaining key strategic alliances with stakeholders in order to deliver an improved employment service. In 2006 the Memorandum of Agreement (FÁS/DSFA) was comprehensively reviewed and FAS together with the DETE, DSFA, Pobal, PLANET and INOU participated on the National Employment Service Advisory Committee (NESAC) as well as the FÁS/Planet Committee and Joint Working Group all of which met regularly in 2006.

Enhanced Employer Strategy

An enhanced Employer Strategy was implemented in all regions in 2006 and an *Employer Pack* to support the employer strategy, together with a range of promotional materials, was developed to promote FAS services to employers. The National Contact Centre continued to pro-actively canvass employers for vacancies through a high-profile national media campaign, with a resultant significant increase in the number of vacancies notified to FÁS (see Section 4 below).

Other Developments

During this period other actions under this Measure included: A substantial amount of work was completed in relation to updating, reviewing and developing the existing FÁS Employment Services' National Quality System, e.g. Key Processes, Key Measures and Improvement Objectives were all reviewed and updated in response to the Areas for Improvement identified in the external audit.

- i. An Action Plan was agreed between FÁS/DETE/DSFA in relation to the recommendations of the external NEAP evaluation.
- ii. Links were provided for Qualifax to FÁS Jobs Ireland, EURES and Career Directions. A format for the provision of labour market information on Career Directions was agreed with the FÁS Planning and Research Department. Specific information on various careers was provided; this work is ongoing.

Progress in relation to physical indicators and targets

76,296 persons were on the FAS register at the end of 2006, having registered during the year. This comprised 34,681 women and 41,615 men. This was a little lower than the figure of 82,482 in 2005. There were 35,035 people on the Live Register (LR) who were registered with FÁS for a service in 2006. This is 46% of all registrants for that period. 10,313 people who had Live Register status were placed in employment in 2006, of these 58% were placed in full-time employment. Placement nationally increased in 2006 for people in receipt of One Parent Family Payment, those in receipt of Disability Allowance and Disability Benefit and for travellers and refugees. However, there was considerable variation on placement data regionally.

A record number of 153,909 vacancies were notified to FAS during the period (including employment programme opportunities). This was significantly higher than the 132,000 in 2005 – which in turn was higher than 2004. These increases reflect the success of the FAS ‘Employer Strategy’ which aims to increase contact with employers.

- ☐ 85,881 people (35,674 women and 50,207 men) were placed in jobs or FÁS programmes. This compares with 93,571 in 2005.
- ☐ 78% of notified vacancies were filled in the period.
- ☐ 45% of live registrants with FÁS (47% of women and 44% of men) left the live register (NB: Based on results from an earlier analysis.)
- ☐ 57% of FÁS registrants achieved a positive result

Monitoring Indicators (Annual Targets)															
Key Effectiveness Indicator		Number of persons placed in jobs or FÁS Programmes													
Additional Measure Indicators			Region	Base Line 1999			Jan 2006- December 2006			Mid Term Target (Cum 2000- 2003)			Final Target (Cum 2000-2006)		
Indicator				M	F	T	M	F	T	M	F	T	M	F	T
Output															
01	Number of persons registering during period. (FÁS monthly).****	BMW				12,286	11,010	23,296							
		SAE				29,329	23,671	53,000							
		NAT				41,615	34,681	76,296							
02	Number of vacancies notified to FÁS. (FÁS quarterly).	BMW						44,364							
		SAE						109,545							
		NAT						153,909							
Result															
01	Number of persons placed in jobs or FÁS programmes. (FÁS quarterly).	BMW				16,927	11,105	28,032							
		SAE				33,280	24,569	57,849							
		NAT				50,207	35,674	85,881							
02	% of notified vacancies filled. (Employers survey**, FÁS, Annual****).	BMW													
		SAE													
		NAT						78%							
Impact															
	% of live registrants with FÁS who leave the live register***. (FAS tracking)	BMW				45%	47%	46%							
		SAE				44%	46%	45%							
		NAT				44%	47%	45%							
	% of FÁS registrants who achieved a positive result. (Survey, FÁS Annual).	BMW													
		SAE													
		NAT				57%	57%	57%							
		NAT					n/a								

** Based on follow up survey of employers notifying FAS of vacancies (regular survey since mid 2003)

*** Status in September 2003 of those on FÁS register in September 2002.

**** Data not always available

***** Figures refer to period Jan-Dec 2006

Monitoring Indicators (Cumulative Targets)														
Key Effectiveness Indicator		Number of persons placed in jobs or FÁS Programmes												
Additional Measure Indicators		Region	Base Line 1999			Jan 2000- December 2006			Mid Term Target (Cum 2000- 2003)			Final Target (Cum 2000-2006)		
Indicator			M	F	T	M	F	T	M	F	T	M	F	T
Output														
01	Number of persons registering during period. (FÁS monthly).	BMW			28,800	104,130	92,334	196,464			115,200			201,600
		SAE			91,200	280,129	237,380	517,509			364,800			638,400
		NAT			120,000	384,259	329,714	713,973			480,000			840,000
02	Number of vacancies notified to FÁS. (FÁS quarterly)*.	BMW			14,629			116,392			66,143			126,914
		SAE			55,121			328,616			248,829			477,439
		NAT			69,750			445,008			314,972			604,353
Result														
01	Number of persons placed in jobs or FÁS programmes. (FÁS quarterly).	BMW												
		SAE												
		NAT			n/a	352,537	215,032	567,569	(n/a in 2000)					
02	% of notified vacancies filled. (Employers survey**, FÁS, Annual****).	BMW						72%						
		SAE						80%						
		NAT			30%			76%			35%			45%
Impact														
01	% of live registrants with FÁS who leave the live register***. (FÁS tracking)	BMW				45%	47%	46%						
		SAE				44%	46%	45%						
		NAT	74%	74%	74%	44%	47%	45%	75%	75%	75%	75%	75%	75%
02	% of FÁS registrants who achieved a positive result. (Survey, FÁS Annual)****	BMW				59%	60%	60%						
		SAE				67%	58%	63%						
		NAT	n/a	n/a	n/a	64%	59%	62%			90%			90%
03	% of those who register with Job Clubs who progress to employment, further training and education. (FÁS quarterly)****	BMW				58%	65%	62%						
		SAE				58%	63%	61%						
		NAT			n/a	58%	64%	62%			70%			70%

** Based on follow up survey of employers notifying FÁS of vacancies (regular survey since mid 2003) ***

Status in September 2003 of those on FÁS register in September 2002.

**** Data not always available

Measure 03 - Active Measure for LTU and Socially Excluded

FÁS activities under this Measure promoted 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.

Significant Changes in the Operating Environment

There were no significant changes in the operating environment in the period under review.

Commentary on Measure-related progress

FAS continued to devise services and strategies to increase the participation of the traveller community, women returners, people with disabilities and other targeted groups within mainstream vocational training and employment. In particular, FAS worked with other agencies and Government Departments to review policies and practices that act as barriers for individuals accessing employment and training opportunities. For example, an independent evaluation of the Disability Allowance Project (Midlands Pilot) was completed in November 2006. Information for future policy was also gathered through surveys of programmes for Lone Parents, completed in July 2006, and a similar survey of programmes for Travellers, completed in October 2006.

As part of this strategy FÁS continued to be represented on the following Government-sponsored sub groups:-

- The Senior Official's Group for Lone Parents,
- The Steering Committee under the Gender Equality Unit (DJELR) to devise Local Employment Initiatives for Lone Parents;
- The DJELR's Equality Proofing Working Group (under Sustaining Progress);
- The sub-group on the Employment of Travellers;
- The National Coordination Committee to assist interdepartmental practices in relation to disabled people.

The FÁS Board established a sub-committee on Social Inclusion and meetings were held throughout 2006. The members were asked to consider ways in which FÁS could capture information on the take-up and impact of FÁS services across different social groups to allow FÁS to evaluate its services with a view to informing policy and future

Monitoring Marginalised Groups and Social Inclusion Activity

FAS set national targets in January 2006 for registration, completion of training/ employment programmes and placement for specific client groups (disabled people, Travellers, Early School Leavers, refugees, individuals in receipt of One Parent Family Payments and Women Returners). These were monitored and benchmarked throughout 2006. A Fact Sheet to complement this work was circulated in July. In December 2006 a new national target of 1% on 2005 activity was set for 2007. This new national target gives greater flexibility to meet regional targets

Employment Programmes

At the end of 2006 there were 22,281 participants on Community Employment (CE) - in line with Government policy to maintain consistent numbers on the programme. CE numbers on 'ring-fenced'

projects relating to Drugs Task Forces, Childcare and Health were maintained, and priority given to projects in RAPID and CLÁR areas. In line with the Bruce report, a referral protocol for CE Drugs Task Force projects was piloted in the South East region.

1,559 participants were engaged in the Job Initiative Programme (JI) at the end of 2006. The JI programme is designed to assist long-term unemployed persons prepare for work opportunities in the open labour market; and provides participants with work experience, training and developmental opportunities. Following changes to JI policy, previously introduced by the Minister for Enterprise, Trade and Employment, there were no compulsory completions on JI and participants who remained on the programme continued to have their contracts renewed.

Mainstreaming the 'Expanding the Workforce' Programme

In 2006 the implementation of the action plan for the mainstreaming of this process continued throughout FAS Regions. The challenge of this initiative for FAS will be to provide comprehensive options to meet the varied circumstances and needs expressed by women returners.

One-Parent Families

In 2006 people in receipt of the One-Parent Family Payment (OFP) made up 4% of the FAS Client Register, similar to previous years. The numbers registering, however, decreased in all regions. In 2006 9,869 trainees who had been in receipt of OFP completed training and employment programmes – over 90% were on employment programmes, largely CE.

Four out of every five trainees who had been in receipt of OFP completing training were aged between 25 and 44. 13% of participants who had been in receipt of OFP were placed in employment in 2006, this is a decrease of 2 percentage points on 2005 (although it compares favourably with 2004 and 2003).

To test approaches and identify potential barriers in activating individuals in receipt of One Parent Family Payment, an initiative commenced in Cork and Dublin in 2006. This provided elements relevant to the needs of 'lone parents' and was modelled on the Expanding the Workforce programme. This initiative involved canvassing employers, job matching, advocacy and an overall increase in employer contact for this group of people.

Roll-out of Equality Proofing

In 2006 equality proofing was mainstreamed across FAS Employment Services with the establishment of eight regional Equality Proofing Working Groups. These Regional Working Groups were set up to support the promotion of good practice in equality proofing in FÁS. Guidelines on Multiculturalism were agreed and disseminated in conjunction with training programmes delivered by Staff Development.

Individual Learning Plan (ILP)

In 2006 FAS rolled out the Individual learning Plan (ILP) process to all Community Training Centres and Specialist Training Providers and commenced the roll-out to other Community Services Programmes (e.g. Community Employment). FÁS Community Services (CE) staff were briefed and trained on the ILP process. A Support system was put in place regionally and in Head Office and an IT system to support the ILP process was established, with a Community Employment Supervisors Computer Training programme also rolled out at regional level.

Traveller Initiatives

In response to high rates of Traveller unemployment, and to support those already engaged in the economy, the Department of Enterprise, Trade and Employment gave a special budget to FÁS (prior to 2006) to develop innovative responses in the areas of enterprise development, employment and training for travellers. This employment initiative involved four pilot projects undertaken in Clare, Cork, Dublin and Galway. A number of other areas carried out developmental and training work with Travellers. In 2006, a further €0.5 million was allocated. An evaluation of the programme was commenced.

The report of the High Level Group on Traveller Issues, published in March 2006, recommended that the Civil Service should consider making placements available for Travellers, and that it should take active steps to make it easier for Travellers to enter the Civil and Public Service. A working group comprising a number of Government Departments, South Dublin County Council and FÁS was established to carry these measures forward. The Traveller Internship programme is the result of their deliberations. 50 Travellers applied for this opportunity; 38 Traveller women for the 20 Clerical Officer Internships and 12 Traveller men for the 3 General Operative Internships. Thus, in October 2006, 20 Traveller women started working across ten Government Departments and three Traveller men started working with the OPW. The duration of the Internship is six months and the programme will undergo a formal evaluation.

Literacy Programmes

FAS developed Literacy Guidelines to assist FAS Employment Services staff in the identification of literacy needs, in conjunction with NALA, and piloted literacy awareness training for these staff in Dublin and Galway using these Guidelines.

Disabled

The FÁS Vocational Training Strategy for Disabled People was agreed and disseminated. It was also integrated into the DETE's Sectoral Plan under the Disability Act 2005. (For further information on this client group see PC 16.)

Initiatives for Prisoners and Ex-Prisoners

FAS is represented on the 'You Are Equal' Mainstreaming Group, co-financed by the EQUAL Community Initiative through the European Social Fund of the European Union. The primary aim of this project is the maximisation of employment opportunities for prisoners and ex-prisoners through the development and mainstreaming of integrated appropriate training, mentoring and guidance services and associated research and dissemination to influence the employment sector and inform policy within the prison sector. The project is concerned with two areas – the committal areas of Cork and Castlerea prisons. The project is working with 90 prisoners in total as they prepare for release and to support them post-release.

In 2006 FÁS and the Probation Service developed a referral protocol for ex prisoners referred directly to FÁS by the Probation Service. The referral protocol includes a Confidential Referral Form which is completed and signed by the referring Probation Service Officer and the individual ex prisoner. This information will support the individual's transition to appropriate and realistic training and employment opportunities. It will allow persons with an offending background to be considered on their merits and assessed in terms of their skills, knowledge, experience, reliability and any other relevant factor.

FÁS Childcare contribution

New rates and eligibility criteria for the FÁS childcare contribution were implemented in June 2006. The Office of the Minister for Children allocated an additional €2 million to FÁS for childcare training and developmental activities-to be used through childcare training initiatives and developmental activities.

Guidelines for People with Substance Abuse

Work commenced on the development of policy guidelines that will serve as the basis for an overall FÁS approach to intervention and prevention of substance misuse. These guidelines were developed in the context of the promotion of health, safety and welfare of all FÁS clients and staff, but also in the development and maintenance of procedures to deal with clients who present with substance abuse issues.

The guidelines aim to raise awareness of the risks of alcohol and other drug-related problems, promote the health and well-being of clients and staff, assist in minimising problems arising from the effects of alcohol and other drugs, identify individuals with possible alcohol and drug-related problems at an early stage and offer individuals with substance abuse problems referral to an appropriate source for intervention and treatment if necessary.

Progress in relation to physical indicators and targets

23,683 persons (14,832 women and 8,851 men), completed programmes under this Measure in 2006; very similar to the 23,568 (14,606 women and 8,962 men) in 2005.

21% of training programme participants (24% of women and 15% of men) were placed at end of programme. This result, however, improves when the follow-up survey results are examined. 46% of training programme participants (45% of women and 47% of men) was in employment or further education or training at the time of the FÁS follow-up survey. In relation to CE participants 47% (55% of women and 37% of men) were in employment or further education or training at the time of the follow-up survey.

Monitoring Indicators (Annual Targets)															
Key Effectiveness Indicator			% of CE participants in employment or further education/training at time of follow up survey												
Additional Measure Indicators			Region	Base Line 1999			Jan 2006- December 2006			Mid Term Target (Cum 2000-2003)			Final Target (Cum 2000 -2006)		
Indicator				M	F	T	M	F	T	M	F	T	M	F	T
Output															
01	Number of persons completing programme. (FÁS Annually).	BMW				2,650	3,390	6,040							
		SAE				6,201	11,442	17,643							
		NAT				8,851	14,832	23,683							
Result															
01	%of training programme participants placed at end of programme (FÁS quarterly).	BMW				22%	31%	29%							
		SAE				13%	22%	19%							
		NAT				15%	24%	21%							
02	Number of training programme completions with certification**.	BMW				55	164	219							
		SAE				142	366	508							
		NAT				197	530	727							
Impact															
01	% of training programme participants in employment or further education or training at time of follow-up survey***.	BMW				50%	57%	55%							
		SAE				45%	38%	41%							
		NAT				47%	45%	46%			65%			70%	
01	% of CE participants in employment or further education or training at time of follow-up survey.	BMW				30%	52%	42%							
		SAE				40%	56%	49%							
		NAT				37%	55%	47%			55%			60%	

** Placement and certification figures for training programmes only.

*** FÁS follow-up survey, refers to persons surveyed in 2004 who left FÁS programmes in 2003. This is the most up to date information.

Monitoring Indicators (Cumulative Targets)															
Key Effectiveness Indicator			% of CE participants in employment or further education/training at time of follow up survey												
Additional Measure Indicators			Region	Base Line 1999			Jan 2000- December 2006			Mid Term Target (Cum 2000-2003)			Final Target (Cum 2000 -2006)		
Indicator				M	F	T	M	F	T	M	F	T	M	F	T
Output															
01	Number of persons completing programme. (FÁS Annually).	BMW			18,798	32,539	28,875	61,414			52,349			88,046	
		SAE			40,954	68,525	107,532	176,057			114,051			192,354	
		NAT	27,642	32,110	59,752	101,064	136,407	237,471	76,978	89,422	166,400	128,984	151,416	280,400	
Result															
01	% of training programme participants placed at end of programme (FÁS quarterly).	BMW				32%	36%	34%							
		SAE				33%	38%	36%							
		NAT			n/a	27%	35%	32%			60%			60%	
02	Number of training programme completions with certification**.	BMW				818	1,731	2,549							
		SAE				2,038	3,498	5,536							
		NAT			2,750	2,856	5,229	8,085			12,000			22,750	
Impact															
01	% of training programme participants in employment or further education or training at time of follow-up survey***.	BMW				50%	57%	55%							
		SAE				45%	38%	41%							
		NAT				47%	45%	46%			65%			70%	
02	% of CE participants in employment or further education or training at time of follow-up survey.	BMW				30%	52%	42%							
		SAE				40%	56%	49%							
		NAT				37%	55%	47%			55%			60%	

** Placement and certification figures for training programmes only.

*** FÁS follow-up survey, refers to persons surveyed in 2004 who left FÁS programmes in 2003. This is the most up to date information.

Measure 5- School Completion Initiative

The School Completion Programme is a key component of the Department of Education and Science's strategy to discriminate positively in favour of children and young people who are at risk of early school leaving. The Programme supports post-primary and feeder primary schools with low retention rates and provides whole school support based on an integrated approach involving the schools, parents, and relevant statutory, voluntary and community agencies.

The focus of the School Completion Programme is on young people between the ages of 4 and 18 years and aims to develop local strategies to ensure maximum participation levels in the education process.

Significant Changes in the Operating Environment

Minister for Education & Science Mary Hanafin launched **DEIS – Delivering Equality of Opportunity in Schools** on 30th May 2005. The new Action Plan for Educational Inclusion, DEIS aims to ensure that the educational needs of children and young people from disadvantaged communities are prioritised and effectively addressed.

The new plan, which is the outcome of the first full review of all programmes for tackling educational disadvantage that have been put in place over the past twenty years, will put in place a new integrated School Support Programme that will bring together and build upon, some ten existing policy interventions and initiatives for schools and school communities with a concentrated level of disadvantage, including the following measures:

- Early Start
- Giving Children an Even Break (incorporating the primary Disadvantaged Areas Scheme and Breaking the Cycle)
- the Support Teacher Project (primary level)
- aspects of the Early Literacy Initiative, including the Reading Recovery programme
- the Home/School/Community Liaison Scheme
- School Completion Programme

As a result of the identification and review processes, 873 schools have been invited to participate in the new Programme.

These comprise 670 primary schools

- (338 urban/town schools and 332 rural schools) with an enrolment of 90,000 children and
- 203 second-level schools with an enrolment of 61,000 children.

School Completion & DEIS

The School Completion Programme services will be extended to all urban/town primary schools and second-level schools participating in the SSP and not already benefiting from these services.

Following an evaluation, integration of the School Completion Programme into the School Support Programme framework will be effected over the five-year implementation timeframe.

43 additional SCP Projects will be created and additional schools (primary and second level schools) will be included in 38 of the existing 82 projects under the new Action Plan during 2006/2007 school year. This will involve 120 second level and 167 primary schools selected to participate in DEIS and not already receiving School Completion Programme services.

In total 125 SCP project sites, comprising 224 post-primary and 467 primary schools, will participate in the Project strand of the School Completion Programme from 2006/2007.

Resources will also be made available to qualifying school clusters through the School Completion Programme during the period prior to its integration into the SSP, with a cluster- level resourcing dimension continuing thereafter to ensure that the integrated cross-sectoral and cross-community delivery model, which underpins the School Completion Programme, can be further strengthened under the SSP.

The further development of after-school and holiday-time supports assisting children's literacy and numeracy development through their involvement in, and enjoyment of, extra-curricular activities, will be supported. The wide range of such activities already being funded through the School Completion Programme will continue to be extended and developed.

A continuing emphasis will be placed on the development of effective transfer programmes by building on the existing work of the School Completion Programme in this area.

Future of SSRI

Arising from the identification process, 45 of the 53 second-level schools, previously funded under the Stay in School Retention Strand, have been selected to participate in the new School Support Programme. The remaining 8 schools will continue to be supported for 2006/2007 school year.

Commentary on Measure-Related Progress

- ☐ 640 primary schools, comprising 320 urban/town and 320 rural, and 200 second-level schools were invited to participate in a new School Support Programme (SSP) in March 2006.
- ☐ As a result of the review process, a further 33 schools have been invited to participate in the new Programme.
- ☐ A review process was put in place for primary and second-level schools that did not qualify for participation in the School Support Programme and that regarded themselves as having a level of disadvantage which is of a scale sufficient to warrant their inclusion in the programme. As a result of the review process additional schools (both primary & post-primary) were invited to participate.
 - ☐ 53 second level schools continued to be supported under the "Stay In School Retention" strand of SCP up to 31 August 2006. 45 of these 53 second-level schools have been selected to participate in the new School Support Programme.
 - ☐ Retention Plans for all SCP projects and SSR strand schools were received in May 2006 for 2006/2007 school year.

Number of Pupils targeted

From September 2005 to August 2006, a total of 23,626 pupils were targeted under SCP.

Project Strand:

19,472 pupils who are most-at-risk of early school leaving
560 young people who have already left school early

Stay in School Retention Strand:

3,665 pupils were targeted under the Stay in School Retention Strand.

In-Service Training

Regional in-service directed at project development and available to Local Co-ordinators and Project Workers, was held in January/February, April/May 2006 and October 2006.

Review and Planning meetings were held in each of the regions in June 2006.

Family Support In-service was held in March 2006, Marino Institute of Education

Evaluations were carried out at each in-service.

SCP In-service reports were disseminated to Local Co-ordinators and Chairpersons.

National In-service was held on 7th & 8th November 2006

Other Developments:***Expansion of SCP***

Preparatory seminars were held where briefing was provided on the School Completion Programme, including the implementation arrangements and timescales involved.

The National Co-ordination Team subsequently held meetings with new schools coming into SCP under DEIS. Information Packs were provided to principals and VECs.

Work commenced in relation to the creation of additional SCP clusters to include Post-primary and primary schools selected to participate in the new School Support Programme under the new Action Plan(DEIS).

Protocol

A high level working group has been established to develop protocols for the integration of the work of educational welfare officers and staff on educational inclusion programmes including the School Completion Programme.

Publications:

- SCP Newsletters (Spring Edition and Winter Edition) were published
- Guidelines on the Implementation of Local Review
- Student Referral Procedures and Support Programme Guidelines (profiling guidelines)
- Directory of In-service contributions 2003 / 2004, 2004 / 2005 and 2005 / 2006
- Administrative, Financial and Employment Guidelines (Revised Edition)
- SCP Annual Composite Progress Report for 2004/2005
- Teen Parenting Project Composite Progress Report for 2004/2005

Development work:

- Commencement of Interagency Research. Report to be published November 2007.
- Questionnaire on Targeting as developed by the National Co-ordination Team sent to projects. Guidelines due for publication in Summer 2007.

- Annual progress report – Template disseminated to local projects October 2006. Composite report due for publication for period 05/06 in May 2007.
- Teen Parent Support Programme annual progress report- Template disseminated to local projects

October 2006. Composite report due for publication for period 05/06 in May 2007.

PROGRESS WITH REGARD TO PHYSICAL INDICATORS AND TARGETS

Measure Indicator Report

Measure <i>School Completion Initiative</i>	Baseline 2004	Indicator target 2006	2005/06 academic year		
Indicator					
<i>No of clusters/projects participating in the School Completion Programme</i> Project Strand					
	16	28			16
BMW	66	91			66
SAE	82	119			82
National					
<i>No of schools participating in the School Completion Programme</i>					
	92	179			93 (20 Post primary 73 Primary)
BMW	312	506			319 (92 Post Primary 227 Primary)
SAE	404	685			412 (112 Post Primary 300 Primary) ⁸
National					
<i>No of pupils enrolled in School Completion Programme schools–</i> Project Strand					
	21,203		Total	Male	Female
BMW	96,672		23,078	12,382	10,696
SAE	117,875		85,873	43,495	42,378
National		Approx. 140,000	108,951	55,877	53,074
<i>No of pupils Targeted for specific supports in the School Completion Programme–</i> Project Strand					
		SCP will be expanded from October 2006. 43 New clusters will be created and some 38 existing clusters will be expanded	Total	Male	
BMW	3,713		Female		
SAE	11,348		4,144	2,548	1,596
National	15,061		15,328	8,487	6,841
			19,472	11,035	8,437

⁸ Figures relating to number of schools participating may vary as some primary and post-primary schools have amalgamated since first selected to participate.

Indicator	Baseline 2004	Indicator target 2006	2005/06 academic year
<i>% of RAPID schools participating in the School Completion Programme - Project Strand/SSR Strand</i> BMW SAE National	19.44 46.08 40.50	45.00	19.44 46.08 40.50
<i>No of schools participating in the SSR Strand</i> BMW S A E National	12 46 58	SSR scheduled to run to 3 1/8/2006	8 45 53
<i>% of pupils in SCP who sit Junior Certificate in any of its two forms</i> BMW SAE National			2004/2005 figures ⁹ 0 97.94%
<i>% of pupils in SCP who transfer from Primary to Post-Primary</i> BMW SAE National			2004/2005 figures 99.99%

⁹ % figures for transfer and Junior Certificate are taken from the Annual Progress Reports September 2004 to August 2005, as forwarded to the National Co-ordination Team by the projects.

NUTS III – School Completion Programme

Measure Indicator report for 2005/2006

Measure/Sub-Measure: School Completion Programme Project Strand			
Indicator Used: No. of Targeted Young People			
Region	Total	Gender break-down <i>(where appropriate)</i>	
		Male	Female
<i>Border Region</i>	3192	1929	1263
<i>Midland Region</i>	569	387	182
<i>West Region</i>	383	232	151
<i>BMW Total</i>	4144	2548	1596
<i>South East Region</i>	2886	1723	1227
<i>Mid East Region</i>	102	510	510
<i>Dublin Region</i>	9256	5141	4122
<i>South West Region</i>	1279	728	551
<i>Mid West Region</i>	816	385	431
<i>SAE Total</i>	15257	8487	6841
National (BMW+SAE)	19401	11035	8437

NUTS III - Stay in School Retention Strand
Measure Indicator Report for 2005-2006

<i>Measure/Sub-Measure:</i> School Completion Programme SSR Strand			
<i>Indicator Used:</i> No. of Targeted Young People			
Region	Total	Gender break-down (where appropriate)	
		Male	Female
<i>Border Region</i>	61	406	205
<i>Midland Region</i>		100	56
	15		
<i>West Region</i>	147	98	49
<i>BMW Total</i>	914	604	310
<i>South East Region</i>	678	425	263
<i>Mid East Region</i>	408	240	168
<i>Dublin Region</i>	917	581	326
<i>South West Region</i>	60	450	156
<i>Mid West Region</i>	142	109	41
<i>SAE Total</i>	2751	1797	954
National (BMW+SAE)	3665	2401	1264

PROGRESS WITH REGARD TO EXPENDITURE

Table 1 – Expenditure for January – December 2006

EHRD-OP €m	% of Measure Forecast	Total Prog spend	Total co-financed (CSF expend)	E U Structural Funds	National Public Co-financed	Private Co-financed	Public Non-Co-financed
		<i>C1</i>	<i>C3</i>	<i>c5</i>	<i>C10</i>	<i>c14</i>	<i>c25</i>
BMW Expend in 2006	64%	4.222	4.222	3.167	1.056	0.000	0.000
SAE Expend in 2006	96%	16.979	16.979	8.490	8.490	0.000	0.000
Nat Expend in 2006	88%	21.201	21.201	11.656	9.545	0.000	0.000

Table 2 – Cumulative expenditure from 2000 to 2006

EHRD-OP €m	% of Measure Forecast	Total Prog spend	Total co-financed (CSF expend)	E U Structural Funds	National Public Co-financed	Private Co-financed	Public Non-Co-financed
		<i>C1</i>	<i>C3</i>	<i>c5</i>	<i>C10</i>	<i>c14</i>	<i>c25</i>
BMW Expenditure 2000 – 2006	96%	21.093	18.974	14.231	4.744	0.000	2.119
SAE Expenditure 2000 – 2006	120%	93.135	73.360	36.680	36.680	0.000	19.775
Nat Expenditure 2000 – 2006	115%	114.228	92.334	50.910	41.423	0.000	21.894

Compliance with EU & National Policy

It is the policy of the Department of Education & Science to comply with all EU Regulations in relation to procurement, State Aids etc.

Publicity

Guidelines in relation to NDP/CSF publicity have issued to all schools involved in the measure and projects are using the NDP and ESF logos in publicising the initiatives. NDP/CSF logos are used in advertising and on all correspondence with outside agencies and projects.

North/South Co-operation

A joint working group, which meets bi-annually, was established under the auspices of the North/South Implementation process to examine, inter alia, the issue of retention which is on-going. An objective of this group is to identify areas for close co-operation and collaboration in promoting attendance and retention and to develop proposals for further action. Equally, informal links have been established with similar initiatives in the North. In particular, the School Completion Programme in Dundalk has strong North/South links and links are now being established with the School Completion Programme projects in the Border areas, such as Monaghan, Cavan and Donegal.

Proposals for re-profiling expenditure

There are no proposals for the de-commitment of EU aid in relation to this pillar.

Measure 09 - Third Level Access

The purpose of this measure is to promote the participation of students with disabilities, students from disadvantaged backgrounds, including from the Traveller community, ethnic minorities and mature 'second-chance' students, in third-level and PLC courses. The measure seeks to facilitate and improve access to the labour market for the beneficiaries whilst improving their long-term employability through enhancing their educational qualifications.

Significant Changes in Operating Environment

None

Commentary on Measure Related Progress

The Third Level Access Fund provides for the following:

The National Office

'Progressing the Action Plan'

In late 2005 the National Office published *'Progressing the Action Plan: Funding to Achieve Equity of Access to Higher Education'*. Ten key recommendations were made in the report. Substantial progress was made on a number of these recommendations in 2006. Those recommendations, and the actions implemented, are outlined below.

(a) Comprehensive and accessible information on financial support should be made available to students, parents and communities, through development of the existing booklet and a range of other formats.

Following this the National Office, in conjunction with the Department of Education & Science, decided to implement a nationwide information campaign to highlight financial supports available for students studying at third level. The campaign will target students from backgrounds which are traditionally under-represented at third level, including students from a socio-economic disadvantaged background, students with a disability, mature students and those from an ethnic minority. The campaign will be multi-faceted and will involve three main strands; the setting up of a website, the publication of a user-friendly information handbook and an outdoor advertising campaign involving real life students. A number of students, from the relevant target groups, have agreed to participate in the campaign (including having photos taken for the advertising campaign) and a prototype website has now been designed. It is anticipated that the campaign will launch in 2007.

(b) A whole community approach to equity of access should be promoted and developed.

In January 2006 an invitation to tender was sent to community partnerships, which were already engaged in community-wide activities, in respect of a 'Community-based project to achieve equity of access to higher education'. It is a three-year project which will fund one rural and one urban community partnership to promote and develop a whole-community approach to equity of access for under-represented groups. The aim is that a model of good practice for a community-based approach to equity of access is established. Each interested partnership submitted their tender according to the project aims and criteria set by the National Office. Up to €100,000 per annum will be available for each partnership. The successful partnerships were Access Clondalkin and Offaly Consortium. These two groups have now begun the implementation of the first year of their three-year plans.

- c A model for a regionally-based service should be developed to ensure that all students enrolling in higher or further education have access to a needs assessment service.

In late 2006, under the Strategic Innovation Fund, Athlone Institute of Technology was awarded funding to develop a needs assessment centre. The objective of this three-year project is to develop a regionally based service so that all students entering further and higher education have timely access to needs assessment services. It will establish a leading assessment centre in the region to enable access and progression of students with disabilities. Research outcomes from the centre will be disseminated both nationally and internationally.

- d A costed proposal to financially support mature students in part-time education should be developed.

The HEA, with the input and support of the National Office, has now developed a framework for a national Modular Accreditation Program (MAP) for the upskilling of those who are in work but who are low skilled, and who are at substantial risk of redundancy as the profile of Irish economic activity changes (e.g. away from manufacturing). The programme will allow individuals to undertake discrete modules of learning for specific purposes which will be individually accredited. It will also allow individuals to continue their learning through future modules at their own pace, in their choice of institutions and still be able to group those modules together to create a national award. The programme offers those with skills the opportunity to continue to develop those skills, (e.g. at Masters level) while also allowing those with low skills, and perhaps no experience of higher education, to engage in the accumulation of modules towards a recognized national higher education award.

- e A comprehensive study should be made on the cost of going to college for students from diverse backgrounds.

The Economic and Social Research Institute (ESRI) was commissioned to undertake a study of the costs of going to college. The study will examine costs over a range of course disciplines, at both graduate and post-graduate level, for a broad cross-section of students, including those with no financial support from the family, mature students, students with dependants and students with a disability. It is intended that the findings of this study will inform the development of future policy on financial support for further and higher education students in Ireland.

Evaluation of Access Programmes

As part of its *Action Plan 2005-2007* the National Office has set the goal of developing a national framework of policies and initiatives to achieve equity of access. One of the main actions in support of this goal is to “evaluate existing access programmes for the various under-represented groups: those who are socio-economically disadvantaged, members of the travelling community and ethnic minorities, students with a disability, and mature students”.

In the period from September 2005 to June 2006 the National Office conducted an evaluation of access programmes in twenty-seven higher education institutions. A central element of the project was a self-evaluation by each higher education institution in relation to their access programmes.

The aims of the evaluation were to

- Identify the underlying principles and specific examples of good practice in the structure and content of existing access programmes.
- Make recommendations about the development of a framework of policies and activities for successful access programmes
- Make recommendations about the development, at all education levels, of partnerships and collaboration to support access programmes
- Suggest a basis for agreeing and evaluating local and national access targets
- Recommend ways in which students, teachers, access officers, administrators and policy makers can participate actively in the evaluation of access programmes.

Towards the Best Education for All: An Evaluation of Access Programmes in Higher Education in Ireland was published in September 2006. The report builds on what has already been learned about access to higher education from earlier studies and research. It also however consolidates current successful practice while creating new platforms for progress. The National Office is also currently liaising with the higher education institutions on the development of their action plans. The findings of the evaluation work will be disseminated and discussed, and ongoing monitoring of progress in access programmes and activities will be encouraged.

Data Collection

The work on data collection on student participation began in 2005. In mid 2006 a document was circulated to all institutions setting out definitions of target groups and a method of collecting the information through the national student records system (SRS). It is intended that for 2007/8 all higher education institutions will be able to gather comprehensive information on their students through the SRS. This will provide institutions with much improved information and enable new participation targets to be set both locally and nationally. Liaison will continue with the Department of Education and Science on data collection at primary and second level and with the Further Education and Training Council and the Central Applications Office on participation and progression in further education and training.

Student Assistance Fund

A gross allocation of €6.03 8m was approved for the fund in 2006/07. This compares to a gross allocation of €5.8m for 2005/2006. The total number of students who benefited from the fund in 2004/05 was 9631. Full data for the academic year 2005/06 is not yet available.

The National Office ensured the timely notification of the allocations for 2005/06 and made the first instalment of the fund available to institutions in time for the beginning of the academic year. This policy continued in 2006/07.

The National Office consistently implements a 'netting-off' approach to allocations under the Fund. In practice, this means that the National Office will take account of any Student Assistance funding that is unspent and on-hand in colleges when making allocations each year. The National Office has enhanced the guidelines furnished to institutions with their allocations to provide greater clarity on

policy in this regard. The National Office continued to implement the 'netting-off' policy for the 2006 Student Assistance Fund.

The National Office also continued the policy of making the fund guidelines and financial quarterly returns available on the Higher Education Authority's website. The annual reporting schedule for the fund has been made more user-friendly, which has helped to speed up the collection of financial and other data.

Fund for Students with Disabilities

A total allocation of €8,121,744 was approved for support for students under the Fund for Students with Disabilities in 2005/06. This compares to €6,333,287 in the academic year 2004/05. A total of 2032 students, through both individual and groups applications, benefited from the Fund in 2005/06, compared to 1,696 in 2004/05.

As the 2006/07 academic year is still on-going the number of students approved through individual and group applications, and the total allocation approved, has yet to be finalised. However, all indications are that the number of students benefiting from the fund and the total allocation provided are expected to continue their steady rise.

The National Office has continued to consult with relevant stakeholders over issues requiring clarification and other issues pertaining to the fund.

Following an internal review of the fund in July/August 2006, in consultation with university disability officers, IOT access officers and AHEAD, the National Office reviewed some aspects of the fund with a view to enhancing efficiency and effectiveness. The key changes included:

- The introduction of a pilot scheme to allocate an average per capita amount to those students approved under the category of specific learning difficulty for first time applicants for 2006/07. Applications from this disability type continually represent 50% or more of the total applications per year. The per capita amount is €3,160 for undergraduates and €3,431 for postgraduates. These figures were calculated through analysis of data from the fund pertaining to 2005/06. This approach is being piloted for the higher education sector only.
- The introduction of a new support, for those students requiring texts in Alternative Format, was developed. The demand for this type of support, particularly from students with visual impairments or blind students, has risen in recent years and the National Office worked closely with the sector in 2006 around this issue, including with university library staff.

In 2005/06 the National Office introduced an early deadline for first-time applications for the further education sector. This allowed these colleges, who often are aware in summertime of who will be starting courses in the forthcoming year to prepare their applications early and submit them in August. This resulted in the timely assessment and approval of these applications so that colleges were aware what had been allocated for their students at the beginning their academic year. This successful policy continued in 2006/07.

Also in 2005/06 the National Office introduced a new streamlined renewals process that allows supports to be renewed quickly using the National Office database. This results in no individual renewal application form being required for each returning student. Any additional or other supports

required can be applied for using a Supplementary Application form. This policy continued for 2006/07.

Also, as in previous years the National Office has made all application forms, guidelines and relevant financial returns for 2006/07 available to participating institutions on the Higher Education Authority website.

Millennium Partnership Fund for Disadvantage

An allocation of €2,111,500 was provided for the Millennium Partnership Fund for 2006/07. 56 community and area partnerships are expected to benefit from this allocation. Pobal has continued to administer the fund for the 2006/07 academic year.

The allocation for 2005/06 was €2,050,000. An allocation of €2m was made for 2004/05. 57 community / partnership groups were considered for funding under the fund for 2005/06.

A total of 3791 individuals benefited from the fund in 2004/05. The corresponding figures for 2006/07 are not yet available.

Payment of Special Rates of Maintenance Grant to disadvantaged students

Increases in the rates of grant agreed for 2005/2006 brought the higher non-adjacent rate of 'top-up' grant to €5,355 and the adjacent rate to €2,145. For the academic year 2005/2006 the number of students in receipt of a 'top-up' grant shows that there was approximately 12,500 'top-up' grantholders.

Further increases in the rate of grant for 2006/2007 brought the higher non-adjacent rate of the grant (which includes the Top-Up) to € 5,970 and the adjacent rate to €2,390. This is equivalent to a Top-Up of €2,860 and €1,145 respectively, for eligible students, on the ordinary maintenance grant. Early indications of the number of students in receipt of a top-up grant show that the figure of 12,500 will be maintained.

Progress with regard to expenditure

Table 1 – Expenditure for January – Dec, 2006

EHRD-OP €m	% of Measure Forecast	Total Prog spend	Total co-financed (CSF expend)	E U Structural Funds	National Public Co-financed	Private Co-financed	Public Non-Co-financed
		<i>C1</i>	<i>C3</i>	<i>c5</i>	<i>C10</i>	<i>c14</i>	<i>c25</i>
BMW Expend in 2006	1212%	16.356	2.843	2.132	0.711	0.000	13.513
SAE Expend in 2006	1393%	29.942	10.264	5.132	5.132	0.000	19.678
Nat Expend in 2006	1321%	46.298	13.107	7.264	5.843	0.000	33.191

Table 2 – Cumulative expenditure 2000 to 2006

EHRD-OP €m	% of Measure Forecast	Total Prog spend	Total co-financed (CSF expend)	E U Structural Funds	National Public Co-financed	Private Co-financed	Public Non-Co-financed
		<i>C1</i>	<i>C3</i>	<i>c5</i>	<i>C10</i>	<i>c14</i>	<i>c25</i>
BMW Expenditure 2000 – 2006	345%	61.091	14.257	10.693	3.567	0.000	46.834
SAE Expenditure 2000 – 2006	178%	124.037	54.448	27.224	27.224	0.000	69.589
Nat Expenditure 2000 – 2006	212%	185.128	68.705	37.917	30.788	0.000	116.423

Progress with regard to Physical Indicators

	Baseline 1999/00	Indicator Target 2006 – see note below	Outturn 2005/2006
Measure Third Level Access			
Indicator Title <i>Number of students benefiting from the ‘Special Fund for Students with Disabilities’</i>			M F
BMW	M/F Total 19/32 51	290	399
SAE	126/139 265	1205	1633
National	145/171 316	1495	1047 985 2032
Indicator Title Number of students benefiting from the Student Assistance Fund (base line 2000/2001)			M F
BMW	M/F Total 476/542 1018		885 1538 2423
SAE	1352/1739 3091		2701 4507 7208
National	1828/2281 4109		3586 6045 9631*
Indicator Title Number of students benefiting from the ‘Top Up Grant’			M F
BMW	0		
SAE	0		
National	0		4877 7539 12416
Indicator Title Percentage increase in participation by students benefiting from the ‘Special Fund for Students with Disabilities’			1999/2000 05/06 316 2032 543%
Indicator Title* Percentage increase in participation by students benefiting from the Student Assistance Fund			00/01 04/05 4109 9631 134%
Indicator Title Percentage increase in participation by students benefiting from the ‘Top Up Grant’			00/01 04/05
Indicator Title Percentage increase in participation by students benefiting from the ‘Millennium Fund’			01/02 04/05 1747 3791 117%

Indicator Title Percentage increase in participation by mature students – Higher Education Grant	2165		4737	5326	12%
Indicator Title Students benefiting from ‘Special Fund for Students with Disabilities’ as a percentage of all entrants to third-level education					1.8%
Indicator Title Students benefiting from the ‘Top Up Grant’ as a percentage of all entrants to third-level education					
Indicator Title Mature students as a percent (full-time)	1998 4.5%	10%			10%

***Please note that the SAF figures listed relate to the 2004/05 academic year. The corresponding information for the 2005/06 year is not yet fully available.**

Horizontal Issues

Relevant Horizontal Principle Templates have been completed.

Compliance with EU Policy

It is the policy of the Department of Education & Science to comply with all EU regulations in relation to procurement, competition etc. However, due to the nature of this measure, which provides support to individual students/trainees, EU policy in relation to procurement, competition, State Aids etc is not relevant.

Publicity

In January 2006 the National Office published *National Office for Equity of Access to Higher Education: Annual Report 2005 and Outline Plans 2006*. This report carried acknowledgement of NDP assistance and featured the NDP and EU logos.

Towards the Best Education for All: An Evaluation of Access Programmes in Higher Education in Ireland was published in September 2006. This report carried acknowledgement of NDP assistance and featured the NDP and EU logos

All circulars to local authorities, VECs and third level institutions feature the NDP and EU logos. In addition, all expenditure returns completed by Financial Beneficiaries include both the NDP and EU logos.

Publicity for the Fund for Students with Disabilities and the Student Assistance Fund carried out by institutions feature the NDP and EU logos.

North/South Co-operation

The initiatives provided for under this fund, are also available to students from Northern Ireland, from the three target groups, pursuing courses in the South, providing they satisfy the conditions of the respective schemes.

Proposals for re-profiling of expenditure

None.

Proposals to amend Programme Complement

None

Measure 11A - Early School Leavers-Progression (FÁS)

Under this Measure FÁS, in consultation with the Department of Education and Science, implements a series of measures to meet the needs of early school leavers. These include foundation-training places, bridging training programmes for access to higher skills training, advisory supports to assist progression and flexible part-time and work-based options.

All participants in the Early School Leaver category are defined as under the age of 21 years and have below-Leaving Certificate standard of education.

The measure involves the provision of counselling/guidance, training and remedial education and work experience for young persons. It consists of a foundation phase and progression pathways to regular employment and/or skills training. It increasingly involves tracking, monitoring and advocacy. FÁS is responsible for the Community Training Centres programme, as well as support and assistance to early school leavers to progress to jobs, education or other training options.

Significant Changes in the Operating Environment

There were no significant changes in the operating environment in the period under review.

Commentary on Measure-related progress

2006 was the second year of implementation of an agreement between FÁS and Community Training Centres (CTCs) which has enhanced services and facilitated CTCs to be more responsive to the needs of both early school leavers and of the labour market. This agreement has resulted in a more client-centred approach to responding to the needs of early school leavers. As a result all early school leavers are assessed on entry to CTCs and an Individual Learning Plan is developed for all trainees. Trainees participate in a variety of training at foundation, progression and bridging level leading to nationally recognised certification.

All CTCs develop individual strategic and business planning as an ongoing management, administrative and operational feature, and all CTCs operated to their action plans for 2006 as outlined in their 2006 business plan.

On leaving CTCs, trainees received structured tracking support to assist them to successfully integrate into their chosen post-training option i.e. further training or employment.

Government policy remains to reduce the extent of early school leaving and to support those who decide to leave early. The recent National Skills Strategy proposes that the percentage of young persons remaining on to the Leaving Certificate should gradually increase to 90%. In relation to those that drop-out of school, the relevant organisations are trying to address their needs as comprehensively as possible. One approach to improvement is through the Equal Youth Development Partnership (DP) which is financed by the EQUAL Community Initiative (i.e. it is not funded under Measure 1 1a) through the European Social Fund of the European Union.

FAS is involved in this project which brings together the main stakeholders in the provision of services to young early school leavers in two areas in Ireland. The DP is aiming to develop a model of interagency cooperation that will address the deficiencies in current services that discriminate against progression into training and employment for the target group. This model is mirrored on the FÁS comprehensive pathways approach to early school leavers.

The project specifically targets those in the 16 to 24 year age bracket and is operating in an urban (Ballymun) and a rural (Mayo) site. It focuses on three distinct clusters of early school leavers:

- ☐ young early school leavers who are currently **unattached** to any services;
- ☐ young early school leavers who are **attached** to an agency providing education or training, and
- ☐ young early school leavers who are **job ready** or already in low pay/skill employment

Progress in relation to physical indicators and targets

Under this Measure, 2,111 people (905 women and 1,206 men) completed FÁS programmes during the period; compared with 2,434 (1,126 women and 1,308 men) in 2005.

906 completions (415 women and 491 men) received certification at the end of the course; compared with 1,035 (496 women and 539 men) in 2005.

46% of participants (42% of women and 49% of men) proceeded to employment, education or further training according to FAS placement records. This is a significant improvement over the position in 2005 where the overall percentage was 38%.

The follow-up survey results show that 52% of participants (58% of women and 41% of men) had proceeded to employment, education or further training by the time of the survey. They also showed that 49% of participants (53% of women and 40% men) achieved a recognised improvement in their literacy and/or numeracy level.

Monitoring Indicators (Annual Targets)															
Key Effectiveness Indicator			Number of completions												
Additional Measure Indicators			Region	Base Line 1999			Jan 2006 - December 2006			Mid Term Target (Cum 2000-2003)			Final Target (Cum 2000-2006)		
Indicator				M	F	T	M	F	T	M	F	T	M	F	T
Output															
01	Numberof completions	BMW				314	259	573							
		SAE				892	646	1,538							
		NAT				1,206	905	2,111							
02	Number of completions with certification at the end of the course. (new indicator - past data not available)	BMW				128	128	256							
		SAE				363	287	650							
		NAT				491	415	906							
Result															
01	% of participants that proceed to employment, education or further training.	BMW				45%	38%	42%							
		SAE				50%	44%	48%							
		NAT			**	49%	42%	46%			40%			40%	
Impact															
01	% of participants that proceed to employment, education or further training.**	BMW				41%	46%	45%							
		SAE				41%	63%	56%							
		NAT				41%	58%	52%							
02	% of participants who achieve a recognised improvement in their literacy and/or numeracy level (Survey) * (**)	BMW				22%	48%	39%							
		SAE				49%	55%	53%							
		NAT			*	40%	53%	49%			*			*	

* 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 2004 who left FÁS programmes in 2003. This is the most up to date information.

Monitoring Indicators (Cumulative Targets)															
Key Effectiveness Indicator			Number of completions												
Additional Measure Indicators			Region	Base Line 1999			Jan 2000- December 2006			Mid Term Target (Cum 2000-2003)			Final Target (Cum 2000-2006)		
				M	F	T	M	F	T	M	F	T	M	F	T
Indicator															
Output															
01	Number of completions	BMW			1,037	2,085	2,175	4,260			3,591			6,179	
		SAE			3,340	8,461	6,964	15,425			11,809			20,321	
		NAT	2,578	1,799	4,377	10,546	9,139	19,685	9,086	6,314	15,400	15,635	10,865	26,500	
02	Number of completions with certification at the end of the course. (new indicator - past data not available)	BMW			1,669	324	358	682							
		SAE			5,376	1,267	1,004	2,271							
		NAT	4,150	2,895	7,045	1,591	1,362	2,953							
Result															
01	% of participants that proceed to employment, education or further training. (follow-up survey)	BMW				47%	36%	41%							
		SAE				46%	44%	45%							
		NAT			**	47%	42%	44%			40%			40%	
Impact															
01	% of participants that proceed to employment, education or further training.**	BMW				41%	46%	45%							
		SAE				41%	63%	56%							
		NAT				41%	58%	52%							
02	% of participants who achieve a recognised improvement in their literacy and/or numeracy level (Survey) * (**)	BMW				22%	48%	39%							
		SAE				49%	55%	53%							
		NAT			*	40%	53%	49%			*			*	

* 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 2004 who left FÁS programmes in 2003. This is the most up to date information.

Progress with regard to expenditure

Nationally, expenditure on this measure in 2006 amounted to €33.77 million, comprised of €6.54 million in the BMW region and €27.23 million in the S&E region. Cumulative expenditure amounted to 193.61 million over the 2000 to 2006 period.

More details of expenditure in 2006 by region and sources of funds are presented in the table below.

		Annex 1					
	Expenditure 2006			Measure 11			
	Total Forecast	Total Expenditure	Expenditure as % of Forecast	ESF+ Co-Financed	ESF	Co - Financed	Non Co Financed
Dublin City		11,260,532		2,536,189	1,268,094	1,268,094	8,724,344
South East		12,649,382		148,527	74,263	74,263	12,500,855
Mid East		239,574		230,721	115,361	115,361	8,852
Mid West		1,772,105		895,332	447,666	447,666	876,773
South West		1,309,858		755,231	377,615	377,615	554,627
S&E	27,300,000	27,231,451	100%	4,566,000	2,283,000	2,283,000	22,665,451
				-			
Border		2,875,444		2,264,661	1,698,496	566,165	610,783
Midlands		2,700,766		1,987,106	1,490,329	496,776	713,660
West		959,939		640,234	480,175	160,058	319,705
BMW	10,310,000	6,536,149	63%	4,892,000	3,669,000	1,223,000	1,644,149
				-			
Total	37,540,000	33,767,599	90%	9,458,000	5,952,000	3,506,000	24,309,599

Horizontal issues

See separate reports.

Compliance with EU and National policy

FÁS complies with all requirements in terms of tendering and public procurement. FÁS programmes contribute to the objectives of the National Development Plan, the Operational Programme for Employment and Human Resources Development and the European Employment Strategy. This Measure, in particular, responds to Guideline 2 of the European Employment Strategy in terms of providing opportunities for long-term unemployed and other socially-excluded persons. It also makes a major contribution to the National Anti-Poverty Strategy 2003-2005.

Publicity

All FÁS training centres, employment services offices and FÁS-funded community projects exhibit of case studies and reports on actions funded by the NDP and ESF.

North/South Cooperation

IFI Wider Horizons Programme

Wider Horizons is a Peace and Reconciliation based programme that targets socially and economically disadvantaged individuals between the ages of 18 and 28. It is designed to enhance the employment opportunities of these young people by providing vocational training, work experience and personal development training-both at home and overseas. The joint Managing Agents are the Department for Employment and Learning (DEL) in Northern Ireland and Foras Áiseanna Saothair (FÁS) in the Republic of Ireland.

During 2006, a total of 24 projects was undertaken, with approximately 500 participants joining the programme from Northern Ireland; the Southern border counties and Dublin. The sectors targeted included Business Administration, Peace and Reconciliation, Hospitality and Tourism, Retail, Services, Peace and Reconciliation and Information Technology. There were also 5 Multi-skill Options projects, designed to give participants the opportunity to sample various vocational areas within the one project.

The overseas work experience placements took place in the European Union, South Africa, USA and Canada. A large number of the participants benefited from staying with inter-denominational and multi-cultural host families throughout their overseas phase, which provided an enhanced cultural experience.

Proposals for re-profiling of expenditure (where applicable)

Proposals to amend Programme Complements (where applicable)

Measure 11B - Early School Leavers Youth reach & Travellers

YOUTHREACH is the national response to the needs of unqualified early school leavers in Ireland. The programme is designed to offer two years integrated education, training and work experience for young people age 15-20 that have left school early without qualifications or incomplete qualifications or vocational training. The overall YOUTHREACH programme is administered jointly by the Department of Education and Science (DES) and the Department of Enterprise, Trade and Employment (D/ETE) and FÁS.

The Department of Education and Science element in this measure includes:

- delivery of YOUTHREACH in VEC out-of-school centres;
- delivery in a network of VEC Senior Traveller Training Centres.

VEC Senior Traveller Training Centres operate on the same basis as YOUTHREACH centres, but there is no upper age limit. Particular efforts are made to encourage Traveller parents into the centres because of the impact this can have on their children's schooling.

Significant Changes in the Operating Environment

Significant changes in the period January-December 2006 are as follows:

FETAC Quality Assurance

Following the publication of its policy on quality assurance (required under the Qualifications Act, 1999) FETAC began to accept applications from providers for registration through quality assurance agreements from January 31st 2005. While this requirement is also comprehended within the Youthreach/STTC Quality Framework Initiative, in general centres are applying through their home Vocational Education Committees. Youthreach and STT centres are well advanced in relation to Quality Assurance under the Quality Framework Initiative, and in 2006 were looking towards the other requirements of the new FETAC policies and procedures

FETAC Levels 1 and 2

During 2005 FETAC initiated the development of awards at Levels 1 and 2 of the National Qualifications Framework. These will offer a mechanism to recognise achievement by learners at very low levels of ability or motivation and in particular will help in recognising '**distance travelled**'. These levels are likely to have an application in Youthreach and STTC settings.

Task Force on Student Behaviour in Second Level Schools

The Minister for Education and Science launched the final report of the Task force on Student Behaviour in Second Level Schools – School Matters, on 14 th March 2006.

The report contains 21 broad areas of recommendation and lists over 100 associated actions to help schools deal with disruptive behaviour in the classroom. The main measures announced included;

- New Regional Behaviour Support Teams to work with schools that have significant discipline problems
- Behaviour Support classrooms to be piloted in schools
- Junior Certificate Schools Programme to be available in more schools
- Expansion of out of school provision to be examined
- Amending Section 29 of the Education Act 1998

The report may be downloaded from www.education.ie

Report and Recommendations for a Traveller Education Strategy

During 2006 work continued on the development of a report with recommendations for a five-year Traveller Education Strategy. The work was carried out by a Joint Working Group consisting of representatives of the Advisory Committee on Traveller Education and the Educational Disadvantage Committee. The report maps out the way forward in relation to Traveller education, taking account of the complexity of issues involved, the history of provision and existing measures. It will mark out the challenges for the future and clearly identify ways to approach these challenges.

The report was holistic and sought to address all aspects of Traveller education on a lifelong learning basis i.e. from pre-school through to adult and continuing education provision. An in-depth consultation process involving Traveller organisations, Traveller parents and learners, teachers, teacher unions, management associations and others has taken place.

Specifically, the following areas have been examined:

- ☐ core values, principles and policy of inclusion
- ☐ context of Traveller Education in 2005/2006
- ☐ Traveller Parents
- ☐ Pre-schools
- ☐ Primary
- ☐ Post-primary
- ☐ Further education
- ☐ Higher Education
- ☐ Other educational issues including youthwork, nomadism, disability, equality, data collection and the role of Traveller Organisations in education

The report sets out the following:

- overall objectives
- recommendations
- proposed plans of action for each recommendation
- a time scale
- expected outcomes
- suggested targets
- generic themes

The report was launched by the Minister for Education and Science in November 2006. the main recommendations in the Report relating to Further Education include;

1. Include Travellers in all further education provision,
2. Review the STTCs and clarify their role,
3. Increase Travellers' expectations of further education
4. Support innovative community outreach initiatives and
5. Travellers under 18 years of age should not be enrolled in STTC's

Expenditure Reviews of Youthreach and Senior Traveller Training Centres

The Department of Education and Science is carrying out a number of expenditure reviews including one on Youthreach and Senior Traveller Training Centres.

The aims of expenditure reviews are to

- ☐ provide a systematic analysis of what is being achieved by expenditure on each programme
- ☐ provide a basis on which more informed decisions can be made on priorities within and between expenditure programmes.

Terms of Reference: The terms of reference for the review are based on guidelines from the Department of Finance. A Steering Committee was established to oversee the review. The committee includes representatives from Department of Education and Science and Youthreach and STTC National Co-ordinators. A representative from the Department of Enterprise, Trade and Employment is also on the group. The terms of reference are:

- Set out the original aims and objectives of the two programmes
- Determine if the aims and objectives are still valid and relevant in 2006 and if they are compatible with the overall strategy of the Department
- Define the outputs associated with the programmes and identify the level and trend of those outputs
- Evaluate the level and trend of costs and staffing resources associated with each programme and comment on the efficiency with which each programme has achieved its objectives
- Evaluate if the programmes are providing for the needs of the targeted groups and if the programmes' objectives have been achieved in an efficient and effective manner
- Evaluate the appropriateness of the educational provision in the programmes
- Identify gaps in provision – identify where improvements can be made – Are there alternatives that would be more efficient and effective and cater for the needs of the target groups?
- Provide potential future performance indicators that might better monitor the performance of the programmes for the learners, for the staff, for Department of Education and Science, for Department of Finance and for future ERIs
- Provide recommendations for the future and in particular recommend if the programmes – current or adapted – warrant the continued allocation of public funding on a current and ongoing basis.

The Steering Group met on numerous occasions during 2006 to undertake the review. A consultation process was also completed in 3 separate locations around the country to allow all stakeholders have their say on the 2 programmes and the issues affecting them. The work of the review group is continuing and it is planned to have the final review later in 2007.

Evaluation of Youthreach and STT Centres by Department of Education and Science Inspectorate

The Education Act (1998) provides for the evaluation of all centres of education. The objectives of the Evaluation of Youthreach and Senior Traveller Training Centres by the Departments Inspectorate include;

- to introduce the practice of external evaluation to centres for education - to identify, acknowledge and affirm good practice
- to identify, in a constructive way, areas for improvement in centres
- to promote the goals of the Quality Framework in terms of quality standards, centre development planning and internal centre evaluation
- to provide an assurance of quality in this sector of the education system, based on the collection of objective, dependable and high quality data
- to inform Department policy towards future development of this area.

The Departments Inspectorate began evaluating Youthreach and STT centres during 2006. Just over 10 centres in total were evaluated by the end of 2006. It is planned to evaluate up to 30 centres in total by the end of 2007 and to compile a National Evaluation report in 2008.

Child Protection Guidelines

Training in relation to the Child Protection Guidelines was provided to Youthreach and STT staff in 2006

Commentary on Measure-related progress

Youthreach Guidance, Counselling and Psychological services

A sum of €1 . 1m was allocated in 2006 for guidance, counselling and psychological services. Centres use this budget to prioritise from a spectrum of needs ranging from initial orientation and guidance and vocational information to psychological services.

For this service a National Co-ordinator has been appointed from NEPS (National Educational Psychological Service) whose function is to:

- ☐ Develop guidelines for centres on the guidance, counselling and psychological services
- ☐ Advice on the delivery of guidance, counselling and psychological services locally

- Co-ordinate a programme of continuing professional development for trainers in front line counselling skills, initial assessment, vocational guidance, feedback, mentoring and progression
- Disseminate models of good practice on an ongoing basis
- Advise, monitor and report on the effectiveness of guidance, counselling and psychological services.

The National Co-ordinator is delivering a programme of professional training for trainers in individual assessment, educational planning, guidance, review and mentoring, developing and disseminating materials supporting good practice in these areas for staff in centres and advising the Department on future responses in relation to students with special educational needs attending Youthreach centres.

Quality Framework Initiative

The implementation of the Youthreach Quality Framework Initiative moved from pilot phase to national roll-out. A number of regional information sessions took place during October 2005 for those centres participating in the Centre Development Planning (CDP) process in 2005. Representatives of centre staff and management participated.

By the end-2005 57 centres had started to engage in QFI (26 STTCs and 31 Youthreach). A moratorium was placed on participation by Youthreach centres pending acceptance (by staff and staff side union) of a productivity agreement, which incorporated cooperation with the QFI. This was accepted in October 2005 and centres have been included in relevant training plans for 2006 accordingly.

The Quality Framework rests on four pillars, Quality Standards, Centre Development Planning (CDP), Internal Centre Evaluation (ICE) and external Evaluation. A five-year rolling cycle is envisaged, comprising 1xCDP and 4 xICE.

External Evaluation: The National Coordinators met with the Inspectorate of the Department of Education and Science and contributed to the training programme for the team of Inspectors mandated to conduct the external evaluation of Youthreach. This training took place in November 2005. The Inspectors also developed their evaluation instrument. The first visits to Centres were agreed for the first quarter of 2006.

Progress in relation to physical indicators and targets

<i>Measure/Sub-Measure: Early School Leavers - Senior Traveller Training Centres</i>			
<i>Indicator Used: Enrolment - 30 December 2006, classified by sex</i>			
Region	Total	Gender break-down (where appropriate)	
		Male	Female
<i>Border Region</i>	69	6	63
<i>Midland Region</i>	178	43	135
<i>West Region</i>	293	36	257
<i>BMW Total</i>	540	85	455
<i>South East Region</i>	63	8	55
<i>Mid East Region</i>	89	23	66
<i>Dublin Region</i>	116	7	109
<i>South West Region</i>	152	8	144
<i>Mid West Region</i>	94	22	72
<i>SAE Total</i>	514	68	446
National (BMW+SAE)	1054	153	901

<i>Measure/Sub-Measure: Early School Leavers - Senior Traveller Training Centres</i>	
<i>Indicator Used:</i> <i>% of trainees completing TTC courses progressing to full-time employment/education/training</i>	0 42%

<i>Measure/Sub-Measure:Early School Leavers – Youthreach Centres</i>			
<i>Indicator Used: Enrolment - 30 December 2006 classified by sex</i>			
Region	Total	Gender break-down (where appropriate)	
		Male	Female
<i>BorderRegion</i>	369	187	182
<i>Midland Region</i>	155	68	87
<i>West Region</i>	291	156	135
<i>BMWTotal</i>	815	411	404
<i>South East Region</i>	263	140	123
<i>Mid East Region</i>	313	156	157
<i>Dublin Region</i>	718	361	357
<i>South West Region</i>	429	200	229
<i>Mid West Region</i>	303	144	159
<i>SAE Total</i>	2026	1001	1025
National (BMW+SAE)	2841	1412	1429

<i>Measure/Sub-Measure:Early School Leavers – Youthreach Centres</i>	
<i>Indicator Used:</i> <i>% of trainees completing Youthreach progressing to full-time employment/education/training</i>	71%

Progress with regard to expenditure

Table 1 – Expenditure for January – Dec, 2006

EHRD-OP €m	% of Measure Forecast	Total Prog spend	Total co-financed (CSF expend)	E U Structural Funds	National Public Co-financed	Private Co-financed	Public Non-Co-financed
		<i>C1</i>	<i>C3</i>	<i>c5</i>	<i>C10</i>	<i>c14</i>	<i>c25</i>
BMW Expend in 2006	92%	27.411	27.411	20.558	6.853	0.000	0.000
SAE Expend in 2006	91%	50.085	80.085	25.042	25.042	0.000	0.000
Nat Expend in 2006	91%	77.496	77.496	45.601	31.895	0.000	0.000

Table 2– Cumulative expenditure from January 2000 to Dec, 2006

EHRD-OP €m	% of Measure Forecast	Total Prog spend	Total co-financed (CSF expend)	EU Structural Funds	National Public Co-financed	Private C o - financed	Public Non-Co-financed
		<i>C1</i>	<i>C3</i>	<i>c5</i>	<i>C10</i>	<i>c14</i>	<i>c25</i>
BMW Expenditure 2000 – 2006	77%	140.486	127.508	95.631	31.877	0.000	12.978
SAE Expenditure 2000– 2006	103%	258.963	219.227	109.613	109.613	0.000	39.736
Nat Expenditure 2000 – 2006	92%	399.449	346.735	205.244	141.491	0.000	52.714

Horizontal Issues

Report(s) on the relevant Horizontal Principle(s) will be provided for the Spring 2007 Monitoring Committee meeting in accordance with Monitoring Committee reporting requirements. (please see attachments provided separately)

Compliance with EU and National policy

It is the policy of the Department of Education and Science to comply with all EU regulations in relation to procurement, state aids, etc.

Publicity

Information leaflets and posters are widely circulated on the YOUTHREACH and Senior Traveller Training Centre programmes, which include acknowledgement of ESF funding and the EU and NDP logos. Local centres have established referral networks which link the services extensively with other agencies. The national co-ordinator's office has worked in partnership with the NDP Information Unit's Local

Media Campaign highlighting and explaining the implementation of the NDP at a county/local level.

North/South Cooperation

The National Coordinators of Youthreach and the Senior Traveller Training Centres are part of an 'implementation sub-committee' established by the cross-border body the North-South Education Forum. A number of reports have been published by the NSEF including a survey of the training needs of staff in Youthreach and Senior Traveller Training Centres.

Guidance has been highlighted as an area for joint co-operation and initial meetings with Northern interests have been held. Good practice and experience under the University for Industry Learn Direct initiative is being shared.

Proposals for re-profiling of expenditure (where applicable)

None

Proposals to amend Programme Complement (where applicable)

None

Measure 13: Skills Training for Unemployed and Redundant Workers

Under this Measure, FÁS delivered a wide range of skills training courses through its network of training centres and through contracted training providers.

Courses and programmes were 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 and increase the prospects of trainees returning to employment.

Significant Changes in the Operating Environment

There were no significant changes in the operating environment in the period under review.

Commentary on Measure-related progress

FÁS continued to deliver a wide range of courses for unemployed and other job-seekers throughout its network of training centres and external contractors. The aim is to ensure that courses and services continue to provide choice, flexibility and relevance to the labour market. Key actions in the period included the addition of more than a dozen new courses to the suite of skills courses in FÁS training centres. Work commenced on up-dating a large number of training courses. The structure of FAS training courses was reviewed to help clarify their levels and purpose, ranging from foundation to advanced training courses.

FAS continued to ensure the quality of service through on-going pursuit of ISO 9001:2000 accreditation. To-date, progress has been made with ISO and Q Mark granted to, or maintained by, the following FAS training centres:- Cork, Dundalk, Waterford/Wexford, Limerick, Shannon, Galway/Ballina, Letterkenny/Gweedore, City Centre (Dublin), Finglas.

In the period, FÁS continued to implement the development and implementation of flexible, learner-centred approaches, based on the appropriate application of Information and Communication Technology (ICT) in FÁS training centres. Relevant instructors and training centre personnel throughout the network of FÁS training centres were briefed. A review of training centre intranets was undertaken to ensure that a standardised system, with appropriate capacity, will support the future delivery of training and on-line testing in training centres. The capability of the Training Services Broadband network was also reviewed, to ensure on-line access 24 X 7.

FAS provides a flexible and comprehensive range of supports to people facing redundancies, including an integrated guidance and support service for individuals about to be made redundant. A review of FÁS Services for Company Closures/LayOffs was completed in 2006 and appropriate guidelines developed in line with these recommendations.

FAS Training Centres have been encouraged to experiment with flexible start / finish times and staged induction periods with one or two in-centre Foundation and Bridging

Courses. They are also encouraged to increase part-time provision in contracted training.

The FAS Research & Planning Department, which provides labour market and skills research to support policy-making and to evaluate the effectiveness of current labour market policies, continued to provide information on trends and developments in the Irish labour market in 2006. The Department provided statistics and data on skills in Ireland through its National Skills Database. As part of its contribution to the work of the Expert Group on Future Skills Needs (EGFSN), three major reports were produced; the National Skills Bulletin, the Education/Training Supply Bulletin and a background report on education and training in Ireland for the research towards the National Skills Strategy. Studies were also commenced in relation to the engineering, financial services and construction sectors.

FÁS has also begun to develop a major bio-pharma training facility in Carrigaline in order to meet the growth of the bio-pharma industry in the Cork region. Refurbishment work on a building began in 2006 and a new 17-week Pharmaceutical Operatives course (with specialist options) has been developed by FÁS.

A number of FÁS training courses, such as T.V. and Video Production, which had previously been validated by external bodies, were redesigned in 2006 to meet FETAC certification standards.

While FÁS does not provide full-time, stand-alone, English language courses, it provides technical English language training where appropriate. In 2006 FÁS developed two generic English language-training courses and three industry-specific courses (covering the hospitality, construction and security sectors).

Progress in relation to physical indicators and targets

A total of 9,288 persons (5,916 women and 3,372 men) completed training under this Measure in 2006, slightly less than the 9,812 (6,461 female and 3,351 male) completers in 2005. Females comprised 64% of throughput in this period. In respect of the two regions, 2,588 persons were trained in the BMW region, compared to 6,700 in the S&E region.

End of course placement was significantly higher in 2006 at 49% compared to 35% in 2005. This probably reflects greater efforts by FAS to track placement of trainees. The more informative, situation at time of the follow-up survey, showed that 75% of participants were in employment, further education or training at the time of the survey.

86% of trainees stated that they were satisfied or very satisfied with the programme. The percentage was higher for females (92%) compared to males (78%).

Monitoring Indicators (Annual Targets)															
Key Effectiveness Indicator			% in employment or further education/training at time of follow up survey												
Additional Measure Indicators			Region	Base Line 1999			Jan 2006- December 2006			Mid Term Target (Cum 2000-2003)			Final Target (Cum 2000 -2006)		
Indicator				M	F	T	M	F	T	M	F	T	M	F	T
Output															
01	Number completing training during the year	BMW				840	1,748	2,588							
		SAE				2,532	4,168	6,700							
		NAT				3,372	5,916	9,288							
Result															
01	Placement % at end of course.	BMW				59%	45%	50%							
		SAE				52%	48%	49%							
		NAT				53%	47%	49%							
02	No. of completions with certification at end of course	BMW				428	867	1,295							
		SAE				1,291	2,194	3,485							
		NAT				1,719	3,061	4,780							
Impact															
01	% in employment or further education/ training at time of follow- up survey (Annual Follow-Up Survey.)* (**)	BMW				79%	74%	76%							
		SAE				72%	76%	74%							
		NAT			75%	75%	75%	75%			80%			80%	
02	Satisfaction of trainees with programme. (Annual Follow-Up Survey.)* (**)	BMW				87%	90%	89%							
		SAE				74%	93%	85%							
		NAT			n/a	78%	92%	86%			85%			90%	

* FÁS follow-up survey, refers to persons surveyed in 2004 who left FÁS programmes in 2003. This is the most up to date information.

** These figures indicate the annual % level.

Monitoring Indicators (Cumulative Targets)															
Key Effectiveness Indicator			% in employment or further education/training at time of follow up survey												
Additional Measure Indicators			Region	Base Line 1999			Jan 2000- December 2006			Mid Term Target (Cum 2000-2003)			Final Target (Cum 2000 -2006)		
Indicator				M	F	T	M	F	T	M	F	T	M	F	T
Output															
01	Number completing training during the year	BMW			3,462	6,110	13,029	19,139			5,000			8,750	
		SAE			10,211	22,794	34,243	57,037			15,000			26,250	
		NAT	5,748	7,925	13,673	28,904	47,272	76,176	8,400	11,600	20,000	14,700	20,300	35,000	
Result															
01	Placement % at end of course.	BMW				43%	44%	44%							
		SAE				50%	50%	50%							
		NAT	n/a	n/a	n/a	48%	49%	48%			75%			75%	
02	No. of completions with certification at end of course.	BMW				2,909	5,955	8,864							
		SAE				11,178	17,700	28,878							
		NAT	n/a	n/a	n/a	14,087	23,655	37,742			15,000			26,250	
Impact															
01	% in employment or further education/ training at time of follow- up survey (Annual Follow-Up Survey.)* (**)	BMW				79%	74%	76%							
		SAE				72%	76%	74%							
		NAT			75%	75%	75%	75%			80%			80%	
02	Satisfaction of trainees with programme. (Annual Follow-Up Survey.)* (**)	BMW				87%	90%	89%							
		SAE				74%	93%	85%							
		NAT			n/a	78%	92%	86%			85%			90%	

* FÁS follow-up survey, refers to persons surveyed in 2004 who left FÁS programmes in 2003. This is the most up to date information.

** These figures indicate the annual % level.

Progress with regard to expenditure

Nationally, expenditure on this measure in 2006 amounted to €74.25 million, comprised of €19.69 million in the BMW region and €54.59 million in the S&E region. Cumulative expenditure from 2000 to 2006 amounted to €572.45 million.

Further details of expenditure by region in 2006, and the funding of that expenditure, is presented below.

		Annex 1					
	Expenditure 2006			Measure 13			
	Total Forecast	Total Expenditure	Expenditure as % of Forecast	ESF+ Co- Financed	ESF	C o - Financed	Non Co Financed
Dublin City		25,476,273		-	-	-	25,476,273
South East		12,812,454		-	-	-	12,812,454
Mid East		1,575,192		-	-	-	1,575,192
Mid West		5,755,582		-	-	-	5,755,582
South West		8,938,778		-	-	-	8,938,778
S&E	49,786,000	54,558,279	110%	-	-	-	54,558,279
				-			
Border		9,063,075		4,356,302	3,267,226	1,089,075	4,706,773
Midlands		6,612,202		2,913,422	2,185,067	728,356	3,698,780
West		4,013,828		2,092,943	1,569,707	523,236	1,920,885
BMW	14,308,000	19,689,104	138%	9,362,667	7,022,000	2,340,667	10,326,438
				-			
Total	64,094,000	74,247,383	116%	9,362,667	7,022,000	2,340,667	64,884,716

Horizontal issues.

See separate horizontal reports.

Compliance with EU and National policy

All activities in the period complied with national and EU policies regarding the implementation of the National Employment Action Plan and the European Employment Strategy.

Publicity

Brochures, letterheads and other documentation related to this Measure complied with Information and Publicity requirements.

North/South Cooperation

In September 2006, a new joint training initiative was launched in Donegal and Derry. This initiative targets redundant workers and those employees in danger of being marginalised, and provides guidance counselling, interpersonal and vocational skills training.

Proposals for re-profiling of expenditure (where applicable)**Proposals to amend Programme Complements (where applicable)**

Measure 14A- Apprenticeship/Traineeship

The Apprenticeship programme provides the necessary national standards of skills training and qualifications in the key crafts and occupations required by the Irish economy. The programme provides relevant high-quality training, in co-operation with the social partners, to meet the needs of individuals and employers.

Traineeships are developed in consultation with the relevant social partners in each of the occupations concerned to ensure that the skills and competences developed are in line with the new and emerging skill needs of the workplace. They provide both on and off the job training leading to recognized qualifications and occupational routes for progression through identified career paths.

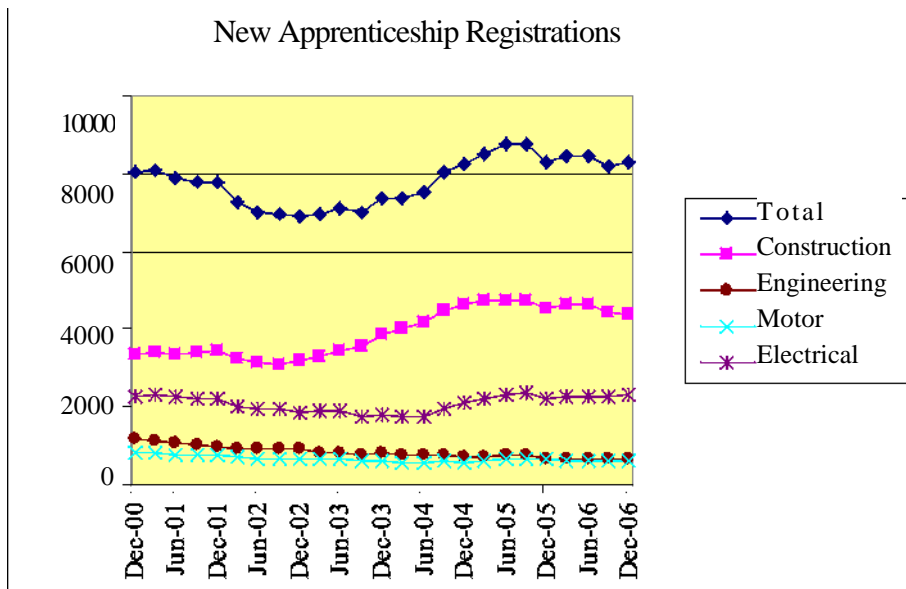
Significant Changes in the Operating Environment

There were no significant changes in the operating environment in the period under review.

Commentary on Measure-related progress

Apprentices

There were a record number of apprentices in 2006, with the figure rising to just under 29,800, up 4% on 2005. A total of 8,300 new apprentices registered with FÁS in 2006, unchanged from 2005. The profile of new apprenticeships continued to be dominated by the construction and electrical trades, accounting for over 80% of all apprenticeship starts in 2006.



Over the last few years FÁS has been developing revised curricula for all the apprenticeship trades. A number of revised apprenticeship curricula were endorsed by the National Apprenticeship Advisory Committee in 2006. These were Agricultural Mechanic, Carpentry and Joinery, Electrical, Plumbing, Motor, Construction Plant Fitter, Floor and Wall Tiler, Refrigeration and Air Conditioning, Heavy Vehicle Mechanics, Electrical Instrumentation, Instrumentation, Metal Fabricator, Painter and Decorator, Plasterer, Toolmaker, Sheet Metal Worker and Vehicle Body Repairer. By the end of 2006, revised curricula for 16 trades had been approved in total and 3,335 apprentices who attended FÁS Phase 2 training in 2006 followed the new curricula.

As part of the implementation process, FÁS Instructors received training in the new technical elements introduced in the revised curricula. Another key step in the revised curricula implementation process was the provision of learner resource material to facilitate the delivery of the revised curricula- especially in the Motor sector, where significant technical changes were introduced. Plans were initiated to have all apprenticeship instructors trained in the new computerised assessment system, in conjunction with the introduction of the new revised curriculum.

The process of developing new apprentice trades was continued in 2006 with the curricula for Industrial Insulation and Electronic Security Systems Installer completed and that for Environmental Stone, Farriery and Jewellery underway. New 'Generic Common Modules' that will be taken by all apprentices were also developed in the five areas of Environment, Learning to Learn, Basic IT Awareness, Health and Safety Awareness, and Employment Legislation Awareness. These modules will be delivered by a mixture of on-line, CD-Rom and workbook media.

FÁS, in co-operation with the Institutes of Technology, has developed protocols and procedures in relation to the Recognition of Prior Learning in apprenticeship. These enable persons who have gained relevant experience or qualifications, for example under the old 'Time-Served' apprenticeship system or in other countries' systems, to gain exemption from some of the earlier phases of the current seven-phase system. In 2006, 180 persons obtained a National Craft Certificate following this process.

No. of Apprentice Registrations by Trade 2006

Designated Trade	
CABINET MAKER	207
WOOD MACHINIST	14
ORIGINATOR	2
PRINTER	20
CARTON MAKER	0
BOOKBINDER	5
NETWORK TECHNICIANS	0
ELECTRICIAN	2271
INSTRUMENTATION CRAFTSPERSON	17
ELECTRICIAN (INSTRUMENTATION) MOTOR	46
MECHANIC	439
AGRICULTURAL MECHANIC	51
HEAVY VEHICLE MECHANIC	135
VEHICLE BODY REPAIRER	95
FITTER	171
TOOLMAKER AIRCRAFT	33
MECHANIC	56
REFRIGERATION CRAFTSPERSON	106
SHEET METAL WORKER	46
METAL FABRICATOR	199
FLOOR/WALL TILER	32
CARPENTER/JOINER	1908
PAINTER/DECORATOR	161
PLUMBER	1500
BRICKLAYER	473
PLASTERER	220
CONSTRUCTION PLANT FITTER	70
Total	8277

Traineeships

During the period FÁS consulted with FETAC in relation to the Interim Standards process for awards placed in the National Framework of Qualifications. This involved reviewing rule statements for all Traineeships for which FETAC levels 4 and 5, as well as Advanced Certificates at level 6, in the framework are awarded. The process also included agreeing revised Award Titles with FETAC, which reflect more closely the occupational field concerned, in line with FETAC policy on award titles.

A new Thatcher Traineeship commenced at Portumna Castle in County Galway. The one-year duration Traineeship is delivered by FÁS on an OPW heritage site, with the support of employers, the Department of the Environment, OPW and the Heritage Council.

FÁS in consultation with the Private Security Authority (PSA) developed a number of new stand alone Modules (minor awards) arising from the private security sector's licensing directive. The new modules, Door Security and Security Guarding, were completed and piloted in the period. The Private Security Personnel Traineeship (major award) was also revised and updated to take account of new legislation. All three programmes were approved by PSA and validated by FETAC.

The review of the Auto-Turning Traineeship was completed. The new programme has three sets of alternative assessments and lends itself to individual minor awards plus a major award. It is also *RPL-friendly* and supports the provision of training and certification for existing workers - which is an identified need in the sector. A review of the IT Support Specialist traineeship was initiated with the development of a new set of on-the-job practical assignments as part of the Assessment package. Other work undertaken during the period included a revision of the Childcare Practitioner traineeship in consultation with Barnado's and other childcare stakeholders and of the Health Care Assistant in consultation with the HSE and Health Board personnel.

FÁS commenced the development of a training programme for workplace assessors and internal verifiers who have responsibility for supporting workplace training for Apprenticeship and Traineeship participants. When completed, this will provide FETAC certification for persons responsible for workplace training. It is expected that the programme will be piloted in 2007.

Progress in relation to physical indicators and targets

6,761 apprentices completed Phase 2 training in FÁS in 2006 compared to 6,483 in 2005. 2,067 people (1,497 women and 570 men) completed Traineeships in the period compared to 1,979 people (1,421 women and 558 men) in 2005.

4,752 apprentices were awarded the National Craft Certificate, slightly down on the figure of 4,948 in 2005.

69% of Traineeship participants (68% of women and 70% of men) were in employment at the time of the follow-up survey.

53% of Traineeship completions (51% of women and 58% men) achieved certification; a good improvement on rates of 43%, 37% and 56% respectively in 2005.

Monitoring Indicators (Annual Targets)														
Key Effectiveness Indicator		Number of Apprentices awarded National Craft certificates												
Additional Measure Indicators		Region	Base Line 1999			Jan 2006- December 2006			Mid Term Target (Cum 2000-2003)			Final Target (Cum 2000 -2006)		
Indicator			M	F	T	M	F	T	M	F	T	M	F	T
Output														
01	Numberof Apprentices completing phase 2 training in FÁS.	BMW				1,803	7	1,810						
		SAE				4,928	23	4,951						
		NAT				6,731	30	6,761						
02	Number of persons completing Traineeship during year.(FÁS Annual)	BMW				138	524	662						
		SAE				432	973	1,405						
		NAT				570	1,497	2,067						
03	Number of Agreed National Frameworks for Traineeship (with Social Partners) in particular sectors or groups of occupations.(FÁS Annual)	BMW												
		SAE												
		NAT						24						
Result														
01	Balanced intake into Traineeships across educational, age and gender criteria. (% LTU, over25 & ESL)* **	BMW				71%	64%	66%						
		SAE				65%	71%	69%						
		NAT				68%	68%	68%						
02	Number of Apprentices awarded National Craft Certificates	BMW				1,206	2	1,208						
		SAE				3,523	21	3,544						
		NAT				4,729	23	4,752						
03	Placement at end of Traineeship Programme.(FÁS Annual%)**	BMW				67%	59%	60%						
		SAE				76%	63%	67%						
		NAT				74%	61%	65%						
04	% of Traineeship completions achieving Certification.(FÁS Annual%) **	BMW				41%	47%	46%						
		SAE				63%	54%	57%						
		NAT				58%	51%	53%						
Impact														
01	% of Traineeship in employment at time of follow up survey***	BMW				75%	65%	68%						
		SAE				68%	72%	70%						
		NAT	86%	73%	80%	70%	68%	69%			80%			80%

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

** These figures indicate the annual % level.

*** FÁS follow-up survey, refers to persons surveyed in 2004 who left FÁS programmes in 2003. This is the most up to date information.

Monitoring Indicators (Cumulative Targets)														
Key Effectiveness Indicator		Number of Apprentices awarded National Craft certificates												
Additional Measure Indicators		Region	Base Line 1999			Jan 2000- December 2006			Mid Term Target (Cum 2000-2003)			Final Target (Cum 2000 -2006)		
Indicator			M	F	T	M	F	T	M	F	T	M	F	T
Output														
01	Number of Apprentices completing phase 2 training in FÁS.	BMW			n/a	10,958	34	10,992			6,785			12,650
		SAE			n/a	35,038	150	35,188			22,715			42,350
		NAT	5,037	29	5,066	45,996	184	46,180	29,000	500	29,500	53,475	1,525	55,000
02	No. of persons completing Traineeship during year.(FÁS Annual)	BMW			610	1,616	2,828	4,444			3,500			9,963
		SAE			1,134	2,960	4,249	7,209			6,500			14,787
		NAT	942	802	1,744	4,576	7,077	11,653	5,000	5,000	10,000	11,375	11,375	22,750
03	Number of Agreed National Frameworks for Traineeship (with Social Partners) in particular sectors or groups of occupations.(FAS Annual)	BMW												
		SAE												
		NAT			3			24			15			20
Result														
01	Balanced intake into Traineeships across educational, age and gender criteria. (% LTU, over25 & ESL)*	BMW				51%	61%	57%						
		SAE				53%	63%	59%						
		NAT			n/a	52%	62%	59%			50%			50%
02	Number of Apprentices awarded National Craft Certificates	BMW			n/a									
		SAE			n/a									
		NAT	2,184	9	2,193			20,352			16,800			36,300
03	Placement at end of Traineeship Programme.	BMW				67%	57%	61%						
		SAE				67%	60%	63%						
		NAT	75%	79%	77%	67%	59%	62%			80%			80%
04	% of Traineeship completions achieving Certification.	BMW			n/a	67%	60%	63%						
		SAE			n/a	58%	49%	53%						
		NAT	n/a	n/a	n/a	62%	54%	57%			70%			78%
Impact														
01	% of Traineeship in employment at time of follow up survey**	BMW				75%	65%	68%						
		SAE				68%	72%	70%						
		NAT	86%	73%	80%	70%	68%	69%			80%			80%

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

** FÁS follow-up survey, refers to persons surveyed in 2004 who left FÁS programmes in 2003. This is the most up to date information.

Progress with regard to expenditure

Nationally, expenditure on this measure in 2006 amounted to €181.97 million, comprised of €53.61 million in the BMW region and €128.36 million in the S&E region. Total expenditure 2000-2006 was €994.16 million.

More details on expenditure and funding on this Measure by region is presented in the table below.

		Annex 1					
	Expenditure 2006			Measure 14			
	Total Forecast	Total Expenditure	Expenditure as % of Forecast	ESF+ Co-Financed	ESF	Co - Financed	Non Co Financed
Dublin City		54,230,755		7,541,033	3,770,516	3,770,516	46,689,722
South East		22,601,913		489,275	244,637	244,637	22,112,639
Mid East		-		-	-	-	-
Mid West		18,498,972		2,101,686	1,050,843	1,050,843	16,397,286
South West		33,026,918		1,779,983	889,991	889,991	31,246,935
S&E	102,227,000	128,358,558	126%	11,911,976	5,955,988	5,955,988	116,446,582
				-			
Border		28,143,484		2,168,123	1,626,092	542,031	25,975,362
Midlands		13,020,002		610,931	458,198	152,733	12,409,071
West		12,448,806		1,429,245	1,071,934	357,311	11,019,561
BMW	82,140,000	53,612,293	65%	4,208,299	3,156,224	1,052,075	49,403,994
				-			
Total	184,367,000	181,970,851	99%	16,120,274	9,112,212	7,008,063	165,850,577

Horizontal issues

See separate reports.

Compliance with EU and National policy

FÁS programmes contribute to the objectives of the National Development Plan, the Operational Programme for Employment and Human Resources Development and the European Employment Strategy.

Publicity

All FÁS training centres, employment services offices as well as FÁS-funded community projects and CTCs exhibit signage acknowledging NDP and/or NDP/ESF funding, as appropriate. Promotional materials for services under this Measure also acknowledge funders.

North/South Cooperation

No specific projects in the period.

Proposals for re-profiling of expenditure (where applicable)

Entrepreneurship Priority

Measure 18A In-Company Training

FÁS actions under this Measure aim to enhance the productivity and competitiveness of Irish companies in selected sectors through the provision of advice and assistance to companies in identifying and meeting their HRD needs. It also up-skills the workforce in companies, so increasing national competitiveness and individual career success. Activities include the analysis of sectoral training needs and the implementation of programmes to meet these needs, as well as the promotion of the 'Excellence through People' scheme to improve the ability of companies to identify and plan their training needs. Another key activity has been the implementation of a wide range of environment-related courses to respond to new and emerging legislative requirements.

Significant Changes in the Operating Environment

No significant changes in the period.

Commentary on Measure-related progress

FÁS significantly increased its services to encourage and assist training for companies and people in employment in 2006. Total expenditure amounted to €45 million compared to €26 million in 2005.

In recognition of the importance of training for companies and the employed, the Board of FÁS established a new Sub-Committee to advise and monitor developments in this area. This Sub-Committee met regularly during 2006 to review existing and planned activities and consider the introduction of new programmes and services. In addition, existing Advisory Committees in the Engineering, Construction and Film/TV sectors were re-constituted and reviewed national skills and training needs and existing responses with a view to identify any further provision required.

The Competency Development Programme (CDP) provides financial subsidies to reduce the costs of training courses in a wide range of different skills and sectors including management, supervisory, sales and marketing, IT, retail sales, contract cleaning and carers. These courses, identified as priority needs on the basis of industry consultation and research, are run by certified training providers and cover both national and many regional locations. In the period, FÁS expanded the Competency Development Programme (CDP) at both national and regional levels. The procedures for the operation and implementation of the CDP were reviewed and updated. The major changes included an increase in financial rates of support - including 100% training rate support for low skilled and vulnerable workers - as well as procedures and financial support available for the establishment of Training and Development Networks. The revised procedures for the CDP provide guidelines for the operation of the programme and enable FÁS staff to provide a more streamlined and innovative approach to the identified needs of those in employment. Work continued on a new IT system for the CDP which, when fully operational, will be able to analyse and

report on the gender, age group and education level of participants, as well as provide information on the number, size, location and sector of participating companies.

FÁS continued to promote the Excellence Through People standard for Irish industry. In 2006, under the revised Excellence Through People criteria, 58 organisations were awarded the Standard level, 18 achieved Gold and nine attained the Platinum level. Over six hundred organisations, employing in excess of 150,000 people, had achieved the Excellence Through People standard by the end of 2006.

During the period, FÁS continued the promotion and implementation of the Workplace Basic Education Fund (WBEF) which is designed to promote and deliver basic skills training to employees in low skilled/low paid employment. The programme comprises 30-45 hours of communications (applied literacy) at FETAC Level 3, delivered in the workplace over several weeks (3-4 hours per week), to groups of 8 people. FÁS is responsible for the management of the WBEF, which it operates in association with the National Adult Literacy Agency (NALA) and the VECs. A Work-Based Education National Steering Group has been established to oversee the programme.

Based on the lessons learned during the introduction of the Fund in 2005, a new approach was implemented in 2006 resulting in a revised role for the seven regional co-ordinators and a new integrated approach to the design and delivery of the learning materials. The seven co-ordinators (4 from NALA and 3 from ICTU) now engage directly with employers on a regional basis, to identify companies with low skilled/low paid employment. Then, in co-operation with management and union officials, they act as promoters within the workplace and recruit employees directly. They also oversee the workplace delivery and organise/manage training initiatives locally between employers and the training providers. The VECs are the main providers of the training under the programme.

New learning materials feature a themed integrated curriculum approach to the design and delivery of workplace education and training. The themed approach links literacy/numeracy learning with the development of other work-related skills and knowledge. The *communication in health, safety and hygiene in the workplace* programme has been most popular programme. Other integrated curriculum approaches have been developed for the cleaning, food and drink, manufacturing (especially in the NW region with employees at risk) and security sectors. The new approach has proved to be popular with the target audience and has resulted in a significant increase in the number of participants. In 2006 a total of 1,500 employees participated on such programmes. To further increase participation, FÁS developed, in co-operation with NALA and the Health and Safety Authority, two special training programmes 'Steps to Safety' and 'Safe and Well' which were launched in December 2006 to link basic education to health and safety issues. The feedback from employers has also been very positive, with their employees continuing to progress to more general training programmes as a result.

FÁS is responsible for the management of the Construction Skills Certification Scheme (CSCS) and the Safe Pass scheme. Activity under these Schemes continued strongly in 2006 with, in both cases, a mixture of new applicants and persons needing to renew their certification. In 2006, 16,000 CSCS and 161,000 Safe Pass cards were

issued. An independent review of the schemes was completed in 2006 and made a series of recommendations to improve the quality and administration of the schemes. Overall, these have been accepted and are being implemented.

A particular feature of FÁS' provision is the 'Strategic Alliance' approach whereby FÁS contracts with major national organisations to deliver a suite of suitable training courses. This approach was fully developed in 2006 through alliances with organisations including the SFA, ISME, Chambers of Commerce Ireland, ICTU and the CIF. Further, in response to reports of the Small Business Forum and the Expert Group on Future Skills Needs, FÁS initiated a public call for 'Expressions of Interest' to run further training courses for SME Management Development. FÁS also sought 'Expressions of Interest' in respect of training for persons with low-skills and/or low-qualifications and these were considered towards the end of 2006 with a view to implementation in 2007.

Under the FÁS Strategic Alliance programme, two national ICT training projects were under development in 2006, in co-operation with the National College of Ireland (NCI). The *Digital Action Programme* - designed to provide basic computer skills to employees in low skilled/low paid employment; and the *Knowledge Economy Skills Passport (KESP)* - designed as a blended learning programme that targets the key competencies required by workers operating in the knowledge-based economy. Participants (target 500 in year 1 pilot) who successfully complete the programme will be awarded the KESP 'passport'. The certification will be initially granted through the National College of Ireland and later at HETAC Level 6. The KESP curriculum will cover the following:

- IT Skills for the knowledge economy
- Science and Technology Fundamentals
- Business Skills Innovation
- Entrepreneurship

FÁS and Enterprise Ireland also developed new programmes for Domestic and International Sales. The programmes are aimed at graduates and experienced professionals and will enable Irish firms increase the national stock of sales and marketing talent. This is part of FÁS' response to the Enterprise Strategy Group's report

Within the FÁS Services to Business (STB) division, work continued to introduce the necessary quality assurance systems and procedures to ensure compliance with the requirements of HETAC and FETAC. STB also encouraged and supported external registered training providers in their applications for approval to the Awards Councils.

Various models for Paid Learning Leave were developed and presented to the Training for the Employed FÁS Board Sub Committee. It is intended to pilot this approach in 2007.

FÁS continued to organise and co-ordinate a wide range of environment-related courses to ensure the provision of construction & environmental training in line with legislative requirements. These courses provide the expertise required for managing the environment, improving environmental quality standards and raising standards of health, safety and welfare across the Irish economy.

In 2006, over 4000 people participated in the following environment-related courses

Waste Management Programme	165
Waste Water Treatment Plant Operation Programme	103
Water Treatment Plant Operation Programme	120
Water Protection & Nutrient Management Planning	30
Construction & Demolition Waste	84
Environmental Management Systems Programme	45
Waste Facilities Operative Training	35
Site Suitability Assessment Training for on-site wastewater treatment	195
Site Suitability Assessment Training for ELS Systems	38
Road Workers Training Programmes	3098
Environmental Inspection Skills	125
Timber Frame Supervision	12
Litter Wardens	25

Progress in relation to physical indicators and targets

667 Irish companies had been awarded Excellence Through People certification by the end of 2006. Note, however, that for some of these companies their certification had lapsed. Thus, it is estimated that about 600 companies actually had current ETP certification at the end of the year.

Final statistics are not available in relation to training participation in 2006. It is estimated that about 22,000 employed persons were trained with FAS support under the Competency Development Programme. In addition, 1,500 employed persons participated in training courses related to communications, literacy and numeracy funded under the Workplace Basic Education Fund.

They were 160 registrations of approved training companies for the period compared to 172 in the same period in 2005.

Monitoring Indicators (Annual Targets)														
Key Effectiveness Indicator		Number of companies with recognised, high quality training												
Additional Measure Indicators		Region	Base Line 1999			Jan 2006 - June 2006			Mid Term Target (Cum 2000-2003)			Final Target (Cum 2000 -2006)		
Indicator			M	F	T	M	F	T	M	F	T	M	F	T
Output														
01	No. of companies in receipt of FÁS support during year (FÁS Quarterly)*	BMW												
		SAE												
		NAT												
02	No. of employees trained with FÁS support during year (FÁS Quarterly)	BMW												
		SAE												
		NAT												
Result														
01	Number of companies with recognised, high-quality, Training Systems (Excellence through People or similar (FÁS Quarterly)	BMW												
		SAE												
		NAT						667						
02	Percentage of financial support going to small companies (under 50)	BMW												
		SAE												
		NAT												
03	% of trainees receiving certification.	BMW												
		SAE												
		NAT												
04	Approximate company spend on training.	BMW												
		SAE												
		NAT												
Impact														
01	Percentage of Company Payroll Spent on Training Courses:(1994 EU CVTS Survey)**	BMW												
		SAE												
		NAT						2.4%						
02	Number of registrations of approved training companies during the year (FÁS Quarterly).	BMW												
		SAE												
		NAT						160						

Monitoring Indicators (Cumulative Targets)														
Key Effectiveness Indicator		Number of companies with recognised, high quality training												
Additional Measure Indicators		Region	Base Line 1999			Jan 2000 - June 2006			Mid Term Target (Cum 2000-2003)			Final Target (Cum 2000 -2006)		
Indicator			M	F	T	M	F	T	M	F	T	M	F	T
Output														
01	No. of companies in receipt of FÁS support during year (FÁS quarterly)*	BMW SAE NAT			*						2,400			4,200
					*						5,600			9,800
			*	*	*			5,128			8,000			14,000
02	No. of employees trained with FÁS support during year (FÁS quarterly)	BMW SAE NAT				7,132	4,154	11,286			31,200			7,800
						10,846	6,452	17,298			72,800			18,200
						17,978	10,606	28,584	69,680	34,320	104,000	121,940	60,060	182,000
Result														
01	Number of companies with recognised, high-quality, Training Systems (Excellence through People or similar (FÁS quarterly)	BMW SAE NAT			40									
					60									
					100			1,692			250			400
02	% of financial support going to small companies (under 50)	BMW SAE NAT												
								80%			80%			80%
03	% of trainees receiving certification.	BMW SAE NAT												
04	Approximate company spend on training.	BMW SAE NAT												
Impact														
01	% of company payroll spent on Training Courses:(1 994 EU CVTS Survey)**	BMW SAE NAT												
					1.5%**			2.4%**			2.5%			3.0%
02	Number of registrations of approved training companies during the year (FÁS quarterly).	BMW SAE NAT			64									
					246									
					310			320			232			450

Progress with regard to expenditure

Expenditure on this measure amounted to €45.46 million in 2006. This represented a considerable increase compared to the figure of €26 million in 2005. Expenditure in the S&E Region was €32.42 million and was €13.04 in the BMW region. Cumulative expenditure for 2000-2006 was €144.42 million. More details on expenditure by region in 2006 is presented below. This also shows the funding sources in 2006.

		Annex 1					
	Expenditure 2006			Measure 18			
	Total Forecast	Total Expenditure	Expenditure as % of Forecast	ESF+ Co-Financed	ESF	C o - Financed	Non Co Financed
Dublin City		17,353,530		13,588,200	6,794,100	6,794,100	3,765,329
South East		5,614,071		5,607,858	2,803,929	2,803,929	6,212
Mid East		-		-	-	-	-
Mid West		3,163,076		3,159,037	1,579,519	1,579,519	4,038
South West		6,284,915		6,278,703	3,139,351	3,139,351	6,212
S&E	100,000	32,415,591	32416%	28,633,799	14,316,899	14,316,899	3,781,792
				-			
Border		6,420,118		6,412,974	4,809,730	1,603,243	7,144
Midlands		3,662,283		3,654,020	2,740,515	913,505	8,263
West		2,960,319		2,957,212	2,217,909	739,303	3,106
BMW	2,053,000	13,042,719	635%	13,024,206	9,768,154	3,256,051	18,513
				-			
Total	2,153,000	45,458,310	2111%	41,658,004	24,085,054	17,572,951	3,800,306

Horizontal issues

Report on Horizontal Issues provided separately.

Compliance with EU and National policy

FÁS complies with all requirements in terms of tendering and public procurement. FÁS programmes contribute to the objectives of the National Development Plan, the Operational Programme for Employment and Human Resources Development and the European Employment Strategy.

Publicity

All FÁS training centres, employment services offices and FÁS-funded community Promotional materials for services under this Measure also acknowledge funders.

North/South Cooperation

No specific projects undertaken in the period.

Proposals for re-profiling of expenditure (where applicable)

No proposals.

Proposals to amend Programme Complements (where applicable)

No proposals.

Measure 18B In-Company Training

The need for Ireland to develop further, and more rapidly, as a knowledge-based economy has never been greater. This continues to be significant, as demonstrated by the number of recent industry closures, in areas of the economy previously considered 'safe', and the subsequent transfer of products and services to lower cost economies. The main priority of this measure is to provide financial support, and advice, to firms to enable them to improve the education and training of their management and staff at all levels and thus enable them to move up the knowledge based value-chain. In particular to support sustainable productivity, competitiveness and management capabilities in both emerging and existing SME's across all sectors including food and fish processing.

Significant Changes in the Operating Environment

There have been no significant changes since the last report (Jan 2006 – Jun 2006) submitted to the Monitoring Committee in Oct 2006. All the financial data is up-to-date and accurately reflects the position as of the end of Dec 2006.

Looking forward, in line with the ESG Report, the current restructuring of Enterprise Ireland continues to see a focus on an optimum combination of one-to-one company work, sectoral and group initiatives. Enterprise Ireland has set itself challenging targets in terms of delivering growth in new high potential business start ups, productivity and exports. The new structure has demonstrated it is delivering on these targets. Our activities are aimed at facilitating key client groups to compete and grow by working in partnership to develop key strategic capabilities. In addition, a specific recommendation in the ESG report that Enterprise Ireland should introduce an 'International Selling' programme has been addressed. This programme was developed and launched in late 2005. This initial programme attracted 30 participants and finished in Nov 2006. An interim evaluation of the programme has taken place which has endorsed the programme. Currently Enterprise Ireland is running two programmes (1xDublin & 1xCork) with over 50 participants.

Enterprise Ireland continues to partner with FAS to deliver additional services to a broader range of clients. This includes high technology start-ups via an Enterprise Start Programme, for people mainly in employment. Discussions are taking place on an Enterprise Development Programme, mainly for people who have left their employment to pursue an entrepreneurial career. To date over 144 participants have attended this programme

Commentary on Measure-related progress

As a result of the adjustment to the Measure Sheet 1 8B, which was based on reported expenditure trends in the previous reports, and the subsequent adjustment to Enterprise Ireland's financial tables in 2004, it now transpires that EI's expenditure under this measure is ahead of expectations. Following the one-off adjustment to the financial data in June 2004, where expenditure was expected to slow the current situation is that progress in relation to the take up of funding under this measure has continued at a relatively even pace to date. Currently we are showing an ESF spend equal to 130.5 1% of the revised target. This indicates an increase on the figure of 120.44% reported in the previous period.

Progress in relation to physical indicators and targets

(a) Numbers of companies receiving direct financial support for HRD

Indicator	Baseline 1 st Jan 2000	Indicator target to Dec 2006	N o . companies supported	% of Target
National	0	2000	1,423*	71.15% (74.2%)

*Note: One-off correction in June 2004

(b) Numbers of people trained previous % in ()

Indicator	Baseline 1 st Jan 2000	Indicator Target to Dec 2006	N o . Trained	% of Target
National	0	32,000	16,382	51.19% (51.4%)

Indicators (a) and (b) represent the situation in relation to claims submitted to EI to date. As stated previously there is a considerable time lag between activity and the subsequent submission of a valid claim. This can be due to a variety of causes including changing economic conditions affecting priorities, changes in industry technology/structure resulting in the need to change training schedules/programmes.

Number of HRD High Performers

Data is not available on this indicator.

(d) The Number of (EI) companies with a recognised high quality training system (e.g. 'Excellence Through People'.) Previous % in ()

Indicator	Baseline 1 st Jan 2000	Indicator target to end Dec 2006	No. with ETP	% of Target
National	5	105	124*	118.0% (77.6%)

*not including a further 15 in the Shannon Development region

EI is continuing to work on joint initiatives with FAS to promote the standard including giving it a presence on our website. However individual companies decide on an investment in this standard on the basis of whether it will help them to achieve specific business outcomes / benefits and whether this represents an adequate return on their investment. The standard has been restructured and revised recently and this upgrade of the standard has contributed to the continued take-up by companies. Two issues have resulted in the improved figures above. The number of companies in-the-pipeline at the time of writing the last report and the outcome of the DETE call for proposals on In-Company Training, in particular project 31 (Laois CEB), which focused on preparing SME's for Excellence Through People.

% of Trainees receiving 'Certification'.

All trainees receive either a certificate of attendance or a certificate of achievement for all training programmes attended. Enterprise Ireland's HRD department currently monitor the implementation of all training plans with approved investment

Approx Company (Total) Spend on Training €M

Indicator	Baseline _{1st} Jan 2000	Indicator target to end Dec 2006	Approx spend	% of Target
BMW	N/A	€73.27M	€21.709M	29.63% (30.28%)
SAE	N/A	€160.79M	€49.265M	30.64% (29.72%)
National	N/A	€234.06M	€70.974M	30.32% (29.90%)

Average company expenditure on training (%) Previous % in ()

Indicator	Baseline _{1st} Jan 2000	Indicator Target to end Dec 2006	Indicated % as of 2004 *	% of Target
National	N/A	2.32%	1.18% (1.16%)	51.3% (59.10%)

* Based on 2005 results (No change - latest results not available at the time of writing)

The latest Annual Business Survey data available indicates that we are currently under target rather than ahead as indicated in the previous report. This may be partly as a result of changes to the way the ABS is being produced and the time lag in producing the data. It may also be as a result of those responding in this survey do not accurately reflecting the position of our active clients. This situation is currently under review.

Progress with regard to expenditure:

Cumulative Expenditure Jan 2000 – Dec 2006

Total programme

Region	Total Programme Forecast €M	Total Programme Spend €M	Expenditure as a % of Forecast
BMW	€11.355M*	€31.490M	277.32%
SAE	€13.922M*	€66.507M	477.71%
Nat	€25.277M*	€97.997M	387.69%

*Based on revised forecast – does not include matching private.

Total EU Structural Funds

Region	EU Structural	EU Structural	Expenditure as a
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	Funds Forecast €M	Funds Spend €M	% of Forecast
BMW	€6.654M*	€7.327M	110.11%
SAE	€5.566M*	€8.621M	154.89%
Nat	€12.220M*	€15.948M	130.5 1%

*Based on revised forecast.

The above outturn is a result of the adjustment to the 1 8B Measure Sheet financial forecasts carried out in 2004 and a subsequent one-off adjustment to previously submitted financial data.

Horizontal issues (Applies to all Enterprise Ireland activities across the Productive Sector and Human Resources Operational programme.

Enterprise Ireland's support to its clients is provided as an integrated package of funding based on their development needs. Human Resources Development is one of the activities where funding may be provided based on the needs of the client. These responses cover Enterprise Ireland's overall actions in relation to these Horizontal issues:

Gender Proofing

The gender balance in the training provided was as follows:

Year	Total Trained	Male	%	Female	%
2000	3,159	2,101	67	1,058	33
2001	3,292	2,264	69	1,028	31
2002	3,850	2,778	72	1,072	28
2003	3,143	2,139	68	1,004	32
2004	1,626	1,034	64	592	36
2005	1,140	693	61	447	39
Dec2006	172	130	76	42	24
Total/Average	16,382	11,139	68	5,243	32

In spite of some changes to previous years the overall gender balance has remained the same as indicated in the previous report (68% Male & 32% Female).

Data on at NUT III level is not currently available. A reprogramming of our existing reporting system will be required. A reporting system is being developed and the data will be made available as soon as possible.

The organisation continues to represent Ireland in the EU sponsored Network to Promote Women's Entrepreneurship (WES), a network of European public sector bodies. Enterprise Ireland is also represented on the NDP/CSF Equal Opportunities and Social Inclusion Coordinating Committee.

Compliance with EU and National policy

Enterprise Ireland fully complies with EU and national policy in relation to procurement, competition and state aid rules.

Publicity

Enterprise Ireland undertakes extensive publicity of the NDP logo by including it in all its brochures and corporate information documents. Full acknowledgement of EU and NDP support is also predominately displayed at Enterprise Ireland events, trade fairs and Open Week etc and is available on our website. The NDP logos are displayed on Enterprise Ireland application forms and letter of offer. It is also included in our Press briefings. In addition a stainless steel plaque with the appropriate logo's and script has been sent to all Enterprise Ireland Clients in receipt of EU funding.

North/South Cooperation

Enterprise Ireland, as an organisation, does carry out a number of North / South cooperative activities under other Measures. However no North / South cooperatives have been undertaken to date under this measure.

Measure 18C –In company Training

The main priority of this measure is to provide financial support to enable firms to improve the education and training of their management and staff at all levels and thus enable them to move up the knowledge-based value-chain. In particular to support sustainable productivity, competitiveness and management capabilities in both emerging and existing SME's across all sectors.

Enterprise Ireland and Skillnets Services Ltd manage this Measure on behalf of the Department of Enterprise, Trade and Employment

Significant Changes in the Operating Environment

With regard to the Enterprise Ireland managed element of this Measure, there has been no significant changes since the last report (Jan 2006 – Jun 2006) to the Monitoring Committee in Oct 2006. All the financial data is up-to-date and accurately reflects the position as of the end of December 2006.

Commentary on Measure-related progress

EI Managed Element:

The total budget for all 18 projects proceeding under the EI managed element of the Measure amounts to €9.840m. Training activities on these programmes have now been completed and the promoters are now finalizing their ESF claims.

As of March 2007 total expenditure cleared to date by Enterprise Ireland amounts to €5.38m or 55% of the total budget.

Skillnets Managed Element:

Under ACCEL Skillnets manage a total of 55 projects. ACCEL covers the period January 2006 to mid June 2008, has a total approved budget of €16 million sourced initially from the National Training Fund, with up to €12 million of this to be recovered from the ESF.

An additional Call for Proposals was made in February 2006 and total grants committed to approved projects under ACCEL is now €20.8 million, estimated ESF recovery is €15.60 million. Ultimately, the ESF spend will depend on project performance and the regional mix of that performance.

Projects are either sectoral or regionally based, having completed an analysis of the member company training needs, each looked at the best possible methods of meeting those needs. Projects include innovative methods such as the development of e-Learning models, and virtual learning centres, while others are developing new courses (up to Masters level) to meet the future needs of the member companies. The projects are in a start up phase and are being actively supported at this stage

North/South Cooperation

N/A

Adaptability Priority

Measure 21 –Lifelong Learning –Back to Education Initiative

Measure description

The Back to Education Initiative (BTEI) comprises two elements:

- ☐ **Full-time Options:** Post Leaving Certificate (PLC) and the Vocational Training Opportunities Scheme (VTOS)
- ☐ **Part-time Options:** Back to Education Initiative (Part-time Programme)

Full-time Options

The *Post Leaving Certificate Programme (PLC)* provides integrated general education, vocational training and work experience for young people who have completed upper second level education or equivalent. Its purpose is to enhance the prospects for these young people to gain employment. Through the Higher Education Links Scheme, Post Leaving Certificate courses also provide an alternative route to higher education in the Institutes of Technology for those who have completed the Leaving Certificate Applied programme, or who were unable to enter third level education after leaving school. PLC courses have been developed in a wide range of disciplines supporting industry and community needs and have significantly widened the scope of educational provision. PLC courses are delivered in 213 centres around the country with over 1,600 courses available in over 60 disciplines.

The *Vocational Training Opportunities Scheme (VTOS)* provides second-chance education and training for adults aged 21 and older who have been unemployed for at least six months. The scheme is of two years duration and is operated through the 33 Vocational Education Committees (VECs) at 104 centres throughout the country catering for over 5,300 participants.

Part-time Options

The **Back to Education Initiative (Part-time Options)** comprises two strands:

- ☐ Formal Strand (in VECs and Secondary, Special and Community and Comprehensive Schools)
- ☐ Community Strand (There is a commitment to reserve 10% of all places approved annually for course provision in community groups and organisations)

The overall aim of the BTEI (Part-time Programme) is to increase the participation of young people and adults with less than upper second level education in a range of learning opportunities. Therefore a high priority is to target individuals and groups that experience particular and acute barriers and are more difficult to engage in the formal learning process, e.g. people with a disability, Travellers, homeless people, lone parents.

.Significant Changes in the Operating Environment

BTEI (Part-Time Programme)

Under the National Partnership Agreement, *Towards 2016* published in June 2006, priority is to be given to expanding the Back to Education Initiative (Part Time Option) by 2,000 places by 2009. It is also intended to adopt measures to monitor and evaluate progress within the Initiative.

The Qualifications Act 1999 requires all providers of further education programmes leading to FETAC awards to establish procedures to quality assure their programmes and agree these procedures with FETAC. During 2006 all VECs completed these procedures, as well as a significant percentage of non VEC schools and community providers.

Some providers continue to report increased difficulty in maintaining courses at current levels due to increased operating costs, most particularly increased staff costs relating to the implementation of the part-time workers' legislation and on-going increases in part-time hourly tuition rates.

The increased numbers of migrant workers arriving in Ireland as a consequence of EU enlargement also continued to place considerable pressure on BTEI (Part-time Programme) providers during 2006 to organise English language courses (ESOL). Eligibility criteria preclude migrant workers' participation, except on a fee-paying basis. Attention was also drawn to barriers experienced by those in full or part-time employment who wish to access courses to gain upper secondary equivalent qualifications. When BTEI (Part-time) was initiated there was a clear intention to target the skill needs of those in employment, particularly those with less than upper second level qualifications. The current eligibility criteria exclude this target group, regardless of their education qualifications, and those in employment, even the low skilled, are required to pay fees. The unwaged (e.g. women in the home) with less than upper second level education are also required to pay partial fees (30%).

Commentary on Measure-related progress

VTOS Developments

The Report of the Working Group on the Review of the Back to Education Allowance Scheme was published on September 2005 by the Department of Social and Family Affairs. An Implementation Steering Group was set up to oversee the smooth transition to the separation of the roles between the Department of Social and Family Affairs providing income support and the Department of Education and Science providing the delivery of courses and educational supports and to iron out any anomalies in the Scheme. The work of this group is ongoing.

Review of the Post Leaving Certificate Sector (McIver Report)

The McIver Report contains 21 over-arching recommendations, incorporating 91 sub-recommendations. The principal recommendations are

- a reduction in the number of timetabled class teaching hours and appropriate increases in staff to compensate,

- enhancement of senior and middle management structures to allow more time for assessment, student support and interaction, team development and cross curricular planning, industry liaison and quality assurance processes
- an increase in technical and administrative support staff
- improvements in student library, IT and social facilities and capital infrastructure
- the establishment of a Council of PLC/FE Colleges and the establishment of Further Education as a distinct sector of education

It has been estimated, in consultation with management and staff interests, that the recommendations for staffing would involve at a minimum the creation of at least 800 new posts at a cost of over €48 million. In their consideration of the needs of the PLC sector into the future, the Department have been examining, among other things, the non-teaching educational tasks particular to PLC teachers, the demands on the management side and the challenges presented by the variation in size of the 200 plus PLC providers.

Having regard to developments in the PLC sector, including the Mc Iver Report, negotiations are currently on-going between the Department, management and the unions. Concrete prioritised proposals in relation to PLC provision and focused in particular on the larger providers are currently being prepared.

It is important to emphasise that the arrangements for the PLC sector will be determined in the light of resources available and the implications for other areas of education.

BTEI (Part-time Programme)

A discussion document summarising the main issues emerging from consultation meetings held with BTEI (Part Time) providers was circulated by the Further Education Section of the Department of Education and Science in October 2006. While identifying some challenges and system constraints, the report emphasised the positive achievements of the BTEI (Part Time), in particular the flexibility of the funding mechanism which has led to a significant expansion in the range of learning options available to adults. The report also made a number of recommendations intended to support providers in developing their provision.

Four projects designed to address some of the report's recommendations were initiated in late 2006:

- The development of guidelines for providers on effective approaches to outreach, pre-development and community based provision.
- The development of guidelines for providers on cooperation between the Adult Literacy Service and BTEI (Part Time).
- The development of guidelines for providers relating to protocols for the provision of supports for participants with disabilities under the BTEI (Part Time).
- The development of guidelines for providers to promote the participation of men in BTEI (Part Time) provision.

.Progress in relation to physical indicators and targets

NUTS III Measure Indicator Report for reporting period: January to December 2006

The number of full-time trainees (PLC and VTOS)

	PLC courses	VTOS	
Total enrolment 2006/07	28,629	0	5,384
Male	8,077	1	1,732
Female	20,552	2	3,652

***VTOS** (This information reported on the basis of the total number of participants on the programme at 1 January 2006)

VTOS statistics at January 2006 show a total of 5,384 participants; of which 67.83% were female (3,652) and 32.17% were male (1,732). The percentage of participants in receipt of an allowance in lieu of unemployment payments came to 57.99%, 19.84% were in receipt of One-Parent Family Payment and 17.31% were in receipt of a disability payment.

VTOS Progression Rate: 71.50% of those who completed the VTOS programme in 2006 progressed to either employment or further education and training. Of the 2,659 who completed VTOS in 2006, 67.81% were female and 32.19% were male.

BTEI (Part-time Options) Indicators

Data for this report in relation to the three indicators concerning the BTEI (Part-time Options) set out in the Programme Complement has been drawn from the Implementation Reports submitted by providers for the period January to December 2006. The data has been drawn from reports submitted by all 33 VECs (100%), 20 Non-VEC Schools (91%) and 51 Community Groups (89% of groups that undertook activity in 2006).

The Participant Details Form, which is completed by course participants, is the primary source of the data at local level.

Data in relation to the **BTEI (Part-time Options)** is presented for both the Border Midlands and West (BMW) Region and the South and East (S & E) Region. Unless otherwise specified, it is inclusive of both the Formal Strand and the Community Strand.

Participation

Measure/Sub-Measure: Life-long Learning-Back to Education Initiative			
Indicator Used No 1: BTEI (Part-time Options) – No. of Participants			
Region	Total	Gender break-down (where appropriate)	
		Male	Female
<i>Border Region</i>	2616	574	2042
<i>Midland Region</i>	2369	469	1900
<i>West Region</i>	2973	874	2099
BMW Total	7958	1917	6041
<i>South East Region</i>	2853	664	2189
<i>Mid East Region</i>	1498	357	1141
<i>Dublin Region</i>	4872	1172	3700
<i>South West Region</i>	4452	1048	3404
<i>Mid West Region</i>	3095	765	2330
SAE Total	16770	4006	12764
National (BMW+ SAE)	24,728 100%	5,923 24%	18,805 76%

In total there were **24,728** participants in courses under the BTEI (Part-time) in 2006, of which 76% were women and 24% were men. This reflects an ongoing increase on the position in 2005 (22,019 participants).

The male:female ratio shows a marginal decrease in the participation rate of males (25% in 2005), and highlights the need for specific strategies to attract men with low or no qualifications into further education programmes. The development project mentioned in Section 3 will address this issue in 2007. The aim is to identify examples where good practice exists and disseminate the findings through published guidelines for BTEI (Part-time) providers.

1652 (7%) of the total number of participants were accommodated under the Community Strand (see Appendix 1 – Table 2– BTEI (Part-time) Participants: Community Strand).

Certification

Measure/Sub-Measure: Lifelong Learning– Back to Education Initiative			
Indicator Used: BTEI (Part-time Programme) – No. of Participants completing with Certification			
Region	Total	Gender break-down (where appropriate)	
		Male	Female
<i>Border Region</i>	1857	390	1467
<i>Midland Region</i>	1026	154	872
<i>West Region</i>	479	80	399
BMW Total	3362	624	2738
<i>South East Region</i>	1502	291	1211
<i>Mid East Region</i>	502	111	391
<i>Dublin Region</i>	904	226	678
<i>South West Region</i>	1633	321	1312
<i>Mid West Region</i>	1141	231	910
0 SAE Total	5682	1180	4502
National (BMW+ SAE)	9044 37%	1804	7240

As a % of Total Participants: 24,728

The table demonstrates that **37%** of participants achieved certification during 2006 however Table 8 in **Appendix 1** identifies that **48% completed programmes** or modules but actual certification was not achieved during 2006. **77%** of those who completed programmes achieved certification.

The figure of 37% of overall participants achieving certification in 2006 represents an increase over the figure of 33% for 2005. The Department of Education and Science is continuing to draw providers' attention to the issue of certification and to stress that every effort should be made to ensure that participants attain certification which gives access to other further education provision.

Progression

Measure/Sub-Measure: Lifelong Learning– Back to Education Initiative			
Indicator Used: : BTEI (Part-time Programme) - No. of Participants progressing to full-time employment/further education/training			
Region	Total	Gender break-down (where appropriate)	
		Male	Female
<i>Border Region</i>	2233	603	1630
<i>Midland Region</i>	1540	266	1274
<i>West Region</i>	1165	228	937
BMW Total	4938	1097	3841
<i>South East Region</i>	1774	305	1469
<i>Mid East Region</i>	1068	220	848
<i>Dublin Region</i>	3407	754	2653
<i>South West Region</i>	3067	674	2393
<i>Mid West Region</i>	2058	453	1605
SAE Total	11374	2406	8968
National (BMW+ SAE)	16,312 (66%)	3,503	12,809

As a % of Total Participants: 24,728

The figure of 66% of participants progressing to full time employment or further education and training in 2006 represents an increase on the figure of 60% for 2005.

Progress with regard to expenditure

Table 1 – Expenditure for January – December, 2006

EHRD-OP	€m	% of Measure Forecast	Total Prog spend	Total co-financed (CSF expend)	E U Structural Funds	National Public Co-financed	Private Co-financed	Public Non-Co-financed
			<i>C1</i>	<i>C3</i>	<i>c5</i>	<i>C10</i>	<i>c14</i>	<i>c25</i>
BMW Expend in 2006		63%	25.641	4.148	3.111	1.037	0.000	21.492
SAE Expend in 2006		59%	71.709	9.652	4.826	4.826	0.000	62.056
Nat Expend in 2006		60%	97.349	13.801	7.937	5.863	0.000	83.549

Table 2 – Cumulative expenditure from 2000 to 2006

EHRD-OP	€m	% of Measure Forecast	Total Prog spend	Total co-financed (CSF expend)	E U Structural Funds	National Public Cofinanced	Private Co-financed	Public Non - Cofinanced
			<i>C1</i>	<i>C3</i>	<i>c5</i>	<i>C10</i>	<i>C14</i>	<i>c25</i>
BMW Expenditure 2000 – 2006		52%	160.047	10.857	8.142	2.714	0.000	149.190
SAE Expenditure 2000– 2006		59%	464.235	26.322	13.161	13.161	0.000	437.913
Nat Expenditure 2000 – 2006		57%	624.282	37.179	21.303	15.876	0.000	587.103

The BTEI measure comprises BTEI part-time options, and full-time Post Leaving Certificate Programme (PLC) and the Vocational Training Opportunities Scheme (VTOS) options. The part-time options were deemed ESF eligible from the commencement of the CSF. In 2004 DES sought approval to extend the EU aid to support the full-time PLC and VTOS elements of the measure. The extension was approved in December 2004. Two factors affect the Department's ability to drawdown the ESF aid forecast for the measure:-

- ☐ The late start up of the part-time options element of the measure. As has been documented in progress reports to the Monitoring Committee, the first phase of the BTEI part-time options commenced in 2002, with 2003 the first full year of operation.
- ☐ The restricted timeframe within which to claim on the full-time options element. While DES welcomes the extension of EU support to the full-time options, 2005 is the first year of activity which can be claimed under the new Programme Complement.

Horizontal issues

0BTEI (Part-time Programme): Horizontal Principles Reports are provided separately:

1BTEI (Part-time Programme): Gender Equality Principle

2BTEI (Part-time Programme): Social Inclusion Principle

3BTEI (Part-time Programme): Wider Equality Grounds Principle

Compliance with EU and National policy

It is the policy of the Department of Education and Science to comply with all EU regulations in relation to procurement, state aids, etc.

Publicity

4 Information leaflets and posters in both English and Irish are widely circulated on the **BTEI (Part-time Options)**. These include acknowledgement of ESF funding and the EU and NDP logos. All beneficiaries of funding are required to acknowledge ESF funding and include EU and NDP logos on material concerning the BTEI (Part-time Options).

North/South Cooperation

Guidance has been highlighted as an area for joint co-operation and initial meetings with Northern interests have been held. Good practice and experience under the University for Industry Learn Direct initiative is being shared.

Proposals for re-profiling of expenditure (where applicable)

None.

1Proposals to amend Programme Complements (where applicable)

None.

Measure 22- Lifelong Learning –National Adult Literacy Strategy

The objective of the National Adult Literacy Strategy is to promote system development to ensure increased access to literacy, numeracy and basic education for adults whose skills are inadequate for participation in society. The measure provides for an integrated service to support access to employment or a return to lifelong learning, or to empower participants with the basic skills needed to participate in the social and economic life of their communities.

Significant changes in the Operating Environment

"Towards 2016 - Ten Year Framework Social Partnership Agreement 2006 - 2015" includes provision for a further increase in literacy student numbers of 4,000 over the two year period 2008 to 2009, to bring the total to 42,000.

Commentary on Measure-related progress

This measure has gone from strength to strength with client numbers increasing from year to year and an increase in the variety of programmes on offer. The end-of-year report indicates 39,514 clients which is an increase of over 22% on the 2002 figure of 28,000 clients.

In 2006, a new intensive literacy programme commenced within the VECs, in which six hours of literacy tuition is available per week instead of the usual two hours. The draft evaluation report of this project, which is generally positive, is currently being examined by the Department. In 2007, additional funding of €1 million is being provided for intensive literacy tuition which will lead to a doubling of the funding for intensive literacy tuition to €2 million.

A new TV series "The Really Useful Guide to Words and Numbers", a new media literacy strategy, encompassing a new TV programme linking to DVD, CDROM and website material commenced on the 24th September 2006. The proposal was developed by the Media advisory Group which comprises representatives from the Department, NALA the VECs and will run till April 2007. The series is accompanied by a learner workbook, a website (www.rug.ie) and a Freephone support line (1800 20 20 65)

Progress in relation to physical indicators and targets

The number of clients catered for in the VEC adult literacy service in the period January to December 2006 amounted to 39,514.

<i>Measure/Sub-Measure: 22 Adult Literacy</i>			
Indicator No. of participants availing of literacy services			
Region	Total	Gender break-down <i>(where appropriate)</i>	
		Male	Female
<i>Border Region</i>	8179	3588	4591
<i>Midland Region</i>	3200	1373	1827
<i>West Region</i>	3667	1675	1992
<i>BMW Total</i>	15046	6636	8410
<i>South East Region</i>	3886	1621	2265
<i>Mid EastRegion</i>	2882	1189	1693
<i>Dublin Region</i>	9597	3435	6162
<i>South West Region</i>	4628	1975	2653
<i>Mid WestRegion</i>	3475	1434	2041
<i>SAE Total</i>	24468	9915	14553
National (BMW+SAE)	39514	16551	22963

Other Indicators in the reporting period:-

Proportion of literacy clients availing of childcare	3.98%
Proportion of literacy clients availing of guidance	71.54%

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Client numbers:	2004 full yr 7,800	2005 full yr 9,653	2006 full yr 11,514
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Prior Educational levels

Primary or less 39.59%	Junior Cert or equivalent 32.33%	Leaving Cert 18.44%	Above LC 10.32
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Age at

<12 11.37%	13-14 23.54%	15-16 26.66%	17-18 21.59%	18+ 11.58%
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Literacy Levels (all at low basic levels -- these do not relate to OECD IALS)

Literacy Level 1 -- major difficulty with reading and writing	31.24%
Literacy Level 2 -- can read, major difficulty with spelling and grammar	42.35%
Literacy Level 3 -- need more advanced skills for career change or return to education	26.41%

Economic status (Known)

Employed	Unemployed	Not in Labour Force	Refugees/Asylum Seekers
43.41%	21.83%	23.86%	6.86%

Age group

<18	19-24	25-34	35-44	45-54	55-64	65+
1.83%	13.83%	27.35%	26.7%	17.64%	8.35%	4.3%

Type

1:1 Tuition	Group tuition	Both
14.11%	81.34%	4.55%

Duration on scheme

0-6 Months	7-12 Months	13-18 Months	19-24 Months	25-36 Months	37+ months
42.01%	23.95%	14.54%	7.08%	5.98%	6.43%

Progress with regard to Expenditure

Table 1 – Expenditure for January – December, 2006

EHRD-OP	€m	% of Measure Forecast	Total Prog spend	Total co- financed (CSF expend)	E U Structural Funds	National Public Co- financed	Private Co- financed	Public Non-Co- financed
			<i>C1</i>	<i>C3</i>	<i>c5</i>	<i>C10</i>	<i>c14</i>	<i>c25</i>
BMW Expend in 2006		114%	5.470	5.470	4.103	1.368	0.000	0.000
SAE Expendin 2006		171%	16.719	16.719	8.360	8.360	0.000	0.000
Nat Expend in 2006		152%	22.189	22.189	12.462	9.727	0.000	0.000

Table 2 – Cumulative expenditure from 2000 to 2006

EHRD-OP	€m	% of Measure Forecast	Total Prog spend	Total co-financed (CSF expend)	E U Structural Funds	National Public Co-financed	Private Co-financed	Public Non-Co-financed
			<i>C1</i>	<i>C3</i>	<i>c5</i>	<i>C10</i>	<i>c14</i>	<i>c25</i>
BMW Expenditure 2000 – 2006		83%	28.372	23.208	17.407	5.802	0.000	5.164
SAE Expenditure 2000 – 2006		147%	97.936	63.267	31.634	31.634	0.000	34.669
Nat Expenditure 2000 – 2006		125%	126.308	86.475	49.040	37.435	0.000	39.833

Horizontal Issues

Report on the relevant Horizontal Principle(s) is provided separately.

Compliance with EU and National policy

It is the policy of the Department of Education & Science to comply with all EU regulations in relation to procurement, state aids, etc. EU policies in this regard are being complied with as appropriate.

Publicity

All material produced, publications, leaflets, approval letters, includes acknowledgement of the ESF funding and NDP logo etc, as do the TV literacy series. A general information leaflet on developments has also been produced and a referral directory of literacy services has been published. In addition, the literacy service is networked with a wide variety of agencies and services at local level.

North – South Co-operation

The quality framework for adult literacy has been developed in co-operation with transnational partners, including Northern Ireland, and there are close working links between the National Adult Literacy Agency and the Basic Skills Unit, UK. Collaborative work is ongoing to share practice in the context of the Northern Ireland *Essential Skills Strategy*

Proposals for re-profiling of expenditure (where applicable)

Na.

Measure 26– Undergraduate Skills

The Undergraduate Skills Programme's objective is to enhance the quality of labour supply through continued investment in education and training. The measure meets the recurrent costs of the additional third level places being provided to meet the skills shortages as identified by the various reports of the Expert Group on Future Skills Needs (EGFSN) and the joint education/industry Task Force on the Supply of Technicians. The Measure therefore is particularly targeted at increasing the supply of graduates in the Information and Communications Technology area (ICT) and the Chemical and Biological Sciences area.

Significant changes in the operating environment

There has been a significant drop-off in the numbers of students enrolling on existing undergraduate ICT courses in recent years. The HEA is continuing to examine all means of securing a recovery in enrolments on the Skills 1 and 2 Programmes. This Department is finalising an Expenditure Review under the Expenditure Review Initiative on these aspects of the Undergraduate Skills measure.

The HEA, particularly through the Skills IT Investment Fund, is working with the ICT industry and the universities. The Skills Group has an awareness programme, also working with IBEC, ICT IRE group to increase opportunities of ICT.

Commentary on measure-related progress

The Undergraduate Skills Programmes continued in the University and Technological Sectors in the academic year 2005/06. The 4th Report of the Expert Group on Future Skills Needs warned that there would still remain a shortage in the ICT and biotechnology industries in the near future. Institutions were once again advised in August 2005 that the supply of graduates in the areas identified in the Reports of the Expert Group on Future Skills Needs remains a critical national priority. The need to maintain capacity in these areas, to improve the marketing of skills courses and the recruitment of students to these courses so as to reach the originally targeted level of output should continue to be prioritised. Funding and supporting material have already been made available from the Information Technology Investment Fund to assist institutes in this regard.

Demand for places on science courses in the universities has remained consistent over the last five years. In 2006, there were no vacancies on any undergraduate science programme.

Recent recruitment to programmes in the Institutes has shown that the downward trend in Science has halted and several institutes have reported an improvement in the numbers registering on programmes at level 6 and 7 on the National Framework of Qualifications, while recruitment to level 8 remains healthy. With regard to Engineering courses, nationally, the situation shows applications holding level and, in some cases increasing. Recruitment to Civil and Construction Engineering, and related programmes remains strong.

Despite an upturn in the jobs market for ICT graduates, it still remains difficult to attract students. Government agencies are stepping up their campaign to attract more students into science, engineering and technology courses. Institutes have increased their efforts with second level providers and with Post Leaving Certificate Course providers to encourage

students to enter these programmes. However, the perception of the industry as being a somewhat volatile employer remains strong thus discouraging school leaver applications

PROGRESS WITH REGARD TO PHYSICAL INDICATORS

Measure Indicator Report

Technological Sector

Measure/Sub-Measure: Undergraduate Skills (2005/06)			
Indicator Used: <i>No. of additional places created in the Technological Sector.</i>			
Baseline: 1632, Indicator Target 2006: 1700.			
Region	Total	Gender break-down (where appropriate)	
		Male	Female
<i>Border Region</i>	132		
<i>Midland Region</i>	181		
<i>West Region</i>	185		
BMW Total	498	403	95
<i>South East Region</i>	62		
<i>Mid East Region</i>			
<i>Dublin Region</i>	434		
<i>South West Region</i>	316		
<i>Mid West Region</i>	202		
SAE Total	1014	821	193
National (BMW+SAE)	1512	1224	288

The gender breakdown of the additionality numbers was arrived at by calculating the male/female ratio of "Actual" students for the time period. This ratio was then applied to the additionality numbers to provide an estimate of the gender breakdown.

University Sector

	Baseline	Indicator target	2006
Indicator (Title) No of additional places (Universities)*			2005/06
BMW	233	-	M/F/T 255 /212/467
SAE	1997		1,514/752/2,266
National	2230	5504	1,769/964/2,733
NUTS III Breakdown			M/ F/T 840/614/1,454
Region 1 Dublin			308/79 / 387
Region3 South West			235/45/280
Region 4 Mid West			255 / 212 / 467
Region 5 West			131 / 14 / 145
Region 8 Mid East			1,769/964/2,733
National			
Indicator (Title) No. of graduates with certification (Universities)			2005/06
BMW	,066		M F 408 286 122
SAE	9,47		974 512 1,486
National	13,540	1318	1,894 1,260 634
NUTS III Breakdown			
Region 1 Dublin			956 546 410
Regio 3 South West			220 173 47
Region4 Mid West			263 213 50
Region 5 West			408 286 122
Region 8 Mid East			47 42 5
National			1,894 1,260 634

Indicator (Title) Universities - % of graduates in employment after completing course	55%	2005 Survey (2004 Graduates)
NUTS III Breakdown		M/F/T in %
Region 1 Dublin		49/45/47
Region 3 South West		59/75/64
Region 4 Mid West		65/76/67
Region 5 West		50/55/52
Region 8 Mid East		65/30/57
National		56/55/55
Indicator (Title) Universities - % of graduates progressing to further study in the skills area	34%	M/F/T in %
		41/49/44
		32/17/28
		22/17/21
		34/33/33
		29/20/27
NUTS III Breakdown		
Region 1 Dublin		
Region 3 South West		32/36/34
Region 4 Mid West		
Region 5 West		
Region 8 Mid East		
National		

The gender breakdown of the additionality numbers was arrived at by calculating the male/female ratio of “Actual” students for the time period. This ratio was then applied to the additionality numbers to provide an estimate of the gender breakdown.

6. Progress with regard to expenditure

Table 1 – Expenditure for January – Dec, 2006

EHRD-OP	€m	% of Measure Forecast	Total Prog spend	Total co-financed (CSF expend)	E U Structural Funds	National Public Co-financed	Private Co-financed	Public Non-Co-financed
			<i>C1</i>	<i>C3</i>	<i>c5</i>	<i>C10</i>	<i>c14</i>	<i>c25</i>
BMW Expend in 2006		271%	8.157	8.157	6.118	2.039	0.000	0.000
SAE Expend in 2006		584%	29.219	29.219	14.609	14.609	0.000	0.000
Nat Expend in 2006		467%	37.376	37.376	20.727	16.649	0.000	0.000

Table 2 – Cumulative expenditure 2000 to 2006

EHRD-OP	€m	% of Measure Forecast	Total Prog spend	Total co-financed (CSF expend)	EU Structural Funds	National Public Co - financed	Private Co - financed	Public Non-Co-financed
			<i>C1</i>	<i>C3</i>	<i>c5</i>	<i>C10</i>	<i>c14</i>	<i>c25</i>
BMW Expenditure 2000 – 2006		108%	45.866	41.601	31.201	10.401	0.000	4.265
SAE Expenditure 2000–2006		147%	155.782	114.079	57.039	57.039	0.000	41.703
Nat Expenditure 2000 – 2006		136%	201.648	155.680	88.240	67.440	0.000	45.968

Horizontal issues

Gender Equality Template completed.

Compliance with EU policy

It is the policy of the Department of Education and Science to comply with EU Regulations in relation to procurement, competition, etc.

Publicity

Guidelines in relation to NDP and CSF publicity have issued to all Institutes of Technology and the Higher Education Authority (in relation to the Universities). These guidelines are also adhered to in course brochures, advertisements, application forms, conference folders/backdrops, press releases, reports and other correspondence relating to the undergraduate skills sub-measure.

North-south co-operation

Courses under this measure are open to applicants from Northern Ireland who satisfy the selection criteria outlined earlier.

Proposals for re-profiling of expenditure

None

Proposals to amend programme complements

None

Measure 29B –Quality Assurance (Certification & National Qualifications Framework)

The Qualifications (Education and Training) Act, 1999 was enacted in July 1999 with the purpose of providing a single unified framework for the accreditation of all non university education and training at Further and Higher levels in Ireland, in both the education and training sectors. The National Qualifications Authority of Ireland was set up in February 2001 and the Further and Higher Education and Training Awards Councils were set up in June 2001. The Authority has an over arching role in regard to the development and implementation of the National Framework of Qualifications covering all awards in the State, ranging from initial schooling and basic education to higher doctorate level.

Significant Changes in the Operating Environment

The emerging developments in regard to a European Qualifications Framework (EQF) are important, although they will take a considerable time to come to fruition. Ireland is well placed to meet the requirements of the proposed framework in terms of quality assurance principles and approaches, and the capacity to match the levels in the Irish framework against the 8 levels proposed for the EQF. We welcome the inclusion of all awards in the EQF, including those in the school system. However, the Irish response has flagged the issue of quality assurance for schools as one where we do not consider it appropriate that the EQF 3 tier quality assurance requirements (self assessment, external monitoring and that the quality assurance agencies should themselves be subject to external quality assurance) devised in the context of VET and Higher Education, should necessarily apply.

Comments on Measure Related Progress

National Qualifications Authority of Ireland

The **National Framework of Qualifications** was announced in October 2003 providing for all awards in the State within a 10 level framework from literacy and basic education to post doctorate level, based on the achievement of learning outcomes.

All awards issued by HETAC since 2005 are issued under the new framework and the new quality assurance and programme validation procedures.

All awards at Bachelor Degree, Master's Degree and Doctorate Level in the university sector are issued under the new framework since 2005. Work is ongoing regarding the inclusion of certificate and diploma programmes in the new system. A framework to progress this area was agreed in January 2006.

The **Diploma Supplement** is being issued for higher education awards from 2005. The **CAO handbook for 2006 admissions** expressed awards in terms of their levels under the National Framework of Qualifications.

In February 2006 the Minister for Education and Science and her Chinese counterpart formally signed **an international agreement on the mutual recognition of qualifications** from sub-degree to doctorate levels. China has similar agreements with the UK, France, New Zealand and Australia.

The final phase of **the review of the effectiveness of HETAC** by the NQAI, in terms of the performance of its statutory functions under the Act, was completed in July 2006. The NQAI concluded that HETAC has effectively performed its principal statutory functions and has developed policies and procedures for each function which are being implemented and are being operated as appropriate. As the agency reviewing the Council for the purpose of testing the compliance of the Council with the *Standards and Guidelines for Quality Assurance in the European Higher Education Area*, the Authority is satisfied that in the performance of its functions the Council complies with these. HETAC is one of the first agencies in Europe to be reviewed under these guidelines which were adopted by the Ministers for Education in Bergen in May 2005.

Europass

Europass is a new initiative which aims to help people make their skills and qualifications clearly and easily understood in Europe, thus facilitating the mobility of both learners and workers. Europass consists of a portfolio of five documents as follows:

- *Europass Curriculum Vitae (CV) and European language Passport which individuals may complete independently*
- *Europass Mobility, Europass Certificate Supplement, Europass Diploma Supplement which are completed by competent organisations. The Europass Diploma Supplement provides additional information for each individual on the content, level, duration and learning outcomes of a higher education award. The Certificate Supplement provides additional information at a generic level in relation to vocational education and training awards.*

The Europass documents have been designed in such a way as to help people chronicle their skills and competencies in a coherent manner, whether they are planning to enrol in an education or training programme, looking for a job, or getting experience abroad.

The Irish National Europass Centre is located within the National Qualifications Authority of Ireland. It is the national agency for Europass in Ireland and represents Ireland in the European network for Europass. As part of ongoing initiatives to promote **Europass in Ireland**, the National Europass Centre exhibited at **Opportunities 2006** – Europe's largest education, careers and skills showcase that took place in Croke Park, Dublin over the

weekend of 24-27 February 2006. This annual event managed and organised by FAS (Irish National Training and Employment Authority), draws together leading employers, education organisations and skills sectors under one roof and provides valuable information for all ages regarding career choices and options.

European Qualifications Framework (EQF)

In the period July to December 2005 the NQAI completed, on behalf of the Departments of Education and Science and Enterprise Trade and Employment, the Irish consultation process on the Commission's proposal for a **European Qualifications Framework (EQF)**.

A single Irish response was submitted to the Commission in December 2005 relating to their proposal on the EQF. The consultation process was wide-ranging and was overseen by a Consultative Group representing awards bodies, providers, education organisations and social partners. The feedback indicated that

- Stakeholders are generally very positive about the benefits of a European Qualifications Framework.
- There is strong support for the key concepts of EQF as a meta framework, not replacing national relational structures, and a voluntary entity involving no legal obligations on participating countries.
- It was strongly suggested that the European Higher Education Area Framework and the EQF need to be carefully coordinated, although some fears were expressed that EQF levels 6,7 and 8 would become de facto exclusively higher education levels if the level descriptors are too closely aligned to the EHEA cycle descriptors.
- Sectoral and other professional qualifications should relate to EQF through the medium of a quality-assured national structure.
- Some stakeholders from the business and employment sector put forward the view that what many employers are really seeking is a means of coordinating or aligning recognition associated with sectoral competence-development initiatives and that EQF may not be of much direct practical use to businesses.
- There is a welcome for the inclusion of all qualifications in EQF, but that in including school awards, which have their own curricular and organisation structures, the EQF quality assurance structures developed for Higher Education and Vocational Education and Training should not be required.

A subsequent European Conference took place in Budapest in February 2006. During this it was evident that there was broad acceptance for the proposal, that many countries have announced their intention to develop a national framework of qualifications, that some further work is needed in relation to the generic descriptors for the levels within the framework, and there was agreement on the national entities being the gateway for inclusion of sectoral awards. Many industry stakeholders indicated a need for harmonisation of qualifications for particular sectors and have come to a realisation that while the EQF could facilitate this if there was agreement among Member States and Competent Authorities to do so, an EQF could not of itself achieve this goal.

NQAI Functional Initiatives

NQAI participated in the **OECD study** on the impact on qualification systems on lifelong learning. The OECD Report: *Qualifications Systems: Bridges to Lifelong Learning* will be

published shortly. It identifies key areas where qualifications systems can promote change and development in such areas as widening access to learning, promoting progression, accumulating credits towards awards, widening modes of assessment, enhancing quality assurance, clarifying learning outcomes, levels and relationships between awards, promoting relevance and access to the workplace, and supporting recognition and transparency. 15 countries, including Ireland (NQAI) inputted background reports to the study. Ireland will participate in a study on the impact of validation of non formal learning as follow on work to the initiative.

Under Section 39(i) of the Qualifications (Education and Training) Act 1999, the **Dublin Institute of Technology** agreed its quality assurance procedures with the National Qualifications Authority of Ireland in January 2007.

In July 2006, the NQAI has adopted policies and criteria on the inclusion in, or alignment with, the National Framework of Qualifications of the awards (or the learning outcomes associated with them) of certain awarding bodies which are not already recognised through the Framework under Section 8(2)(a) of the Qualifications (Education and Training) Act 1999. These policies and criteria concern the final area of policy development for the National Framework of Qualifications prior to moving to full implementation of the Framework. These policies provide mechanisms under which inclusion or alignment with the national framework can be progressed by

- (a) Irish bodies with statutory authority to make awards
- (b) Bodies not included at (a), which have a legal role as competent authorities in Ireland in the regulation of professional qualifications under the EU Directive
- (c) Certain awards bodies from outside the state which make awards in Ireland, provided
 - (i) they have a status in law or are otherwise recognised as having authority to make awards that have national recognition in their host jurisdiction.
 - (ii) the awards are included in the national frameworks in their home jurisdictions or in an equivalent national tool.
 - (iii) the awards bodies are externally quality assured in their home jurisdiction. Where the external quality assurance procedures do not extend to outside the home jurisdiction, FETAC or HETAC will agree quality assurance procedures with the applicant body. These will be subject to review at least once every five years.

These procedures are consistent with the quality assurance principles of the European Qualifications Framework which require external monitoring and that the quality assurance agencies themselves should be subject to external quality assurance. In September 2006, guidelines on these, together with application forms, were published on the NQAI website for providers.

The Lisbon Convention which was ratified by Ireland in March 2004 sets out that each country designate a National Information Centre to assist students in securing appropriate recognition of their qualifications. The National Qualifications Authority of Ireland is the Irish centre for the recognition of international qualifications, known as **Qualifications Recognition–Ireland**. In April 2006, the NQAI hosted a **National Qualifications Recognition Conference** in Dublin Castle to promote awareness of the NQAI's arrangements for recognition of foreign qualifications through Qualifications Recognition–Ireland. The conference was attended by over 180 participants from employer, trade union, migrant bodies

and education and training institutions. Qualifications Recognition–Ireland has played an important role in providing advice on the recognition of foreign qualifications for recent recruitment drives to the Gardai and Defence Forces. Qualifications Recognition–Ireland is the first point of contact which provides an advisory service on the comparability of international qualifications for those seeking access to further learning, employment or pursuit of the regulated professions.

On 8th November 2006, Ireland became the first European country to verify the compatibility of its National Framework of Qualifications with the **Bologna Framework** (the Framework for Qualifications of the European Higher education Area). The alignment of the National Framework and anticipated future alignment to the European Qualifications Framework are crucial to and will greatly facilitate the recognition of foreign qualifications between signatory countries.

During 2006 the NQAI visited all Irish Universities, Institutes of technology and a selection of other higher education providers to establish the current processes and procedures for recognition of foreign qualifications in these institutions. The findings were published in December 2006 in a report titled **The Irish National Action Plan for Recognition**.

In October 2006 the Authority completed and published two papers – the first on the extent to which existing national qualifications frameworks have been reviewed. This was the first step in developing an approach to the review of the National Framework of Qualifications. The paper found that reviews are recent and few in number. They mainly concern impact, implementation and/or fundamental objectives of frameworks. Those undertaken raise important questions and considerations that can inform the approach to be taken to the NFQ. The second paper was a review of national and international practice concerning Professional Doctorates. This looked at their incidence, fields of study, programmes and qualifications descriptors. It found that they are a small but growing part of doctoral education in Ireland and suggests that it is timely for the relevant bodies in higher education to explore the usefulness of best practice guidelines for them.

The NQAI set out arrangements in 2006 for the implementation of **Policies and Criteria** for the inclusion in or alignment with the National Framework of Qualifications of the awards of Certain Awarding Bodies. These policies and criteria concern the final area of policy development for the National Framework of Qualifications prior to moving to full implementation of the Framework.

The NQAI hosted a conference entitled “**Towards the Lisbon Agenda 2010 and Beyond – Implementing Change in Education and Training in Ireland in a European Context**” on behalf of the Department of Education and Science and the Department of Enterprise Trade and Employment in November 2006. The purpose of the conference was to inform a wide range of stakeholders including policy and decision makers, practitioners and the social partners about the Education and Training 2010 programme and to stimulate a debate on Ireland’s progress in implementing change in the context of the Lisbon Agenda. The conference also looked beyond 2010 towards new approaches in teaching and learning that will be required to meet the challenges of the 21st century.

The Higher Education and Training Awards Council (HETAC)

The Authority appointed an International Panel in December 2005 to **review the performance of HETAC**. The Panel was asked to consider the extent to which, in performing these functions, the Council complied with the *Standards and Guidelines for Quality Assurance in the European Higher Education Area* and in addition, to review its performance of its functions under the Qualifications Act.

The Panel furnished the report of its findings in May 2006. In the light of the documentary and oral evidence considered by it, the Panel;

- was satisfied that HETAC has performed effectively its principal statutory functions since its establishment and has developed policies and procedures for each function which are being implemented and being operated as appropriate,
- was satisfied that in the performance of these functions, the Council complies with the *Standards and Guidelines for Quality Assurance in the European Higher Education Area*.

HETAC and the Quality Assurance Agency for Higher Education (QAA) in the UK signed a Memorandum of Understanding on 6 June 2006 to cooperate and collaborate on quality assurance matters in higher education. One of the areas of cooperation identified relates to the identification of fraudulent awards bodies which have the potential to damage the reputation of both Irish and UK higher education institutions.

On 5 March 2006 senior civil servants from the Republic and Northern Ireland graduated in the first programme at Masters Level with joint accreditation from HETAC and a Northern Ireland University. The first 27 graduates **of a ground breaking cross border MSc Programme in Innovation Management in the Public Service** were conferred at a ceremony in Dublin Castle that was attended by the President, Mrs Mary McAleese. All graduates were high-ranking civil servants, 13 of them from the Republic and 14 from Northern Ireland. The University of Ulster and HETAC granted the degrees jointly. All candidates had completed a programme of study in Innovation Management in the Public Service at the University of Ulster and at Letterkenny Institute of Technology. The course was developed in collaboration with the Office of An Taoiseach and the Office of the First Minister and Deputy First Minister at Stormont in response to the challenge to deliver more and better public services online. It was designed to meet the needs of high-ranking public servants in the implementation of e-Government initiatives in Northern Ireland and the Republic of Ireland.

Delegation of Authority to **Sligo Institute of Technology** in February 2006 to award Ph D Degrees.

In June 2006 HETAC granted **delegated authority to the Institutes of Technology in Tallaght and Blanchardstown** to make their own awards. All thirteen Institutes of Technology now have delegated authority. This is important in encouraging higher education and training institutions to take ownership of quality assurance and maintenance of academic standards, and reflects the quality assurance process set out in the EQF – self-certification, external monitoring and external review of quality assurance agencies.

The Further Education and Training Awards Council (FETAC)

Developments during 2006 included

Increased Quality Assurance – Providers already registered with FETAC must have applied for FETAC agreement of their quality assurance procedures by the end of December 2006. Providers wishing to register with FETAC for the first time must first agree their quality assurance procedures with FETAC before offering FETAC awards. Up to 29th March 2007 291 providers incorporating over 922 separate centres have agreed their quality assurance processes with FETAC and can offer programmes leading to FETAC awards at levels 1-6 of the National Framework of Qualifications.

In November 2006 the European Commission formally launched a consultation on **the European Credit System for Vocational Education and Training (ECVET)**. Notification was forwarded from the Commission to the relevant Ministries in the 32 countries participating in the Copenhagen process and in the Education and Training 2010 Work Programme. In Ireland, the Department of Education and Science requested FETAC as the single national awarding body for further education and training in Ireland, to carry out the consultation on their behalf. In order to assist the consultation process, FETAC prepared and circulated a background paper setting ECVET and the associated consultation process in both a national and a European context. FETAC hosted a consultation seminar on 15th February 2007 and will draft a national response for submission to the Department of Education and Science by the end of March 2007.

In addition to the **Higher Education Links Scheme (HELS)** which links specific FETAC level 5 Certificates and some Level 6 Advanced Certificates to a number of reserved places on higher education courses, in 2005 the Institutes of Technology and some higher education institutions introduced a pilot admissions criteria and scoring system for FETAC Level 5 Certificate and Level 6 Advanced Certificate applicants.

Following approval of **FETAC's Policy on the Recognition of Prior Learning (RPL)**, a pilot implementation project commenced in December 2005. Providers participating include community, statutory and voluntary providers, and the construction and security sectors. The project will inform the development of good practice guidelines by FETAC. 50 learners achieved awards on the basis of their prior learning during the pilot project. All of these learners were employed in a range of sectors at that time. The pilot RPL project concluded in November 2006 following which an evaluation was undertaken by FETAC. The Evaluation Report was presented to FETAC's Council in March 2007 with recommendations on further implementation of RPL by providers. FETAC has published its Policy and Draft Guidelines on RPL on its website.

In March 2006, FETAC adopted and published its **Policies on Quality Assuring Assessment, Validation of Programmes and Monitoring**. The validation process examines how a programme meets the specifications for an award. It includes such issues as objectives, learning outcomes, content, teaching strategies, assessment techniques, accommodation, resources and staff profiles, as well as progression for learners, RPL, protection for learners where appropriate and specific legal obligations. The process involves a submission by the provider, an evaluation by a FETAC evaluator leading to a decision by a FETAC Programme Validation Committee. The evaluators are recruited and trained by FETAC and selected from a panel. There is an appeal process. The Monitoring Policy provides for monitoring and evaluation of providers programme quality. Monitoring will incorporate ongoing review of provider activity including self-evaluation, programme evaluation and assessment. The process will consist of desk review and site visits. These will lead to the production of

monitoring reports and will contribute to the review of the effectiveness of providers own Quality Assurance procedures.

In January 2006 FETAC launched its first **national programme of TV and cinema advertisements** aimed at promoting increased awareness of its awards among learners and employers. It outlines the difference a FETAC award made in the lives of 4 representative workers in terms of occupation, age and gender in the horticulture, IT/business, childcare, fishing and construction sectors. It is shown on 5 TV stations and in over 80 cinemas.

FETAC issued approximately **110,000 awards in 2006**. In January 2007, the total number of awards issued by FETAC since it was established in 2001 exceeded the **500,000** mark.

FETAC IT Project – FETAC’s current IT system was originally designed to cater for about 30,000 NCVA awards annually, in the context of a role in external moderation and issue of results only. It is unable to cater for the new quality assurance and programme validation arrangements, the need for a comprehensive document management system, the increased volumes and increased frequency of certification (FAS learners receive 2,000 certificates per fortnight, in addition to major certification in the education sector twice per year, overall some 110,000 FETAC awards are now issued annually), and the other business functions of FETAC.

The key functions which need to be catered for in an integrated IT system are:

1. Comprehensive website with information on standards, awards, progression, policies etc.
2. Document management and tracking associated with the Quality Assurance and Programme Validation processes, and the decisions on these, together with association of these with centre level performance indicators, evaluation reports etc.
3. Issue of certification across major, minor, special purpose and supplemental awards, together with the facility to accumulate credits towards awards - a database of providers and learners.
4. Production of statistics on certification achieved by level, discipline, provider, sex, sub region.
5. Online entry of documentation, candidate entry and results information from a myriad of different providers with different systems.
6. Recognition of other awards, recognition of prior learning.
7. Routine business, financial and accounting functions.

A feasibility study was completed in 2005/2006 following public tendering, and the tendering for the Design and Build stage of the project has been completed in 2006. The projected cost of the next stage of the project is approximately €4.273 million. Public procurement arrangements have been complied with. The final approval for the next stage of developments was not available in time to draw down the expected outlay of approximately €600,000 in 2006. The project will be completed on a phased basis.

PROGRESS WITH REGARD TO PHYSICAL INDICATORS AND TARGETS

Further Education and Training Awards Council (FETAC)

Summary of FETAC Awards – January to December 2006					
NCVA	NCEA	FÁS	FÁILTE IRELAND	TEAGASC	TOTAL
63,563	214	41,466	2,060	2,993	110,296

*These are the total figures for FETAC awards made in 2006. FETAC is currently reviewing the categories used for statistical representation of awards made in the light of the National Framework of Qualifications. This will lead to different categories to those reported previously. This work is expected to be completed by the end of April 2007.

Higher Education and Training Awards Council (HETAC)

Field of Learnin	Award Level	Total for Type		Total for Area		BMW TOTAL	S&E TOTAL
		M	F	M	F		
Business	Level6	983	1463	2,982	4,521	982	1464
	Level7	1097	1709			1,375	1431
	Level8	855	1305			643	1517
	Level 9	47	44			26	65
	Level10	0	0			-	0
Engineering	Level6	1438	113	3,286	294	549	1002
	Level7	1285	112			549	848
	Level 8	542	69			169	442
	Level9	19	0			1	18
	Level10	2	0			1	1
Arts (inc. Humanities)	Level6	184	669	2,224	4,070	193	660
	Level7	1009	1565			647	1927
	Level 8	930	1740			661	2009
	Level9	89	90			21	158
	Level 10	12	6			6	12
Science	Level6	650	379	2,856	1,652	310	719
	Level7	1079	597			677	999
	Level8	1018	608			481	1145
	Level9	107	64			63	108
	Level10	2	4			-	6
Nursing	Level6	0	4	7	160	-	4
	Level7	4	110			16	98
	Level8	3	46			49	0
	Level9	0	0			-	0
	Level10	0	0			-	0
OVERALL TOTAL (Regular Learners)				11,355	10,697	7,419	14,633
Total HETAC ACCS Awards 2005				842	1,818	609	2,051
GrandTotal				12,197	12,515	8,028	16,684
				(49.36%)	(50.64%)	(32.49%)	(67.51%)

Amended figures for 2004 & 2005 have been finalised, 2004 amended figures are listed in Appendix 1. 2006 amended figures to be included with first half 2007 data. Revised figures show a slight decrease in the percentage of students obtaining awards in the BMW region (2% in 2005 below 2004 results). This trend is expected to reverse with the delegation of awarding powers to the Institutes of Technology thereby increasing awareness and availability of higher awards in the BMW regions.

PROGRESS WITH REGARD TO EXPENDITURE

Table 1 – Expenditure for January – December, 2006

EHRD-OP €m	% of Measure Forecast	Total Prog spend	Total co-financed (CSF expend)	E U Structural Funds	National Public Co-financed	Private Co-financed	Public Non-Co-financed
		<i>C1</i>	<i>C3</i>	<i>c5</i>	<i>C10</i>	<i>c14</i>	<i>c25</i>
BMW Expend in 2006	0%	0.000	0.000	0.000	0.000	0.000	0.000
SAE Expend in 2006	488%	10.972	2.047	1.024	1.024	0.000	8.925
Nat Expend in 2006	488%	10.972	2.047	1.024	1.024	0.000	8.925

Table 2 – Cumulative expenditure from 2000 to 2006

EHRD-OP €m	% of Measure Forecast	Total Prog spend	Total co-financed (CSF expend)	E U Structural Funds	National Public Co-financed	Private Co-financed	Public Non-Co-financed
		<i>C1</i>	<i>C3</i>	<i>c5</i>	<i>C10</i>	<i>c14</i>	<i>c25</i>
BMW Expenditure 2000 – 2006	0%	0.000	0.000	0.000	0.000	0.000	0.000
SAE Expenditure 2000–2006	337%	57.079	13.471	6.736	6.736	0.000	43.608
Nat Expenditure 2000 –2006	337%	57.079	13.471	6.736	6.736	0.000	43.608

6. HORIZONTAL PRINCIPLE

Relevant Template completed

7. COMPLIANCE WITH EU POLICY

It is the policy of the Department of Education and Science to comply with all EU Regulations in relation to procurement, competition etc.

8. PUBLICITY

Full recognition was given to the NDP and ESF funding at the launch of the designate and subsequently the statutory National Qualifications Authority by means of the prominent use of the NDP and EU logos on launch notification and press releases. A similar reference was made in respect to the NDP at the launch of the two awarding Councils. Reference is made to the NDP and ESF funding in speeches, press releases, publications, etc, as appropriate.

9. NORTH/SOUTH CO-OPERATION

The National Qualifications Authority of Ireland has hosted a network of qualifications and regulatory authorities in Ireland and the United Kingdom to promote co-operation and share practices, and consider the potential for aligning frameworks of qualifications and levels, or agreeing linkages. On 12 July 2005, the Minister for Education and Science in Ireland and the British Secretary of State for Education and Skills jointly launched a new guide for comparing

qualifications in Ireland, England, Scotland, Wales, and Northern Ireland. The guide is a “ready reckoner” which shows key points of convergence of qualifications levels within the frameworks across the UK and Ireland.

This is also a useful example of how awards across different member states might be aligned in the context of the meta framework proposed under the European Qualifications Framework.

On 6th February 2004 it was announced that Irish Leaving Certificate awards at Ordinary and Higher Level would be included, with effect from September 2006, in the UCAS Tariff, the points system for admission to higher education colleges in Northern Ireland and Great Britain.

As detailed under 3.5, on 5 March 2006 senior civil servants from the Republic and Northern Ireland graduated in the first programme at Masters Level with joint accreditation from HETAC and a Northern Ireland University. The first 27 graduates **of a ground breaking cross border MSc Programme in Innovation Management in the Public Service** were conferred at a ceremony in Dublin Castle that was attended by the President, Mrs Mary McAleese. All graduates were high-ranking civil servants, 13 of them from the Republic and 14 from Northern Ireland.

Other moves towards mutual recognition.

The NQAI has established “**Qualifications Recognition–Ireland**”; a one stop shop for enquiries regarding the recognition of awards from other countries, whether for purposes of the regulated professions, for employment or for access and progression to further or higher education and training. Applicants can complete the application on-line, but this needs to be accompanied by a certified copy of the award, a certified copy of the transcript and certified translations of these documents into Irish or English. The NQAI then, building on its extensive networks with national awarding bodies and European ENIC, NARIC and NRP centres, provides advice on the comparability of foreign qualifications to qualifications in the Irish National Framework of Qualifications. Competent bodies responsible for the regulated professions under the EU Directives remain unchanged, but all queries are co-ordinated through NQAI for ease of public access.

A major recruitment drive is underway at present to expand the Garda Síochána and to encourage employment from different ethnic and cultural groups to increase the diversity of the force. The Public Appointment Service and Garda Recruitment Authorities are being assisted by NQAI in this process in terms of comparability of qualifications from other countries.

Proposals For Re-Profiling Expenditure

None

Proposals To Amend Programme Complement

None

Equality Priority

Measure 30 - Educational Equality Initiative

The objective of the Education Equality Initiative (EEI) is to address gaps in the provision of education and training for educationally disadvantaged women and specific marginalized groups. The EEI has strategically funded pilot projects to develop models of good practice in relation to education for marginalised groups which could be mainstreamed and from which policy lessons can be drawn for the future development of innovative learning opportunities.

This initiative started out as the Women's Education Initiative (WEI) and broadened its scope with EEI Phase I (2000-2003) to cover the nine grounds on which discrimination is unlawful as defined by the Equal Status Act (2000); Gender, Marital Status, Family Status, Age, Disability, Race, Sexual Orientation, Religious Belief and Membership of the Traveller Community.

The overall goal of EEI is to ensure that the learning and good practice generated by the projects chosen are identified, documented, analysed and disseminated throughout the adult education community, local and national, with the ultimate aim of embedding the lessons in policy and practice for the improvement in provision of education to disadvantaged adults.

Significant Changes in the Operating Environment

Since the commencement of the measure in 2000, a steady increase in the numbers of people in paid employment may have affected take-up of courses and programmes. In the reporting period January to December 2006, no significant changes have occurred.

Commentary on Measure-related progress

At project level, a thematic approach has been developed, allowing similar type projects to network and share information. A project directory has been produced and has been disseminated to local and national agencies.

The Nexus project "SPEAK" is an IT self-evaluation tool for projects. It creates a database that examines project activities from a number of perspectives, including projects outputs and inputs. Participants in the project are men living in isolated rural areas. The SPEAK evaluation tool if successful can be implemented in Community Education projects nationally. The Irish Deaf Society launched 4 DVD's during the final phase of the EEI, "Understanding English through Irish Sign Language", "Health", "Revenue" and "Introduction to ICT". The DVD's were used as part of the training of 20 ISL tutors.

Pavee Point produced the DVD 'Pavee Parents, Primary Concerns', which was launched in December 2005 for use by Traveller Learners. In 2006 a training manual was produced to accompany this DVD. An adult literacy manual "Misling the Tobar – Travelling the Road" was also produced and launched in 2006. Since then, the project has been disseminating the DVD and manuals at local, regional and national level.

The Ballyfermot Project received an AONTAS Highly Commended Star Award at the AONTAS Adult Learner Festival in January 2007.

Kerry Deaf Society produced a Project Evaluation and Best Practice Brochure in October 2006. The project was also involved in the conversion of 4 British video aids to Irish Sign Language. The project participants were actively involved in filming, editing and the translation process. The Munster Deaf Tutor Network was also formed in 2006.

“Mevagh” organised educational outings and an Annual Health Day in 2006. A DVD on the work of the project was also produced.

A booklet was produced by Mr. Noel Bradley on “Personal Reflections of an Outreach Worker”.

Ennis CDP completed their project with an evaluation Report on the “Traveller Homework Parent Support Programme” and also organised a Family Learning Programme. An evaluation report “Realising Our Potential” was completed by Dunlaoighre

Most projects have encountered obstacles of some kind, principally adequate child-and eldercare and transport. Also evident is the barrier of educationally disadvantaged people who have a negative overview of the school/education system, and a resulting reluctance by them to be drawn into education\training via outreach programmes.

Progress in relation to physical indicators and targets

NUTS III Measure Indicator Report for reporting period

<i>Measure/Sub-Measure: Measure 30 Jan-Dec 2006</i>			
<i>Indicator Used: No. of participants</i>			
Region	Tota	Gender break-down (where appropriate)	
		Male	Female
<i>BMW Total</i>	100	100	
<i>SAE Total</i>	108	62	46
National (BMW+SAE)	208	162	46

Other Indicators

<i>Measure/Sub-Measure: Measure 30 Jan-Dec 2006</i>			
<i>Indicator Used: Participants under the age of 25</i>			
Region	Total	Gender break-down (where appropriate)	
		Male	Female
BMW Total	0	0	0
SAE Total	15	2	13
National BMW+ SAE)	0 15	2	13

<i>Measure/Sub-Measure: Measure 30 Jan-Dec 2006</i>			
<i>Indicator Used: Participants over the age of 25</i>			
Region	Total	Gender break-down (where appropriate)	
		Male	Female
BMW Total	100	100	
SAE Total	93	60	33
National BMW+SAE)	193	160	33

<i>Measure/Sub-Measure: Measure 30, Jan-Dec 2006</i>			
<i>Indicator Used: Previous Educational Level: Primary only; special school; no formal schooling</i>			
Region	Total	Gender break-down (where appropriate)	
		Male	Female
BMW Total	60	60	
SAE Total	34	15	19
National BMW+SAE)	94	75	19

<i>Measure/Sub-Measure: Measure 30, Jan-Dec 2006</i>			
<i>Indicator Used: Previous Educational Level: Secondary school; adult or community education</i>			
Region	Total	Gender break-down (where appropriate)	
		Male	Female
<i>BMWTotal</i>	30	30	
<i>SAE Total</i>	61	41	20
National (BMW+ SAE)	91	71	20

<i>Measure/Sub-Measure: Measure 30, Jan-Dec 2006</i>			
<i>Indicator Used: Previous Educational Level: Further or Third level educational (degree /diploma)</i>			
Region	Total	Gender break-down (where appropriate)	
		Male	Female
<i>BMWTotal</i>	10	10	
<i>SAE Total</i>	13	8	5
National (BMW+ SAE)	23	18	5

The overall number of participants in this period is 208 with the breakdown of participants as above. Indicators show an increase overall in the number of men participating due to novel outreach methods employed in the rural locations.

(Indicators relating to modules and courses offered and achieving certification will be available at the end of the funding period - 2007).

Measure 31A - Equal Opportunities Promotion & Monitoring –Education

In the education sector, the Equal Opportunities Promotion and Monitoring measure provides for:

- *Establishment of an ESF-aided 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,*
- *The development of an ESF-aided computerised Management Information System (MIS) for the Further Education sector, which is not embraced at present by the post-primary pupil data base.*

Significant Changes in the Operating Environment

There were no significant changes in the operating environment in 2006.

Commentary on measure-related progress

Equality Unit

Research

The Unit funded 10 Research Grants on gender issues in education in 2006. The following research projects supported by the Unit were published in 2006:

The NCCA published the outcomes of the 3rd phase of its longitudinal study on students as *Pathways Through Junior Cycle: The experiences of Second Year Students*

- James Norman published his research *Straight Talk: Researching Gay and Lesbian Issues in the school Curriculum* in May 2006.
- Professor Eileen Drew published her research on males and primary teaching *Facing Extinction: Why Men are not attracted to Primary Teaching* in November 2006.
- Dr. Caroline Renehan published her research *Different Planets: Gender Attitudes and Classroom Practice in Post-Primary Teaching* in December 2006
- Dr. Lorna Ryan published her research *Gendering the School Plan: Science Subject uptake by Senior cycle Students* in December 2006.

Resource Materials.

Work on the updated *Equal Measures* resource material and the DVD was completed, and the pack was launched in May 2006. It was distributed to all the relevant education stakeholders, the third level teacher education colleges in Ireland and to our colleagues in Northern Ireland. It was distributed to all primary schools at the beginning of September 2006. The pack is a resource for school communities to help them to develop a gender equality policy in primary schools and to promote gender equality in schools

- Two project development workers were recruited in June 2006 to work on *eQuality Measures*, a gender equality resource pack for use in post-primary schools. A project coordinator was also recruited. The team began work in September 2006, and work is ongoing.

Training

- 26 primary and post-primary inspectors were provided with gender mainstreaming training and this included training in the use of gender indicators for Whole School Evaluation.
- 6 new primary inspectors also received training in gender main-streaming.
- A five day training course for Women into Educational Management was held in July 2006. 25 women participated.

Men as Teachers and Educators Promotion Campaign

Following one of the main recommendations of the Primary Education Committee, a promotion campaign to encourage more men to consider primary teaching as a career started in January 2006. The campaign focussed on a number of key target audiences, particularly students, parents, teachers and guidance counsellors. It highlighted the wide variety of skills that a primary teacher uses. It promoted the rewards of being a teacher such as the value to society, work/life balance, career satisfaction, diversity of skills, professional development, conditions of employment and job security.

International Co-operation

The Unit is participating in a project which is being co-ordinated by the Ministry for Equal Opportunities Luxembourg. As part of this project, Ireland hosted an international seminar on Men and Education in November 2006, which showcased Irish work on males and education, including research funded by the Unit.

Attendance at National Fora

A member of the Unit made a presentation and provided expert input on the '*Understanding the EU's role: Education and Equality*' at workshops at the National Forum On Europe's Women's conferences in Bundoran and Galway in June 2006.

Other Actions

Work continued on developing a web resource for the curriculum intervention *Discovering Women in Irish History* which was put up on the *Scoilnet* website.

- ☐ The Unit continued to advise senior management in the Department of Education and Science on gender mainstreaming
- ☐ The Unit continued to advise on gender quality and gender mainstreaming, both internally in the Department and in response to external queries from other Government departments, personnel involved in education and the general public.
- ☐ The Unit represented the Department of Education and Science on the following Committees in 2006:
 - NDP/CSF Equal Opportunities and Social Inclusion Co-ordinating Committee
 - Management Committee of the Department of Justice, Equality and Law Reform Gender Equality Unit
 - National Steering Committee on Violence Against Women
 - Equality Authority – Equality Studies Unit Management Committee
 - Education Equality Committee
 - Advisory Committee on Homophobic Bullying
 - Women into Science, Engineering and Technology Committee

Management Information System (MIS) for the Further Education sector

At present, data on post-primary pupils and PLC students are gathered and stored on the Post-Primary Pupils Database system. This allows for detailed analysis of activity within the second-level and PLC sectors, as well as comprehensive examination of participation and retention rates.

No similar facility exists for those programmes in the further education sector, such as Youthreach, VTOS etc., which are normally provided in centres other than schools.

The FEMIS project will ensure that participation patterns can be monitored in the programmes concerned and that timely and regular data can be supplied on overall provision and outcomes. Participant information by reference to gender, age, economic status, subject/module choice, levels of certification, prior education attainment and literacy levels, and progression will be made available by the project.

FEMIS will be considered in the context of the Learners database. The Feasibility Study for the Learners database has been prioritised for 2007.

Progress in relation to physical indicators and targets

The following table provides updates for the period January –December 2006 in relation to the key progress indicators identified in the Programme Complement. Details in relation to research projects, training provided and publications are outlined in Section 3 above. In relation to the research projects funded by the Gender Equality Unit, a regional breakdown is not appropriate as

the projects deal with education issues nationwide

Gender Equality Unit Indicators and Progress Jan-Dec 2006

Indicator	Progress Report								
Research projects supported on males in education	2								
Research projects supported on females in education	1								
Research projects supported on both women and men in the education system	7								
Number of researchers conducting research	13 (2 male, 11 female)								
Number of training participants	<table> <tr> <td>M</td><td>F</td></tr> <tr> <td>BMW</td><td></td></tr> <tr> <td>SAE</td><td></td></tr> <tr> <td>NAT</td><td>12 45</td></tr> </table>	M	F	BMW		SAE		NAT	12 45
M	F								
BMW									
SAE									
NAT	12 45								
Number of publications	6								
Research projects completed	7								

Progress with regard to expenditure

Table 1 – Expenditure for 2006

EHRD-OP	€m	% of Measure Forecast	Total Prog spend	Total co-financed (CSF expend)	E U Structural Funds	National Public Co-financed	Private Co-financed	Public Non-Co-financed
			<i>C1</i>	<i>C3</i>	<i>c5</i>	<i>C10</i>	<i>c14</i>	<i>c25</i>
BMW Expend in 2006		%	0.000	0.000	0.000	0.000	0.000	0.000
SAE Expend in 2006		144%	0.693	0.693	0.346	0.346	0.000	0.000
Nat Expend in 2006		144%	0.693	0.693	0.346	0.346	0.000	0.000

Table 2 – Cumulative expenditure from January 2000 to December 2006.

EHRD-OP	€m	% of Measure Forecast	Total Prog spend	Total co-financed (CSF expend)	E U Structural Funds	National Public Co-financed	Private Co-financed	Public Non-Co-financed
			<i>C1</i>	<i>C3</i>	<i>c5</i>	<i>C10</i>	<i>c14</i>	<i>c25</i>
BMW Expenditure 2000 – 2006		%	0.000	0.000	0.000	0.000	0.000	0.000
SAE Expenditure 2000– 2006		102%	3.678	3.369	1.684	1.684	0.000	0.309
Nat Expenditure 2000 – 2006		102%	3.678	3.369	1.684	1.684	0.000	0.309

Horizontal Issues

All the work of the Gender Equality Unit relates to promoting and assisting the development of gender equality and gender mainstreaming for men and women.

Compliance with EU and national policy

It is the policy of the Department of Education & Science to comply with all EU and national regulations in relation to procurement, competition etc.

Publicity

Equality Unit - guidelines in relation to the NDP/CSF publicity requirements were adhered to in documentation produced during this period. The Gender Equality Unit advertises widely; seminars, publications, applications for grants etc. Press Releases for launches have been circulated. A logo for the Unit has been adopted to provide an identity and corporate image for the Unit. It is used in conjunction with the NDP and EU logos and relevant acknowledgements.

North/south co-operation

All programmes in the education sector are open to pupils/students/trainees from Northern Ireland (providing they satisfy the conditions of the relevant programme). Any benefits arising from the mainstreaming of a gender perspective into all areas of the educational system will benefit all participants. Copies of all publications are issued to our colleagues in Northern Ireland, in the universities, the training colleges, the Education Library Boards and the Department of Education, Northern Ireland.

Proposals for re-profiling of expenditure (where applicable)

None.

Proposals to amend Programme Complement (where applicable)

None.

Measure 31B- Equal Opportunities Promotion & Monitoring

The NDP Gender Equality Unit assists implementing departments and agencies to meet gender mainstreaming requirements across the NDP. Since the Mid-Term Review this has involved a particular focus on those measures prioritised for action on gender equality, including most of the measures of this Operational Programme.

Significant changes in the operating environment

Following the departure of Julia Long in September 2006, the Unit's staffing complement is now three: Head of Unit, 1 Executive Officer and 1 Clerical Officer (who is on long term sick leave).

Commentary on measure-related progress

As the NDP 2000-2006 is approaching programmed closure, the Unit's monitoring function has become increasingly important. The Unit's assessment of the end 2005 progress reports and gender equality templates were discussed with the individual measure managers and summary points reported to the relevant monitoring committees. The Unit's views of the DES measures were forwarded to the Gender Equality Unit in that Department for appropriate action.

The Unit also is supporting the inclusion of a gender equality perspective in programmes, which will be co-financed in the next planning period. The Unit accordingly provided submissions to the following areas:

- ☐ The National Reference Strategic Framework 2007-2013
- ☐ The ESF Operational Programme 2007-2013
- ☐ The Rural Development Strategy and Programme 2007-2013.
- ☐ The Border, Midlands and Western and the Southern and Eastern Regional Operational Programmes 2007-2013.

In addition, a paper on women in enterprise was submitted to Forfas as a contribution to the implementation of recommendations contained in the Small Business Forum Report.

Other ongoing activity by the Unit includes management of a number of innovative projects:

- (i) a Labour Market Initiative to support lone parents to access employment, education and training; this Initiative is being delivered through the County Development Boards.
- (ii) a project to assist at lone parents of Irish Born Children who have been granted leave to remain in Ireland to secure employment. Business In the Community is delivering this project.
- (iii) In-Company Training initiative for the community and voluntary sector which is being developed with Women's Aid.
- (iv) two research projects on gender equality and enterprise which are being carried out by Dundalk Institute of Technology
- (v) a project to provide services to promote women in business.

The activities under (i) and (ii) above sit under the Equality for Women Measure (31 B 1)

The Unit has tendered for the preparation of a Guide on Best Practice on promoting gender equality under the NDP 2000-2006.

Progress in relation to physical indicators and targets

Much of the activity of the Unit in the second half of 2006 will be captured in reports which have yet to be published. Accordingly the indicator data below remains the same as that provided in the in the Jan- June 2006 progress report.

Measure Indicator Report

	Baseline	Indicator target 2006	Outturn to end June 2006
Measure (Title)			
Indicator (No. trained)* Border Region Midland Region West Region BMW South East Region MidEastRegion Dublin Region South West Region Mid West Region SAE National (BMW + SAE)		364(146M/218F) 1456(582M/874F) 1 820(728M/1092F)	1 57(50M / 107F) 54(20M / 34F) 11 8(32M / 86F) 329(102M / 227F) (Total) 83(40M / 43F) 17(4M / 13F) 471(218M/291F) 68(30M / 38F) 64(1 8M / 46F) 741(310M / 431F) (Total) 1 070(412M /658F) (Total)
Indicator Reports Published BMW SAE National		7	31
Indicator (Statistical Datasets Produced) BMW SAE National		7	13
Indicator (No. of Gen. Disaggregated indicators reported) BMW SAE National		280	This figure was to be generated by the CSF IT computer but has not been resolved to date. The Unit's review found that half (50%) of all NDP Measures are providing gender disaggregated data including 24 measures of the EHRDOP.

Progress with regard to expenditure

From January to December 2006, the Unit spent €282, 146 half of which is ESF funds and half of which is Exchequer funds. This spending represents **25%** of the original target spending for 2006 or **50%** of the revised target expenditure following a re-allocation of funds to the Equality

for Women Measure. All of the Unit's expenditure is based in the SAE region. The Unit's programme of activities will exhaust its remaining budget by end 2007.

The Unit's spend since 2000 has been **56%** of the forecast target to end 2006 or **78%** following the re-allocation.

Table 1 – Expenditure from January – December 2006

EHRD-OP	€m	% of Measure Forecast	Total Prog spend	Total co-financed (CSF expend)	E U Structural Funds	National Public Cofinanced	Private Co-financed	Public Non-Cofinanced
			<i>C1</i>	<i>C3</i>	<i>C5</i>	<i>C10</i>	<i>C14</i>	<i>C25</i>
Dublin Region Expend in 2006							0	0.00
South East Region Expend in 2006							0	0.00
Mid East Region Expend in 2006							0	0.00
Mid West Region Expend in 2006							0	0.00
South West Region Expend in 2006							0	0.00
SA Expend in 2006	25%		<i>282,146</i>	<i>282,146</i>	<i>141,073</i>	<i>141,073</i>	<i>0</i>	<i>0.00</i>
West Region Expend in 2006							0	0.00
Border Region Expend in 2006							0	0.00
Midland Region Expend in 2006							0	0.00
BM Expend in 2006							0	0.00
National (BMW + SAE) Expend in Jan - June 2006	25%		<i>282,146</i>	<i>282,146</i>	<i>141,073</i>	<i>141,073</i>	<i>0</i>	<i>0.00</i>

Table 2– Cumulative expenditure from January 2000 to June 2006

EHRD-OP	€m	% of Measure Forecast	Total Prog spend	Total co-financed (CSF expend)	E U Structural Funds	National Public Cofinanced	Private C o - financed	Public N o n - Cofinanced
			<i>c1</i>	<i>c3</i>	<i>c5</i>	<i>c10</i>	<i>c14</i>	<i>c25</i>
Dublin Region			0.00	0	0	0	0	0.00
South East Region.			0.00	0	0	0	0	0.00
Mid East Region			0.00	0	0	0	0	0.00
Mid West Region			0.00	0	0	0	0	0.00
South West Region			0.00	0	0	0	0	0.00
SAE Expenditure January 2000 - June 2006	56		2,999,000	2,999,000	1,499,500	1,499,500	0	0.00
West Region			0.00	0	0	0	0	0.00
Border Region			0.00	0	0	0	0	0.00
Midland Region			0.00	0	0	0	0	0.00
BMW							0	0.00
National Expenditure Jan 2000 - June 2006	56		2,999,000	2,999,000	1,499,000	1,499,000		0.00

Horizontal issues.

The Unit supports the effective implementation of gender mainstreaming under the NDP 2000-2006. Thus all of its activities are concerned with promoting gender equality. The Lone Parent's Initiative is an important contribution to addressing poverty for lone Parents. The Unit's work on promoting gender equality within certain rural development measures might be of particular interest to those tracking the horizon effects of NDP spending on rural development.

Compliance with E.U. and national policy

The Unit's role is to advise on and monitor gender equality issues in the NDP 2000-2006. As part of this role, it also provides advice on gender mainstreaming the co-financed programmes in the planning period 2000-2006. The Unit also follows all EU regulations with regard to fair competition when issuing tenders for various projects.

Publicity

The Unit's logo, the NDP logo and the EU logo feature on all Unit publications and publicity material (e.g. research reports, training materials, fact sheets, letterheads, job advertisements, website etc). Calls for tender state that the Unit is funded by the NDP and refers to the Unit website, which indicates all funding sources for the Unit.

North South Cooperation

The Unit will include examples of best practice on promoting gender equality from the Peace II Programme and participated on the Advisory Group of a Peace II-funded project on gender mainstreaming and peace-building.

Proposals for re-profiling of expenditure

Re-profiling of €1.48m to the Equality for Women measure (31 B 1 ESF) took place in 2006 to fund two new Initiatives: supporting lone parents in accessing employment, education and training (approximately €1 m) and the second targets lone parents of Irish Born Children (approximately €0.5m) who have been given leave to remain in Ireland. These projects have been developed to progress gender mainstreaming among the relevant service providers at local level. The 'positive action' nature of the projects means that they sit more comfortably under the Equality for Women Measure.

Amendments to Programme Complements

None

Measure 31B1- Equality for Women

The Department of Justice, Equality and Law Reform is responsible for the Equality for Women Measure. The Measure is funding activities under five different strands. They are:

- (A) Access to employment, education, training and up-skilling of women;
- (B) Encourage career development among women;
- (C) Encourage entrepreneurship among women
- (D) Innovative projects for disadvantaged women and women over 50 years of age;
- (E) Promote gender balance in decision making;

Significant Changes in the Operating Format

No significant changes have occurred in the operating environment.

Commentary on Measure - related progress

In December the Minister for Justice, Equality and Law Reform announced the allocation of almost €2.2 million in grant assistance to eighteen projects which will address Equality for Women. Of this amount, more than €1.95 million will support projects in CLAR areas (areas of rural regeneration) and about €250,000 will go to projects with an educational focus. The project applications were appraised by POBAL on behalf of the Department using the following criteria: evidence of need, quality of the proposal, experience of gender equality, social exclusion and education/labour market initiatives, capacity of the group or organisation and value for money. A list is provided in Appendix 1 of the organisations to receive funding under this Phase of Equality for Women Measure.

Progress with regard to physical indicators and targets

Measure Indicator Report

Indicator	Region	Baseline	Mid-term target	Final Target 31/12/06	Out-turn 31 Dec 06
Output Indicator 1. No. of projects assisted to advance gender equality	Border Region	0	1	1	1
	Midland Region	0	0	0	1
	West Region	0	2	2	2
	BMW	0	3	3	4
	South East Region	0	3	3	3
	Mid East Region	0	2	2	2
	Dublin Region	0	9	9	12
	South West Region	0	3	3	3
	Mid West Region	0	3	3	3
	S&E	0	20	20	23
	<i>National</i>	<i>0</i>	<i>23</i>	<i>23</i>	<i>27</i>
Output Indicator 2. No. of publications	Border Region				
	Midland Region				
	West Region				
	BMW	0	1	1	2*
	South East Region				
	Mid East Region				
	Dublin Region				
	South West Region				
	Mid West Region				
	S&E	0	4	4	4*
	<i>National</i>	<i>0</i>	<i>5</i>	<i>5</i>	<i>6</i>

* Publications produced by:

- Inishowen Project *Participants Survey* (BMW)
- SIPTU - *Equality for You - Filling the Knowledge Gap* (S&E)
- Bray Partnership - *Competence and Confidence- Examining the needs of women aged over 45 in the Bray area* (S&E)
- Women in Technology and Science(WITS) - *WITS Talent Bank* (S&E)
- Newbury House Family Centre Ltd - *Mayfield Community Arts Centre - Community Arts Training Equality for Women Measure* (S&E)
- National Traveller Women's Forum – *Resource Pack for Trainers who work with Traveller Women* (BMW)

Measure Indicator Report contd.

Indicator	Region	Baseline	Mid-term target	Final Target 31/12/06	Out-turn 31 Dec 06
Output Indicator 3. No. of people who participated in the Measure	Border Region - <i>Participants</i> - <i>Service Users</i> Midland Region - <i>Participants</i> - <i>Service Users</i> West Region - <i>Participants</i> - <i>Service Users</i> BMW - <i>Participants</i> - <i>Service Users</i> South East Region - <i>Participants</i> - <i>Service Users</i> Mid East Region - <i>Participants</i> - <i>Service Users</i> Dublin Region - <i>Participants</i> - <i>Service Users</i> South West Region - <i>Participants</i> - <i>Service Users</i> Mid West Region - <i>Participants</i> - <i>Service Users</i> S&E - <i>Participants</i> - <i>Service Users</i> National - <i>Participants</i> - <i>Service Users</i>	0	25	80	425 269* 59 - 308 19 792 676* 376 56* 703 103* 1,001 2,046* 1,009 788* 878 557* 3,967 4,408* 4,759 4,703*

** Please note: figures for service users are for the 12 month period January - December 2006.
Service user figures are estimated and cannot be accumulated
Participants figures include FÁS, EPIC and CDB Lone Parents Initiative projects.*

Measure Indicator Report contd.

Indicator	Region	Baseline	Mid-term target	Final target 31/12/06	Out-turn end December 2006
Result Indicator 1. No. of GM strategies developed in Labour Market; Decision making	Border Region				1
	Midland Region				1
	West Region				1
	Total BMW	0	0	1	3
	South East Region				3
	Mid East Region				2
	Dublin Region				8
	South West Region				4
	Mid West Region				3
	Total S&E	0	0	4	20
	National	0	0	5	23
Result Indicator 2. No. of participants receiving certification	Border Region				
	Midland Region				
	West Region				
	BMW	0	10	25	341*
	South East Region				48
	Mid East Region				0
	Dublin Region				0
	South West Region				20
	Mid West Region				104
	S&E	0	40	125	287*
	National	0	50	150	628*
Impact Indicator 3. No. of organisations which implement best practice developed under the Measure	Border Region				
	Midland Region				
	West Region				
	BMW	0	0	1	0
	South East Region				
	Mid East Region				
	Dublin Region				
	South West Region				
	Mid West Region				
	S&E	0	2	4	0
	National	0	2	5	0

* FÁS certification figures not available in regional format

The number of people participating in the Measure has exceeded targets.

As at the end of December 2006, a total of 4,759 people have participated in structured training and other interventions provided by projects funded under the Measure. In addition, an estimated 4,703 people used the services of project promoters.

Participants by NUTS III Region

	January to December 2006				Cumulative to end December 2006			
	<i>estimated no. Market poverty!</i>	<i>estimated no. Labour Decision Making social exclusion</i>	<i>estimated no. poverty!</i>	<i>estimated no. social exclusion</i>	<i>estimated no. Market poverty!</i>	<i>estimated no. Labour Decision Making social exclusion</i>	<i>estimated no. poverty!</i>	<i>estimated no. social exclusion</i>
Dublin	857	294	132	45	1201	424	266	98
South East	127	66	0	0	467	165	0	0
South West	622	119	0	0	1528	282	0	0
Mid West	298	65	0	0	1108	140	0	0
Mid East	343	38	0	0	1011	106	0	0
Total SAE	2247	582	132	45	5315	1117	266	98
West	123	56	50	32	177	76	175	103
Border	354	140	0	0	569	164	0	0
Midlands	67	24	0	0	75	25	0	0
Total BMW	544	220	50	32	821	265	175	103

5. Progress with regard to expenditure

	12 months ending 31/12/2002	12 months ending 31/12/2003	12 months ending 31/12/2004	12 months ending 31/12/2005	12 months ending 31/12/2006	Cumulative Total January 2001-December 2006
OP Forecast	€ 0.53m	€ 1.866m	€ 2.12m	€ 1.266m	€ 0.95m*	€ 9.531m
Revised Forecast	€ 0.95m	€ 1.90m	€ 2.12m	€ 1.266m	€ 1.05m	€ 7.286m
Actual Expenditure	€ 0.34m	€ 1.88m	0 € 2.128m	0 € 1.653m	0 € 1.05m	0 € 7.051m
Expenditure as a % of OP	64.2%	100.7%	100.3%	100%	111%	74%

* This figure is the amount provided for the EHRD OP (EHRD, CLAR, FÁS) in the DJELR Estimates for 2006

A budget of €9.53 1m for the period 2000-2006 has been allocated for the Equality for Women Measure, of which approximately € 8.56m relates to the S&E Region and € 0.97 1m relates to the BMW Region. Expenditure for the six months ending 31 December 2006 amounted to € 1.022m (€0.651m S&E and €0.372m BMW). This is 111% of the Programme

Complement profile for the year. For further details of project expenditure, see Tables 1 and 2 in Appendix 3.

6. Horizontal Issues: (Gender Equality)

See Appendix 2

7. Compliance with E.U. Policy and National Policy

The Department of Justice, Equality and Law Reform has been advised that none of the current activities impacts on State Aid rules. The Department has supported the development of procedures to assist the participating projects to comply to EU policy requirements where applicable.

8. Information and publicity requirements

All projects have been made aware of the protocol regarding the use of the NDP & ESF logos and of the services available to them through the NDP local media project. The NDP and ESF logos have been used extensively by projects in recruiting staff, advertising the project and in launches etc.

9. North South Co-Operation

Not applicable

10. Proposals for re-profiling of expenditure

Not applicable

11. Amendment to Programme Complements

An amended Programme Complement has been approved by the EHRD Monitoring Committee. The reason for this modification was the transfer of €1 .5m from Measure 3 1B to enable the NDP Gender Equality Unit to undertake a labour market initiative on lone parents and a joint labour market project with the Reception and Integration Agency of the Department of Justice, Equality and Law Reform targeted at parents of Irish born children who have been granted leave to remain in Ireland.

EPIC is a project to support the labour market participation and integration of parents from overseas who have been given leave to remain in Ireland on the basis of having an Irish born child. The project is being delivered by Business in the Community on behalf of the Department of Justice, Equality and Law Reform and is engaging with lone parents of Irish Born Children who are located in Dublin City Centre (areas 6, 8 and 12) and specifically those residing in Tallaght, Clondalkin, Lucan, Ballyfermot, Palmerstown, Inchicore and Blanchardstown. The project which is at an early stage (the contract was signed in August 2006) has a budget of €500,000 and is expected to place approximately 200 parents of Irish born children in employment.

A labour market initiative for lone parents is being delivered through ten County and City Development Boards. The Initiative was developed to respond to the recent Government Discussion Paper: Proposal for Supporting Lone Parents. It aims to promote co-operation between relevant agencies at local level which provide services to this client group. Indicators for the Initiative are currently being developed and will include numbers which participate in education, training or employment. The total budget for this Initiative is €1 million (including technical support of €50,000) which is being shared between the following County Development Boards:

<input type="checkbox"/>	Galway €125,000
<input type="checkbox"/>	Sligo €125,000
<input type="checkbox"/>	North Tipperary €125,000
<input type="checkbox"/>	Dublin City €125,000

• Mayo	€125,000	
•	Longford	€100,000
•	Leitrim	€85,000
•	Waterford	€50,000
•	Cavan	€40,000
•	Kildare	€50,000

Future prospects

The National Women's Strategy, due to be published very shortly, is an "all of Government" approach to foster the advancement of women in Irish society for the period 2007 to 2016, coinciding with the timescale of the new national partnership agreement, Towards 2016.

The Strategy was developed under the guidance of a High Level Inter-Departmental Committee representative of all Government Departments and chaired by the Department of Justice, Equality and Law Reform. Its preparation was overseen by the Consultative Group of Social Partners (including ICTU, IBEC, the Community and Voluntary Pillar, the Farming Pillar) and by the National Women's Council of Ireland.

The Strategy was also informed by a significant consultation process involving ten regional seminars conducted in 2002 to determine the aspirations of women in Ireland. The Strategy is intended to have a resonance with all women in Ireland and to address their concerns across the broad spectrum of human life. Its vision is

'An Ireland where all women enjoy equality with men and can achieve their full potential, while enjoying a safe and fulfilling life.'

The Strategy aims to be comprehensive and contains 20 Key Objectives and over 200 planned actions and is structured on a framework of three key themes:

- Equalising socio economic opportunity for women;
- Ensuring the wellbeing of women; and
- Engaging as equal and active citizens.

The framework also tries to show clear linkages with international work on the issue of the role of women in society, including the outcomes of the United Nations Summit on Women held in Beijing, China in 1995; Ireland's commitment under the UN Convention on the Elimination of Discrimination against Women; the recommendations to Member States contained in the European Commission's Roadmap on Equality between Women and Men published in Spring 2006; and the conclusions of the fourth Ministerial Meeting of the Council of Europe on Gender Equality which took place in June 2006.

It is anticipated that calls will be made for proposals under the Strategy in the near future.

The Department of Justice, Equality and Law reform recently announced that under the National Development Plan 2007-2013, €68m has been allocated to address the need for measures to improve equality between men and women and to tackle educational and social barriers to women entering and progressing within the workforce with particular focus on disadvantaged women. It is anticipated that calls for proposals under these measures will be made later in 2007.

APPENDIX 1

Equality for Women Measure - CLÁR Strand

Organisation	CLÁR Area to benefit	Funding <u>Approved</u>
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National Women's Council of Ireland	Leitrim, Mayo and Clare	€199,170.00
Longford Women's Link	North Longford	€132,275.00
Migrants Right Centre Ireland	West Clare, Galway, Mayo, Roscommon, Kerry, West Cork	€69,627.50
Avondhu Development Group Ltd	North Cork	€27,024.00
Co. Kilkenny VEC	Kilkenny	€100,260.00
Ballyhoura Development Ltd	Limerick, Cork	€190,000.00
West Cork Community Partnership	West Cork	€169,840.00
Co Carlow VEC	Carlow	€175,980.00
Southwest Kerry Women's Association	Southwest Kerry	€78,273.00
Comhdháil Oileáin na hÉireann	Islands off Donegal, Mayo, Galway, Cork	€195,000.00
Meath Partnership	Meath	€130,436.00
IRD Duhallow Ltd	Kerry, Cork	€109,000.00
Co Mayo Vocation Education Committee	Mayo	€190,000.00
Gort Family Resource Centre	Galway	€33,800.00
Second Chance Education Project for Women	Donegal	€82,658.00
West Limerick Resources Ltd	Limerick	€65,109.00

Equality for Women Measure - Access to Further/Higher Education Strand

Organisation	Funding Approved
Waterford Institute of Technology	€69,941
Co. Meath VEC	€180,251

TECHNICAL ASSISTANCE PRIORITY

Measure 33A Technical Assistance

The Equality Studies Unit, with a focus on exclusion and discrimination in the labour market as covered by equality legislation and in particular by those groups named in the Human Resources Operational Programme will identify and advise on data deficits, improve understanding of the labour market needs of these groups and the capacity to address them, research the labour market participation of these groups and enhance the monitoring of these groups.

.Significant Changes in the Operating Environment

There has been no significant change.

Commentary on Measure-related progress

The proceedings of a national conference. '*Equality in VET?*', hosted in 2005 on promoting equality and accommodating diversity in vocational education and training have been published and widely disseminated. The event was co-hosted by the Department of Enterprise, Trade and Employment.

A second national conference on promoting equality and accommodating diversity in further education, training and employment programmes took place on 23rd November 2006 at Dublin Castle. This event was co-hosted by the Department of Education and Science and the Department of Enterprise, Trade and Employment. The proceedings of this conference are being prepared for publication in 2007.

The ESU supports a rolling programme of measure studies, examining equality policy and practice in individual EHRDOP education and training measures. These studies seek to identify and promote changes required in the planning, design and delivery of the measures comprising the EHRDOP to enhance their capacity to accommodate diversity and to promote equality. In seeking to support a process of change the measure studies are undertaken in a way that achieves ownership of the process by the relevant implementing agency. The final outputs of the study are subject to the decision of the implementing agency and the study is therefore owned by that organisation. The Equality Authority manages the implementation of the studies and is responsible for dissemination of learning arising, including the electronic publication of the studies.

Four such measure studies were undertaken and completed in this period. Publications arising from these were produced, each looking at equality policy and practice in an EHRDOP measure: Measure 19A Social Economy Programme, and Measure 15 Employment Support Services, Measure 17 Integrate Ireland Language and Training, Measure 9 Third Level Access.

Two other measure studies were underway on: Measure 16 Vocational Training and Pathways to Employment for People with Disabilities and Measure 1 1B Early School Leavers – Yourthreach and Travellers.

An overview report, '*Implementation of Wider Equal Opportunities Horizontal Principle in the EHRDOP, 2004-2005*', was produced and is available on the ESF website.

Research study on mainstreaming training and employment services for people with disabilities is being finalised.

A small study describing case studies of good practice with Travellers in employment programmes has been commissioned. A draft report has been received and is under review.

A consultant has been commissioned to develop an 'Equality Resource Toolkit' for use in the vocational education and training sector.

The reports mentioned above, published in this reporting period, and all those produced by the ESU to date are available on the ESF website and the Equality Authority website on www.equality.ie/research.

Progress in relation to physical indicators and targets

NUTS III Measure Indicator Report for reporting period

<i>Measure/Sub-Measure:</i>			
<i>Indicator Used:</i> No. of research reports published (in the current reporting period)			
Region	Total	Gender break-down (where appropriate)	
		Male	Female
<i>Border Region</i>			
<i>Midland Region</i>			
<i>West Region</i>			
<i>BMW Total</i>			
<i>South East Region</i>			
<i>Mid East Region</i>			
<i>Dublin Region</i>			
<i>South West Region</i>			
<i>Mid West Region</i>			
<i>SAE Total</i>			
National (BMW+ SAE)	6		

Progress with regard to expenditure

Expenditure in this measure remains lower than originally planned. The Research Officer post which became vacant in August 2004 was not filled until February, 2007. This has resulted in lower expenditure on staffing as well as a lower overall level of programme activity than anticipated.

It is therefore anticipated that there will be an unspent balance for the sub-measure of €197,000 over the entire period 2000 –2006.

Horizontal issues

Not applicable

Compliance with EU and National policy

Two meetings of the ESU Management Committee was held in the period Jan. – December 2006. A cross-section of interests is represented on the Committee which should ensure consistency with relevant national policies.

Publicity

Publicity related requirements regarding publications and other matters are being addressed.

North/South Cooperation

The Equality Commission for Northern Ireland is represented on the Management Committee of this Unit.

Proposals for re-profiling of expenditure (where applicable)

N/A

Proposals to amend Programme Complements (where applicable)

None at present.

Measure 33B Technical Assistance

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. Costs relating to the ESF Financial Control Unit are met under this measure.

Significant Changes in the Operating Environment

There were no significant changes in context during 2006.

Commentary on Measure-related progress

Expenditure under the ***EHRD OP Technical Assistance*** measure in the period January to December 2006 related to the holding of three monitoring committee meetings held in April, September and October and to the operating costs of the ESF Financial Control Unit. Further upgrading of the ESF website was carried out and this has now been completed.

Consultants were appointed in late May 2006 to undertake the Ex-ante Evaluation of the EHRD Operational Programme 2000-06. The Evaluation commenced in June 2006 and work was currently ongoing on the evaluation at the end of the year.

Progress with regard to expenditure

The main items of expenditure relate to the holding of three Monitoring Committee meetings in April, September and October and primarily to the running costs of the Financial Control Unit.

Consultants were appointed in late May 2006 to undertake the Ex-ante Evaluation of the EHRD Operational Programme 2000-06. The Evaluation commenced in June 2006 and work was still ongoing on the evaluation at the end of the year.

Expenditure for the period January to December 2006 totalled €0.365m.

Horizontal issues

Not relevant to this measure

Compliance with EU and National policy

These requirements are met, insofar as they are relevant to the measure.

Publicity

The support of the ESF and NDP is acknowledged on all relevant publications and materials used by the OP Managing Authority

North/South Cooperation

Not relevant to this measure

Proposals for re-profiling of expenditure (where applicable)

No proposals for reallocations at this stage

Proposals to amend Programme Complements (where applicable)

No proposals for reallocations at this stage