

East of England Objective three regional development plan



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1 INTRODUCTION

This document is the revised **Objective 3 Regional Development Plan (RDP) for the East of England 2000–2006**. It identifies the regional priorities for Objective 3 support. It is aimed at applicants and appraisers.

1.1 The Objective 3 programme and the European Social Fund

The European Social Fund (ESF) supports activities to develop employability and human resources, in line with the European Employment Strategy. It is one of four Structural Funds of the European Union, along with the European Regional Development Fund (ERDF), the European Agricultural Guidance and Guarantee Fund (EAGGF), and the Financial Instrument for Fisheries Guidance (FIFG).

In the East of England, ESF can be accessed through the Objective 2 and Objective 3 programmes. The Objective 2 programme addresses structural difficulties in specific parts of the region.

Core areas:

- Luton
- Southend-on-Sea
- Waveney and Great Yarmouth
- Breckland district
- north Norfolk coast

Transitional areas:

- the Fens
- rural east Suffolk
- part of central rural Norfolk.

The Objective 2 programme is funded by 90 per cent ERDF and ten per cent by ESF. The Objective 3 programme addresses employment and skills priorities across the whole region. It is wholly funded by ESF.

ESF normally provides up to 45 per cent of the costs of a project. The rest, which is called 'match-funding' – has to come from other sources.

The programming period for ESF is from 2000–2006, and the total budget for the region over this period is £185 225 120.

Table 1.1 Policy fields of the East of England Objective 3 programme

Policy field	Funds (in per cent)	Measure	Funds (in per cent)
1 Active labour market policies	20	1.1 addressing short-term unemployment	10
		1.2 addressing long-term unemployment	90
2 Equal opportunities and social inclusion	20	2.1 providing basic and key skills for socially excluded individuals	20
		2.2 addressing social exclusion and multiple disadvantage	75
		2.3 combating discrimination in the labour market	5
3 Lifelong learning	35	3.1 widening participation in lifelong learning	70
		3.2 improving the employability of those in work by addressing growing skills areas	30
4 Adaptability and entrepreneurship	20	4.1 addressing the competitiveness of SMEs	40
		4.2 tackling skills shortages, with a focus on key sectors and clusters	45
		4.3 encouraging the entrepreneurship of businesses and individuals, with a focus on start-ups	15
5 Improving the participation of women	5	5.1 improving access to learning and removing barriers to employment for disadvantaged women	70
		5.2 research and actions to tackle issues of gender discrimination	30

Table 1.1 summarises the policy fields of the East of England Objective 3 programme, together with a breakdown of funding across these fields.

2 REVISION OF THE EAST OF ENGLAND REGIONAL DEVELOPMENT PLAN

This document represents the outcome of a major exercise undertaken in 2001 to update the regional development plan and to ensure that Objective 3 funds are tailored to the East of England's needs.

The revision was carried out by EKOS Economic Consultants with the contribution of a large number of partners in the region. Central to the revision were the following objectives:

- to ensure the Objective 3 programme helps to deliver the targets of the regional economic strategy – 'East of England 2010: prosperity and opportunity for all'
- to identify and help fill gaps in available provision
- to guide a better appreciation of what works best in relation to different target groups, the achievement of economies of scale, the avoidance of duplication of provision, and the promotion of effective project design and more efficient methods of delivery
- to improve the targeting of funding to potential beneficiaries, wherever they are found in the region.

In particular, the document reflects:

- a comprehensive review of evaluation studies carried out on behalf of the former Department for Education and Employment (DfEE) into government employment and training initiatives including the use of the European Social Fund
- a thorough labour market analysis and economic assessment of the East of England
- a wide ranging review of the policy environment in which the Objective 3 programme will be delivered, identifying the key messages for the region
- a series of workshops involving policy experts and local practitioners.

Full reports of the above studies are available as separate documents from the Government Office for the East of England (Go-East), visit www.go-east.gov.uk.

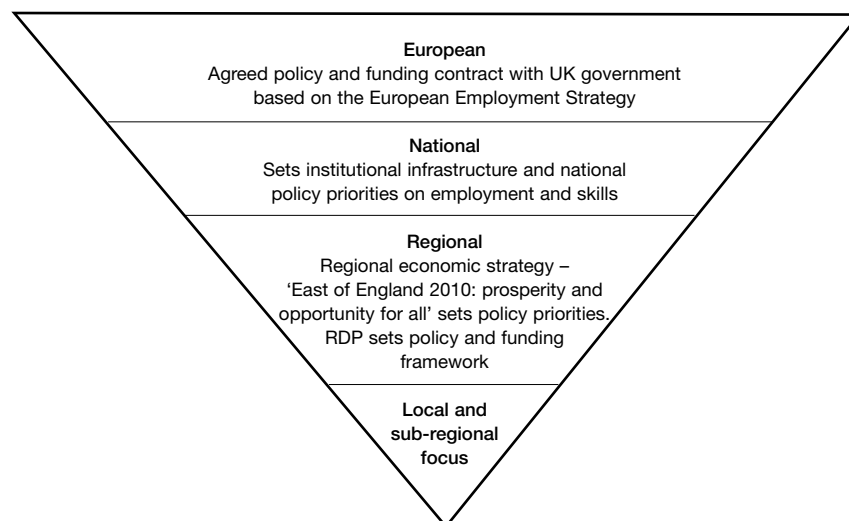
The policy, evaluation and labour market analysis have helped to sharpen what is important in the East of England in relation to the:

- aims and objectives of Objective 3
- target groups which need to be supported
- range of activities which are eligible
- planning process and who should be involved
- allocation of resources.

3 THE STRATEGIC CONTEXT

3.1 Policy context

The regional development plan sits within a 'geographic hierarchy' of policies. Each layer in this structure plays a different role.



3.2 Clarification of policy fields

While the Objective 3 policy fields have been agreed nationally, the review of the East of England Regional Development Plan has sought to clarify the distinctions between them, and to ensure that there is minimum overlap of target groups and objectives.

In brief, the clarification of the policy field focus can be summarised as follows:

Policy field 1: Active labour market policies

Active labour market policies is concerned with helping the unemployed into work.

Policy field 2: Equal opportunities and social inclusion

Equal opportunities and social inclusion is concerned with the economically inactive – including disaffected young people – aiming to provide a skills foundation which can help them on the road to employment. It is also concerned with developing local capacity where there are concentrations of social exclusion as well as tackling institutional discrimination by race, disability and age.

Policy field 3: Lifelong learning

Lifelong learning is primarily focused on people currently in work providing opportunities to widen participation in learning and to provide access to growing skills areas such as information communications technology (ICT) and management.

Policy field 4: Adaptability and entrepreneurship

Adaptability and entrepreneurship is focused on employers – especially small businesses and start-ups, and on improving their competitiveness through developing the skills of their workforce. Support for business clusters and key sectors identified in the regional economic strategy – 'East of England 2010: prosperity and opportunity for all' will be a top priority.

Policy field 5: Improving the participation of women in the labour market

Improving the participation of women in the labour market focuses on helping those women most disadvantaged in the labour market gain access to training and better job opportunities.

3.3 The regional economic strategy – ‘East of England 2010: prosperity and opportunity for all’

The focus for each of these policy fields is further sharpened by the priorities identified in the ‘refreshed’ regional economic strategy – ‘East of England 2010: prosperity and opportunity for all’. This strategy aims for the East of England to be one of the 20 economically best performing regions in Europe. To achieve this the strategy seeks to promote an improvement in both business performance and appropriate investment in skills and infrastructure.

Responding to the regional economic strategy, the regional development plan concentrates resources in three areas:

Business development

Business development where investment needs to be made in key sectors, clusters and smaller businesses. Particular attention needs to be paid to the role that the region’s universities can play in supporting the enhancement of the knowledge base of the region. Greater use could be made through, for example, graduate placements and by training support aimed at better exploiting research and development. There are also ideas in the pipeline to streamline Investors in People for smaller companies to make it less complex and burdensome.

People development

People development where the underperformance of the region against the national targets for NVQ 3 and 4 is a top priority for action. Here access is the key with attention needing to be given to those excluded from, or disaffected by, education and to overcoming remoteness in rural and peripheral areas.

Learning infrastructure

Learning infrastructure where there is perhaps the greatest challenge. Allied to the need to make learning provision more flexible to satisfy both the demands of businesses and individuals is the need to co-ordinate discretionary funding of which ESF is a significant source.

‘Discretionary funding needs to be co-ordinated – it should not be used to extend the life of old ideas, but should focus on the challenge of equal access to learning. Successful solutions should be sustainable through further mainstream funding, private sector involvement or a mixture of both. All discretionary fund holders will need to collaborate to ensure that initiatives are complementary and focus on a clearly identified need that is not able to be met unless action is taken.’¹

¹ East of England 2010: prosperity and opportunity for all, East of England Development Agency, 2001

3.4 Complementing Objective 2

In the East of England, ESF can be accessed through the Objective 2 programme as well as Objective 3. In the Objective 2 Programme Area, ESF is available to support Human Resource Development (HRD) needs linked to ERDF projects in Priority 2 (Development of Key Locations, Sectors and Clusters) and Priority 3 (Community Economic Regeneration). The key distinction, explained in detail in the Objective 2 single programming document (available from GO-East), is that Objective 2 funds will be focused on provision which is closely integrated with ERDF interventions in order to achieve broader economic regeneration goals. Objective 3 funds, on the other hand, will have a more general 'stand alone' application.

In practice, Objective 3 ESF will be available across all policy fields whereas Objective 2 will be more limited in scope. Specifically, it will augment Objective 3 through the support of integrated provision concerned with business competitiveness and community economic regeneration. The Objective 2 Local Area Frameworks (LAFs) will determine local priorities.

Ten per cent of Objective 3 ESF has been ring-fenced for the Objective 2 areas. Systematic monitoring will continue to take place to ensure this is maintained.

3.5 Horizontal themes

There are a number of considerations which should be addressed in all projects. Known as 'horizontal themes', they seek to ensure that:

Equal opportunities are promoted with regard to race, gender, disability and age. The Equal Opportunities Advisory Group is responsible for advising regional partners on equal opportunities implementation issues.

Local development – for example through the use of global grants – is actively encouraged. Resources earmarked for this purpose will be at least maintained and may be increased.

Sustainable development practices are encouraged recognising the mutual dependence of the economic, social and environmental consequences of investing in employment and skills. Greater awareness and understanding of what this means in practice is required in the planning process generally and in project design particularly. The Regional Assembly's Sustainable Development Framework will support this objective.

The potential of the **information society** is fully exploited to enable information and access to be more widely available. Primarily this will be achieved through the imaginative usage of information and communication technologies in the delivery of projects. The regional economic strategy – 'East of England 2010: prosperity and opportunity for all' refers to the potential for 'online' learning to widen participation.

3.6 ESF and mainstream funding

Central to the effectiveness of the Objective 3 programme is the way in which ESF is used to complement government and other domestically funded initiatives. Match-funding is required either **at the level of the project** or, under co-financing, **at the level of the measure** where large-scale applications supporting a package of interventions are made.

ESF may therefore be used in three ways:

- to enhance or augment the provision for the beneficiary benefiting from a domestically funded intervention
- to increase the number of beneficiaries benefiting from a domestically funded intervention
- to provide additional services or interventions.

Deciding which of the above is most appropriate is a central part of the planning process. With this in mind, a budget mapping exercise – carried out as part of the policy context review – was undertaken to consider:

- where there tend to be gaps in provision
- where ‘formula funding’ or other mechanisms of determining unit costs may underestimate the level of help certain beneficiaries might require.

This exercise was conducted in relation to the main sources of match-funding (Department for Education and Skills and Department for Work and Pensions).

The priorities identified under each policy field and measure take this into account in the calculation of unit costs. It should be noted that these unit costs are not prescriptive; rather they are **assumptions** about the average necessary to secure positive outcomes.

Where the budget map suggests there are gaps in provision, recommendations have been made to maintain unit costs with a view to increasing volumes and the range of services. Where enhancement to mainstream provision is the priority – and this is particularly important in relation to the level of support available to the most disadvantaged beneficiaries – a higher level of unit cost has been assumed.

3.7 Effective planning and implementation

An important change in the programme concerns implementation. Up to now, Objective 3 has been delivered through competitive bidding rounds. Although direct bidding will continue, strategic planning will become a stronger feature. To achieve this, there need to be new planning mechanisms at regional, sub-regional and local levels, assessing need and commissioning activity to best meet that need.

3.7.1 Co-financing

Co-financing in particular is set to become an important means by which learning interventions are designed and delivered. Co-financing means channelling both ESF and the match-funding to providers in a single stream, through co-financing organisations. It is the responsibility of co-financers to obtain the support and ownership of stakeholders and to help deliver a strategic approach to the implementation of Objective 3 funds. It also requires all major stakeholders to play a proactive role in planning and delivery, through local management groups.

The following organisations are eligible to become co-financing bodies:

- Business Links
- Connexions Partnerships
- Employment Service
- Learning and Skills Councils
- Local Authorities
- Regional Development Agencies.

Other organisations may also be able to become CFOs if they meet the criteria that has been agreed with the European Commission.

Once an organisation has been approved as a co-financing organisation, it can bid for ESF by submitting measure level bids supported by a co-financing plan. Co-financing organisations need to negotiate with other co-financers, strategic partners and GO-East in order to develop their plan. Co-financing organisations will subsequently produce a prospectus informing applicants about the measures and activities they are seeking to co-finance, and the bidding process and timetable.

The Objective 3 programme is delivered through a combination of direct bidding and co-financing. In addition, there may be more than one Co-financing organisation delivering an Objective 3 priority and measure. Applicants will be signposted to the relevant bidding route via the Regional Bidding Guidance and Local Delivery Plans. These are available from Go-East, visit www.go-east.gov.uk.

4 STRUCTURE OF THIS DOCUMENT

The structure of this document reflects the Objective 3 policy fields. There are five sections, one on each of the policy fields. In each section you will find:

Strategic objectives

This section lists the strategic objectives of the policy field, as expressed in the England Operational Programme.

Policy field rationale

This section summarises the key labour market, policy and evaluation issues that are relevant to each policy field. It identifies priorities and good practice for projects that relate to these policy fields.

The detailed analysis on which these conclusions are based can be found in the three appendices to this document, which have been published separately.

Resource targeting

This section recommends whether projects should be planned on a regional or sub-regional basis, and identifies sub-regional targets and average unit costs. It should be emphasised that these costs are estimated average costs. Applicants will need to provide adequate justification for the costs of their project. The sub-regional allocations have been set, using a needs-based methodology, for monitoring and planning purposes. **They should be seen as targets rather than ceilings or entitlements.**

Policy field and measure summary table

This section sets out, at a glance, the objectives and target groups for each measure. It covers the following:

- a general description of the measure, as expressed in the England Operational Programme
- a more specific explanation of the objective of the policy field in context of the East of England
- the priority target groups. It is expected that the majority of the beneficiaries will belong to one of these priority target groups at the point of entry into the project. They may of course progress during the lifetime of the project
- **potential** co-financing organisations. These organisations represent the major budget holders and therefore the key match-funders in the relevant policy fields. Their involvement is important, but other co-financers are not excluded
- eligible activities.

5 POLICY FIELD 1: ACTIVE LABOUR MARKET POLICIES

5.1 Strategic objectives

To reduce long-term unemployment in England through the use of active labour market measures and assist the unemployed and economically inactive (back) into employment.

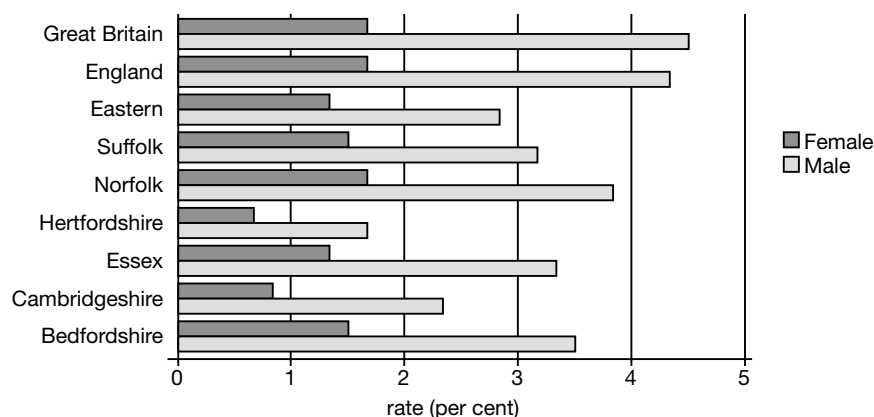
To reduce the flows into long-term unemployment in England through the use of active labour market measures targeted at those recently unemployed or about to become unemployed.

5.2 Policy field rationale

5.2.1 Key facts

- Unemployment levels in the region are very low, particularly in Hertfordshire.
- Long-term unemployment (over one year) is lower than in the UK as a whole. Southend and Norfolk have the highest rates of long-term unemployment in the East of England.
- Female claimant unemployment is highest in Luton at 2.1 per cent, well above the national average of 1.6 per cent.

Table 5.1 Claimant unemployment rate by gender in the East of England (May 2001)

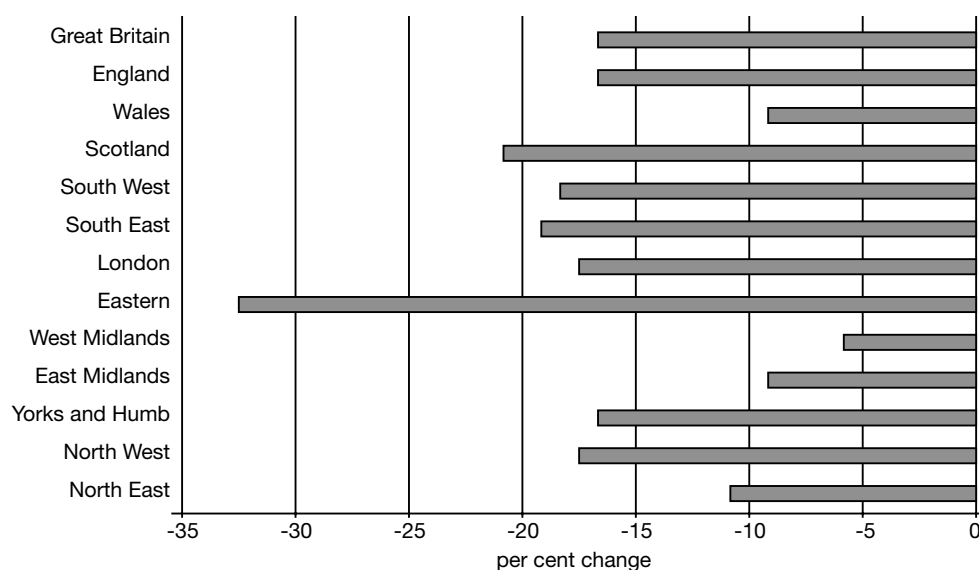


Source: Claimant Count, Nomis

- People leaving the unemployment register in the East of England are more likely to be going into work than is the case in the UK as a whole.
- The East of England has seen ILO* unemployment fall faster than any other region over the past three years.

* As defined by the International Labour Organisation

**Table 5.2 Change in ILO unemployment rate by region
(winter 1997/1998 - winter 2000/2001)**



Source: LFS, Nomis

5.2. Policy considerations

Policy field 1: Active labour market is primarily concerned with supporting interventions that help to change the labour market status of those 'actively seeking work' from unemployed to employed.

i) Regional priorities

In line with the priorities identified in the regional economic strategy – 'East of England 2010: prosperity and opportunity for all', projects are encouraged which deliver the following:

- action to stimulate innovation and the co-ordination of services, to improve access, and increase opportunities
- targeting intervention to key periods of transition in people's lives, in an attempt to break long-term cycles of exclusion
- setting up new intermediate labour markets (ILMs), particularly in areas of high unemployment.

ii) National policies

There are a number of key national policy initiatives in this area, the most important of which are:

- *The New Deal for young people; adults; disabled people; lone parents; and partners of the unemployed*
- *Policy Action Team on Jobs*
- *Ambition: IT.*

New Deal

The New Deal approach is characterised by an emphasis on needs-led integrated provision mediated by a personal adviser. There is strong evaluation evidence that this approach is critical in the success of initiatives working with the unemployed and those actively seeking work. As a result, activities are encouraged in Objective 3 ESF that demonstrably build on, and add value to this type of intervention. Conversely, the regional development plan gives lower priority to projects which fail to provide a menu of support or which are based on a narrow range of services provided by a sole supplier.

The inclusion of basic employability training as part of New Deal for over 25s is a further illustration of the importance of integrated needs-led provision. Objective 3 ESF can add particular value to interventions suitable for those in need of basic employability support through extending both the scope and duration of New Deal supported activity. Examples are the provision of work tasters and work experience, using for example an Intermediate Labour Market approach. Clients with particularly severe literacy and numeracy problems may require support for longer than the maximum 26 weeks available from the domestic programme.

Research also shows that young people from ethnic minority groups are not benefiting from New Deal to the same extent as other groups. Some of the reasons for the variation are that ethnic minorities already have unemployment rates twice those of other young people, and that young people from ethnic minorities show a preference for education and training options rather than employment. Discrimination can also affect the employment prospects of young people from ethnic minority groups. To address this, the Employment Service has sought to increase the involvement of young people, employers and training providers from ethnic minorities and to encourage communities to become involved in the planning and delivery of New Deal.

Objective 3 can play an important part in securing 'parity of outcome' for ethnic minority clients on New Deal by providing added value activities and enhancements. Such interventions might include Intermediate Labour Market initiatives that target young people from ethnic minorities and that are delivered through ethnic minority community organisations.

Projects should build on the successful New Deal approach by providing needs-led integrated provision.

Priority will be given to provision which is based on a wide range of support and/or which is integrated with other services.

Projects are encouraged that complement and add value to New Deal, for example, in the following ways:

- helping to secure parity of outcome for ethnic minority clients on New Deal by providing added value activities and enhancements
- providing interventions for those in need of basic employability skills through extending the scope and duration of New Deal supported activity
- providing clients with particularly severe literacy and numeracy problems with support for longer than the maximum 26 weeks available from the domestic programme.

Policy Action Team on Jobs

The Policy Action Team on Jobs locates active labour market policies at the heart of the Neighbourhood Renewal agenda. It also highlights the importance of linking active labour market initiatives to the requirements of employers in a concrete way.

Projects supported through Objective 3 should demonstrate:

- linkages with employers and local employment opportunities
- where appropriate, integration with small area-based regeneration and renewal programmes (for example, New Deal for Communities, Single Regeneration Budget and Neighbourhood Renewal).

Projects are also encouraged which put in place active measures to attract older people, lone parents, women and people with disabilities.

iii) Budget mapping

As part of the policy review a budget mapping exercise was conducted which analysed the deployment of resources made available by the Department of Work and Pensions in the East of England. This demonstrated that sufficient resources are available for the unemployed to provide wide coverage but enhancement of provision may be necessary to help the most disadvantaged groups.

5.2.3 Lessons learnt

Key findings on lessons learnt for policy field 1: Active labour market policies are drawn from the *Final Evaluation of Objective 3; Leavers Surveys; New Deal evaluations; Using ESF with New Deal and Tackling Early Leaving from Youth Programmes*. The evaluation evidence strongly points to a high priority being given to projects that provide a customised 'mix' of support.

Projects should be encouraged which provide a customised mix of support, by including the following:

- in addition to vocational training, the project should also provide initial needs assessment, advice and guidance; individual action planning and motivation and orientation support via personal advisers; practical, personal and pastoral support; confidence and assertiveness training; preparation for work activities and exit strategies
- a mix of training, job search, job placement and continued support
- demonstrate flexibility in project delivery to ensure support varies according to the needs of each individual beneficiary – guided by the action planning and personal adviser process
- provide practical support to beneficiaries where needed, including financial help with dependent care, travel costs and the purchase of course materials.

To ensure project sponsors have the flexibility to provide the right mix of support, the development of collaborative links with partner organisations can be built into Objective 3 projects and funded through ESF.

The *Final Evaluation of Objective 3* highlighted that ESF support can tend to reinforce gender stereotyping. To avoid this, active steps should be taken to promote equal opportunities and reduce occupational segregation.

New Deal evaluations covering the various aspects of the programme have emphasised the importance of personal advisers. Their role encompasses providing help and encouragement with job search, planning and preparation, advice and support around special circumstances or personal problems, referral for specialist advice, and generally, building confidence and employability.

It is recommended that beneficiaries should have access to a personal adviser.

Personal advisers to young people supported by ESF should demonstrate that they will work to minimum quality standards of the Connexions Service. Personal advisers should have achieved NVQ Level 4 in guidance, social work or youth work and they should have achieved or be working towards the personal adviser diploma. Projects can either demonstrate links with the Connexions personal adviser network, or make provision for personal adviser support as part of the ESF project. The development and training of personal advisers can be built in to the ESF project.

In addition, several factors have been identified as improving completion rates:

- a well judged match between needs and aspirations against provision
- the timely intervention of a personal adviser when difficulties arise
- the availability of help with personal issues
- more effective monitoring and scrutiny of providers.

Finally, *Using ESF with New Deal* proposes that efforts should be made to heighten awareness of the role of ESF and New Deal amongst Government Office and Employment Service staff.

Accordingly, there is a need for a regional project, which raises awareness of ESF and New Deal synergy.

5.3 Resource targeting

Provision under the active labour market policy field should be planned on a sub-regional basis.

The target allocations will be based on each sub-region's share of:

- for measure 1.1 the short-term unemployed (10 per cent of budget)²;
- for measure 1.2 the long-term unemployed (90 per cent of budget).³

² defined as less than six months for under 25s and less than twelve months for over 25s based on the most recent annual average figure available

³ defined as more than six months for under 25s and more than twelve months for over 25s based on the most recent annual average figure available

Table 5.3 Target allocations by sub-region

Sub-region	priority budget ⁴ (in per cent)
Bedfordshire	11.85
Cambridgeshire	10.44
Essex	28.64
Hertfordshire	10.92
Norfolk	23.22
Suffolk	14.94

On the basis of the most recent annual figures available from the Labour Force Survey, table 5.3 shows the target allocations by sub-region.

The average unit costs under measure 1.1 will be £400 for the short-term unemployed and under measure 1.2 £4 570 for the long-term unemployed.

⁴ formula used for budget calculation is (sub-region's percentage share of regional short-term unemployment x 10 per cent of priority budget + sub-region's percentage share of regional long-term unemployment x 90 per cent of priority budget.)
Figures are not rounded.

OVERVIEW

POLICY FIELD 1:

ACTIVE LABOUR MARKET POLICIES

Measure 1

To provide advice, guidance and support to enable people to develop active and continuous job search strategies and prevent them from moving into long-term unemployment.

Measure rationale

This measure is concerned with taking early action, through information advice and guidance services, to identify those unemployed people at risk of becoming long-term unemployed and providing extra support as required.

Priority target groups

- short-term unemployed (see definition on page 16).

Potential co-financing organisations (major match-funders)

- Employment Service
- Connexions.

Eligible activities

- supporting additional measures to enhance the UK's comprehensive active benefits regime
- enhancing advice, guidance and community education through innovative systems and approaches
- early interventions using new forms of ICT
- training for non-statutory sector staff to deliver improved modernised services
- improving job brokerage to enable a better match between supply and demand
- job search.

Measure 2

To improve the employability of the long-term unemployed, including returners through targeted intervention to enhance vocational and other key skills and removing external barriers to labour market entry.

Measure rationale

This measure is concerned with providing extra support to the long-term unemployed, through New Deal and other provision. The aim is to help people back into work and will involve intensive personalised help, a range of support services and substantial resources.

Priority target groups

- long-term unemployed (see definition on page 16).

Potential co-financing organisations (major match-funders)

- Employment Service.

Eligible activities:

- support through innovative and integrated approaches which are needs-led, including provision for vocational social and key skills
- encouraging unemployed people to start their own businesses and targeting interventions to key periods in people's lives
- encouraging local partnership approaches to Intermediate Labour Market projects to assist unemployed people into the open labour market
- support to improve the capacity for community development where it leads to improved labour market access
- wage subsidy.

6 POLICY FIELD 2: EQUAL OPPORTUNITIES FOR ALL AND PROMOTING SOCIAL EXCLUSION

6.1 Strategic objectives

To reduce the impact of disadvantage faced by excluded groups and support their integration into the labour market through target group or area-based approaches.

To promote equality through research into direct and indirect discrimination in the labour market and support follow on actions to combat the institutional aspects of discrimination.

6.2 Policy field rationale

6.2.1 Key facts

- Only 16 of the 48 local authorities, unitaries and districts in the East of England are amongst the 50 per cent most deprived in England. Three wards in the region are among the one hundred most deprived wards in the country: Great Yarmouth Regent, Great Yarmouth Nelson and Peterborough Central.
- 3.4 per cent of the working age population, 113 600 people, live in wards which are amongst the 10 per cent most deprived in the country.
- Reflecting the rural nature of the region, 11.9 per cent of the wards in the East of England are amongst the 10 per cent of wards nationally with the worst access to services. Some 163 300 people of working age live in these wards.

Table 6.1 The ten most deprived wards in the East of England

Ward	Local authority	Index of multiple deprivation score	National rank of index of multiple deprivation
Regent	Great Yarmouth	77.30	19
Nelson	Great Yarmouth	74.33	37
Central	Peterborough	68.87	99
Lynn North	King's Lynn and West Norfolk	66.33	139
Golf Green	Tendring	65.04	161
Mile Cross	Norwich	58.84	288
St. James	Tendring	58.14	303
Harbour	Waveney	55.90	363
Tilbury Riverside	Thurrock	53.94	433
Northgate	Great Yarmouth	53.15	461

Source: DETR, IMD 2000

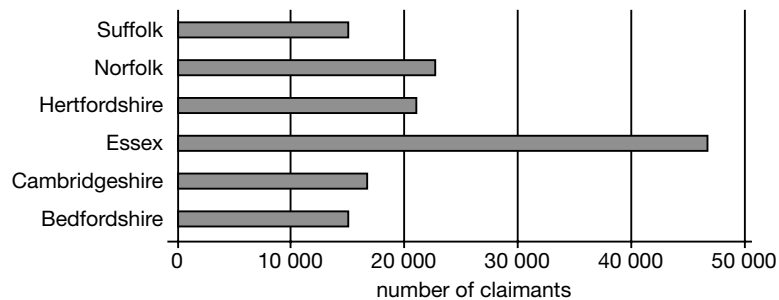
Table 6.2 The wards which score lowest in terms of access to services in the East of England

Ward	Local authority	Access domain score	Rank of access domain
Mid-Forest	Breckland	2.19	30
Fulmodeston	North Norfolk	2.19	31
Chevington	St. Edmundsbury	2.11	43
The Rodings	Uttlesford	2.10	47
The Canfields	Uttlesford	2.05	58
North Cosford	Babergh	2.04	59
Wenden Lofts	Uttlesford	2.01	64
Helmingham	Mid Suffolk	1.99	71
Iceni	Forest Heath	1.99	72
Four Stowes	North Norfolk	1.98	74

Source: DETR, IMD 2000

- 141 400 people aged under 60 in the East of England are in receipt of income support.

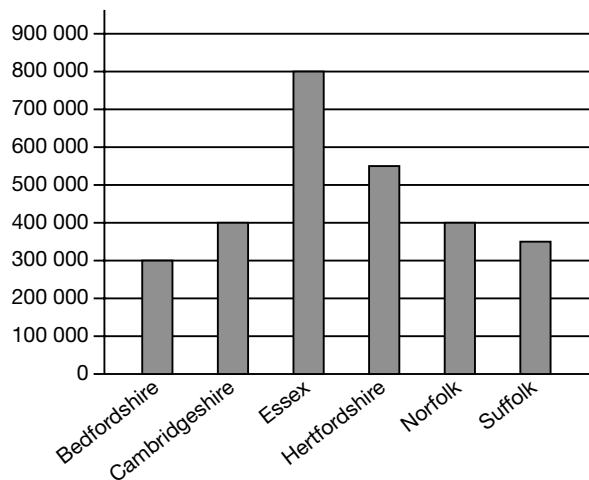
Table 6.3 Income support claimants aged under 60 by county in the East of England (August 1999)



Source: Neighbourhood Statistics, ONS

- Economic inactivity rates in the region are very low, reflecting the buoyancy of the labour market.

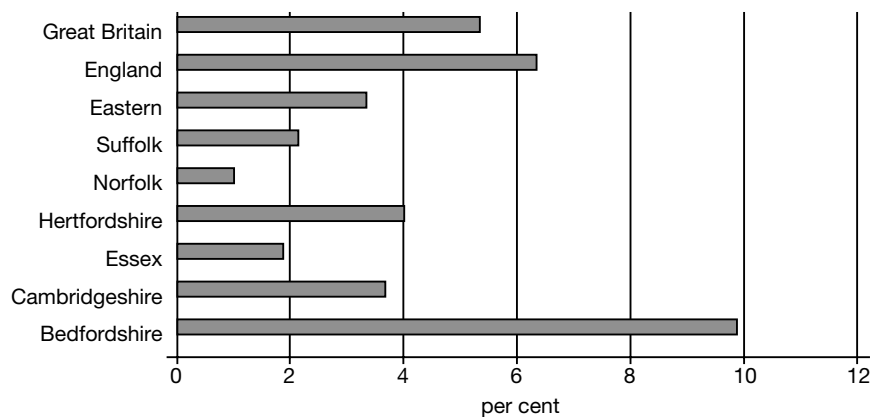
Table 6.4 The number of economically active people by county in the East of England (May 2001)



Source: LFS, Nomis

- The ethnic minority population in the East of England is relatively small. However, Luton and Peterborough both have ethnic minority populations that are larger than the Great Britain average. Economic activity rates amongst the ethnic minority population are above England levels but are still 20 per cent lower than amongst the population as a whole.

Table 6.5 Ethnic minority population in the East of England (1991)



Source: Census of Population, 1991

- It is difficult to quantify the number of rough sleepers, substance abusers and those dependent on alcohol in the region.
- National data shows that nearly one half of all lone mothers are economically inactive, compared to one third of mothers as a whole.

6.2.2 Policy considerations

Policy field 2: Equal opportunities and social inclusion is concerned with the economically inactive – including disaffected young people – aiming to provide a skills foundation which can help them on the road to employment. It is also concerned with developing local capacity where there are concentrations of social exclusion as well as tackling institutional discrimination by race, disability and age.

i) Regional priorities

The regional economic strategy – ‘East of England 2010: prosperity and opportunity for all’ makes a number of recommendations to strengthen initiatives addressing social exclusion. Projects exhibiting the following characteristics are encouraged:

- initiatives building on local skills base and community and voluntary sector assets
- identifying and meeting the training needs of the voluntary and community sector
- improving basic, key and vocational skills to meet the needs of employers and enhance employability
- flexible provision which can access support relating to culture, family circumstances, transport and personal finances
- technology based provision utilised to ensure that provision reaches even remote areas
- employer supported initiatives designed to tackle discrimination and occupational segregation in the labour market
- area audits designed to establish the extent of community assets and skills that can drive change.

ii) National policies

National policy on social inclusion is explicit in its recognition that the primary causes of social exclusion are economic and that the primary indicators of exclusion are poverty and unemployment. Social exclusion, however, is characterised by the problems of poverty being further compounded by a range of other factors including: community breakdown; poor statutory education; disengagement from the education system; belonging to particular ethnic groups; age; learning difficulties; physical and sensory disabilities; mental health problems; caring responsibilities; severe literacy and numeracy problems; teenage parenthood; homelessness; living in care; alcohol, substance and drug addictions; the remoteness and dispersal of communities; asylum; language skills; income levels; poor housing conditions; single parent families; joblessness; and crime.

The primary objective of policy field 2: Equal opportunities and social inclusion is to support interventions that move the socially excluded towards active participation in the labour market. It is therefore differentiated from the policy field 1: Active labour market policies in that it aims to help the economically inactive become economically active, rather than helping the economically active unemployed become employed. There are a number of key national policy initiatives in this area the most important of which include:

- *The National Strategy for Neighbourhood Renewal and Priority Action Team Reports*

- *Improving literacy and numeracy: a fresh start* – the Moser report
- *Skills for Life: the national strategy for improving adult literacy and numeracy skills* – adult basic skills strategy
- *Connexions* – Connexions service strategy.

National strategy for neighbourhood renewal

The National Strategy for Neighbourhood Renewal is the critical national policy statement on social inclusion and, as such, has important messages for the East of England Objective 3 regional development plan. Key themes include:

- **social exclusion is most pronounced in particular neighbourhoods characterised by high levels of joblessness, poverty and crime and low standards in schools and housing. As a consequence, interventions to promote social inclusion are most effective when targeted at particular neighbourhoods and integrated into broader area-based strategies**
- **local, community-based provision, delivered at neighbourhood-level is most effective in tackling social exclusion**
- **it is important to develop the capacity of practitioners to be effective in responding to the needs of people in the most deprived areas.**

Resource targeting in this policy field should include a spatial dimension, in recognition of those areas most in need. Multiple deprivation and rural isolation are reflected in formula for sub-regional target allocations.

Adult basic skills strategy

Adult basic skills are now a key element in the government's strategy for adult attainment. The targets for reductions in the number of adults who are functionally illiterate and functionally innumerate are challenging and ESF will have an important role in securing their achievement. Whilst the basic skills agenda is pertinent to all five ESF policy fields, it is particularly relevant to policy field 2: Equal opportunities for all and social exclusion. Important themes emerge from the national policy context for this policy field:

- **ESF should be used to build on and extend the scope, duration and intensity of basic skills provision**
- **ESF supported basic skills provision should meet the same quality standards as domestically supported provision. In particular, beneficiaries have a right to expect robust initial assessment and guidance prior to starting on a course**
- **interventions supported by Objective 3 should be flexible and needs-led**
- **Local Learning Partnerships should have a key role in planning provision.**

Connexions

The Connexions Service will mark a step change in the provision of information, advice and guidance to young people. The new arrangements will ensure that institutional barriers will no longer hinder the seamless provision of a needs-led service. Rather the intention is that young people will receive a service that meets their particular needs at a place and time that is convenient for them.

The creation of a network of competent and trained personal advisers in a range of statutory and non-statutory organisations, working to common national quality standards,

will underpin the approach. The key focus for the Connexions Service will be young people in greatest need and at greatest risk.

Personal advisers to young people supported by ESF should demonstrate that they will work to minimum quality standards of the Connexions Service.

Personal advisers should have achieved NVQ Level 4 in guidance, social work or youth work and they should have achieved or be working towards the PA Diploma. Projects can either demonstrate links with the Connexions personal adviser network, or make provision for personal adviser support as part of the ESF project. The development and training of personal advisers can be built in to the ESF project.

iii) Budget mapping

The budget mapping exercise identified a possible gap with regards to provision to economically inactive adults on benefits. It should be possible to utilise both further and adult and community education budgets to target this client group, but it is unclear to what extent, if at all, such targeting actually occurs. ESF should be used as a means of levering and targeting additional domestic investment from these budgets for this client group.

There may also be a gap in the provision of information, advice and guidance to economically inactive adults on benefits. It should be possible to use the information, advice and guidance for adults budget to address this issue, but once again it is unclear as to the extent to which this budget is currently targeted at this client group. ESF should be used as a means of levering and targeting additional domestic investment from these budgets for this client group. It should also be used to buy additional services over and above the one-off guidance interviews that are often purchased by information, advice and guidance budgets.

6.2.3 Lessons learnt

Integrated packages

Many evaluation reports stress that integrated packages of support are essential as a key means of developing effective interventions that will assist the most disadvantaged individuals towards the labour market.

Personal advisers should be utilised as a means of guiding the beneficiary through the package of support as well as providing a mechanism of improving the effectiveness of the intervention and of improving retention rates.

Integrated packages are encouraged for all projects. Activities such as initial needs assessment; advice and guidance; basic skills support; individual action planning; and motivation and orientation support via personal advisers are recommended as best practice.

The provision of advice and guidance support is a key activity within this policy field. Evaluation results highlight that effective advice and guidance initiatives need to have a community focus, in an inclusive and supportive environment whilst recognising the importance of building local capacity in order that the initiative can be sustained (*Advice and Guidance: Meeting Community Needs, DfEE 1999*).

Advice, information and guidance services should only be provided by people with expertise in this field.

Capacity building

Capacity building is an important priority of this policy field.

Evidence from evaluations highlights small grant regimes, global grants and higher intervention rates as best practice.

A deficiency among capacity building projects during the previous programme (1997–1999) was an insufficient demonstration by projects of the labour market disadvantage which projects were aiming to address. In other words, whilst support was provided to organisations, the effect of the support in terms of addressing labour market disadvantage was frequently unclear.

Capacity building projects need to demonstrate that benefits will ultimately accrue to individuals at greatest disadvantage within the labour market. There should be a clear link between capacity building projects and interventions to support target group beneficiaries.

Evidence from the evaluation of the previous Objective 3 Programme (*Final Evaluation of the Objective 3 Programme, DfES 2001*) indicated that whilst previous support was effective in reaching the majority of target groups, assistance was least effective at targeting older people (over 50s), lone parents, women with disabilities, and individuals who had been out of work for three years or more. In addition, where support was targeted at homeless individuals, a disproportionate amount of support was focused upon women despite the majority of the homeless population being male.

In general, a greater emphasis is required from project sponsors in evaluating the outcomes and results that have derived from the support that has been provided.

Projects coming forward under this policy field should build in measures of ‘soft outcomes’ deriving from the activity supported, in line with the guidance produced by DfES (*Measuring Soft Outcomes and Distance Travelled*). For further information see the good practice section on the national ESF website: www.esfnews.org.uk/goodpractice/

6.3 Resource targeting

Whilst measure 2.1 lends itself to a sub-regional approach, measure 2.2 will require a strong ‘bottom up’ dimension building on local partnerships, the community sector and Objective 2 Local Area Frameworks.

For measure 2.3, proposals are invited for a major regional campaign, which will maximise the chances of the message getting through to employers.

The sub-regional resource formula for measures 2.1 and 2.2 of policy field 2: Equal opportunities for all and social inclusion is based on a combination of a measure of individual poverty, geographical deprivation and rural inaccessibility. It is the percentage of:

- regional income support recipients aged below 60 (60 per cent of the budget)
- population in most deprived wards (25 per cent of the budget)
- population in least accessible wards (15 per cent of the budget).

Table 6.5 Target allocations by sub-region

Sub-region	priority budget ⁵ (in per cent)
Bedfordshire	11.87
Cambridgeshire	13.14
Essex	31.97
Hertfordshire	10.96
Norfolk	19.16
Suffolk	12.88

⁵ formula used for budget allocation is: (sub-region's percentage share of regional income support recipients aged under 60 x 60 per cent of priority budget + sub-region's percentage share of regional population in 20 per cent most deprived wards in England x 25 per cent of priority budget + sub-region's percentage share of regional population in 30 per cent least accessible wards in England x 15 per cent of priority budget). Figures not rounded.

OVERVIEW

POLICY FIELD 2:

EQUAL OPPORTUNITIES FOR ALL AND PROMOTING SOCIAL INCLUSION

Measure 1

To widen access to basic skills provision: through the development of innovative and effective ways of promoting and providing basic skills, directed at those groups disadvantaged, excluded from or under-represented in the workplace.

Measure rationale

This measure is concerned with providing help to all individuals, socially excluded by poverty and other factors, who require support to improve their basic skills.

Priority target groups

- economically inactive in receipt of benefits
- disadvantaged young people (13–19 years of age)
- pre-release offenders.

Potential co-financing organisations (major match-funders)

- LSC
- Employment Service
- Connexions.

Eligible activities

- supporting intensive interventions to meet the needs of the client group through vocational guidance, training and employment support measures with an emphasis on developing basic and key skills.

Measure 2

To develop local and area-based responses to assist individuals with multiple disadvantage in the labour market who face the risk of exclusion. To provide help to improve the employability and remove barriers to labour market entry for those groups disadvantaged in the labour market.

Measure rationale

This measure is concerned with a geographical 'bottom up' approach to tackling social exclusion through training and employment initiatives. It is designed to help target groups concentrated in certain areas and will involve capacity building initiatives and integrated planning under Objective 2 Local Area Frameworks where appropriate.

Priority target groups

- economically inactive in receipt of benefits
- disadvantaged young people (13–19 years of age)
- homeless and rough sleepers.

Potential co-financing organisations (major match-funders)

- LSC
- Employment Service
- Connexions.

Eligible activities⁶

- provide intensive support to enable target groups to reach basic levels of employability
- delivery through 'pathway' approaches
- support pre-entry training related to identified labour market needs
- provide integrated packages which meet the needs of lone parents and returners
- customise training to labour market opportunities
- capacity building actions to ensure that ESF reaches those groups in greatest need and to encourage local development and community delivery of ESF activities. This may be delivered via a global grants mechanism
- area based approaches to complement ERDF activities in Objective 2 core and transitional areas.

Measure 3

To combat discrimination in the labour market, in particular to combat race, disability and age discrimination and improve the employability of these groups.

Measure rationale

This measure is concerned with positive action to promote equal opportunities and diversity as well as supporting employers seeking to dismantle institutionalised discrimination.

One or more 'flagship initiatives' are recommended as the most effective way of achieving an impact within the business community.

Priority target groups

- employers.

Potential co-financing organisations (major match-funders)

- LSC
- Employment Service
- Connexions.

Eligible activities:

- researching into institutional discrimination and follow on actions to combat discrimination
- supporting initiatives to improve recruitment and promotion systems to eliminate institutional discrimination.

⁶ further recommendations will be made by the Equal Opportunities Advisory Group

7 POLICY FIELD 3: LIFELONG LEARNING

7.1 Strategic objective

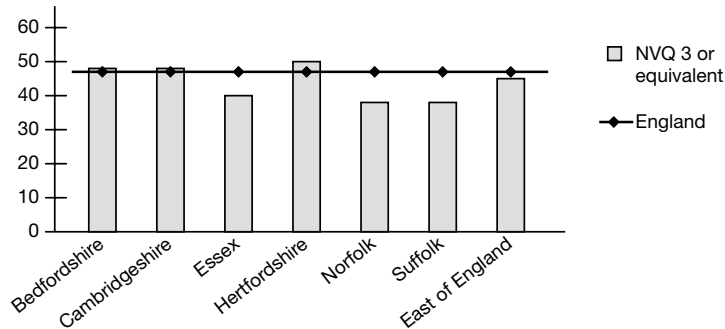
To widen participation in lifelong learning so that more people continue throughout their lives to develop their knowledge, skills and understanding and improve their employability in a changing labour market.

7.2 Policy field rationale

7.2.1 Key facts

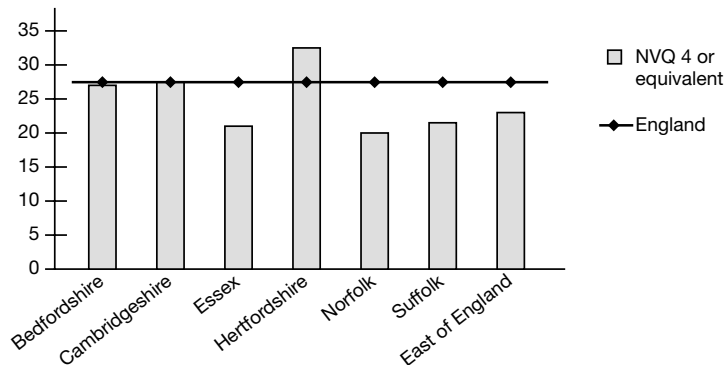
- The performance of schools in the East of England is consistently above the England average performance. Scores in the SAT tests and performance at GCSE are above the national level.
- The East of England scores poorly on some of the National Learning Targets, with achievement levels of both young people and economically active adults below national levels.

Table 7.1 NVQ level 3 qualifications of those in employment in the East of England



Source: LFS, Nomis

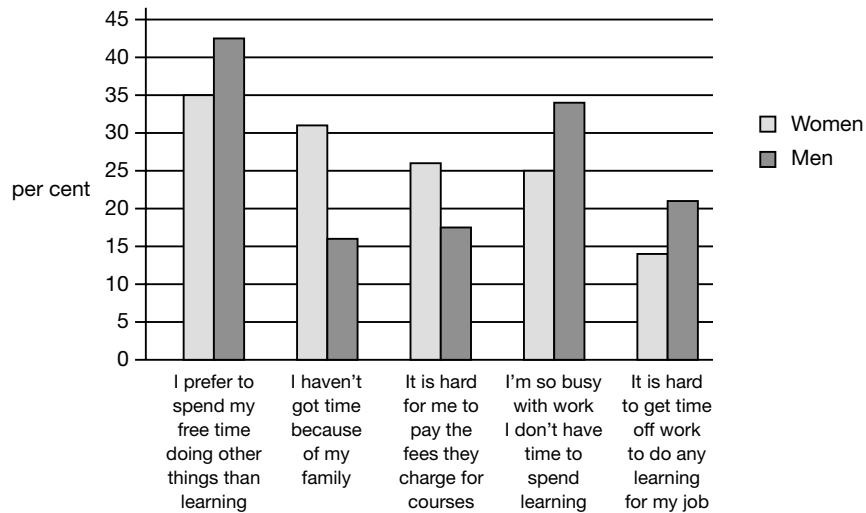
Table 7.2 NVQ level 4 qualifications of those in employment in the East of England



Source: LFS, Nomis

- Further information on participation in learning and education is required if progress towards the new national target of a reduction in non-learners of seven per cent is to be monitored.
- The most commonly cited barriers to participation in learning were lack of time and family commitments.

Table 7.3 Main obstacles to learning



Source: National Adult Learning Survey, 1997

Lifelong Learning may, in its most literal sense, represent an aspiration to provide learning and development from 'womb to tomb'. In the context of Objective 3, policy field 3: Lifelong learning has to be more narrowly defined, although it is important to recognise that there is more to learning than simply a contribution to business competitiveness.

In the East of England Objective 3 programme, the primary objective of the Lifelong Learning policy field is to equip the economically active (employed and unemployed) with the skills they require to improve, or consolidate, their position in the labour market.

In this respect, lifelong learning is differentiated from the:

- policy field 1: Active labour market policies because its primary objective relates to skills acquisition rather than changing employment status
- policy field 2: Equal opportunities and social inclusion because it seeks to work with the economically active rather than the economically inactive
- policy field 4: Adaptability and entrepreneurship because its primary focus is on skills acquisition by individuals rather than the competitiveness of businesses.

7.2.2 Policy considerations

Policy field 3: Lifelong Learning is primarily focused on people currently in work providing opportunities to widen participation in learning and to provide access to growing skills areas such as ICT and management.

i) Regional priorities

The regional economic strategy – ‘East of England 2010: prosperity and opportunity for all’ makes a number of recommendations to strengthen initiatives supporting lifelong learning. Projects which exhibit the following characteristics are encouraged:

- the use of technology to help people in remote areas to have access to learning provision
- the use of flexible funding and flexible learning infrastructure can be used to support the provision of identified learning needs
- promoting the Investors in People status among businesses
- improving basic, key and vocational skills to meet the needs of employers
- widening participation in lifelong learning by expanding community based learning opportunities.

ii) National policies

There are a number of key national policy initiatives in this area the most important of which include:

- *University for Industry – corporate plan*
- *Centres of Vocational Excellence*
- *LSC – corporate plan.*

University for Industry

The Green Paper ‘The Learning Age’ set out a vision for ‘a learning society in which everyone, from whatever background, routinely expects to learn and to upgrade their skills throughout life’. The University for Industry (Ufi) was created to make this vision possible.

Themes relevant to the East of England regional development plan include the following:

- provision should be ‘led by the needs of the learner’; this means that traditional course-based approaches should be replaced by flexible action plan based support operating at the time, place and pace that most suits each individual learner
- information, advice and guidance are important if learners are to make the most appropriate choices that relate to their individual long-term ambitions
- mechanisms – such as action plans with agreed milestones – must be in place to enable learners to monitor and understand their own progress
- the use of innovative and robust mechanisms to promote flexible learning, including the use of ICT, should be supported.

Centres of Vocational Excellence

In July 2001 the LSC announced the first sixteen 'pathfinder' further education colleges to be selected as Centres of Vocational Excellence. This initiative will encourage the further education sector to forge stronger relationships with employers, and the 'pathfinder' colleges will set standard for other colleges to follow. Each of the pathfinder colleges gained its status by achieving excellence in a specialist curriculum area.

The Centres of Vocational Excellence initiative has important implications for ESF investment in provision delivering qualifications up to and including NVQ level 4. ESF resources may be used, for example, to strengthen the pathfinder college in South East Essex tasked with achieving excellence in media technology.

Projects that enhance the Centres of Vocational Excellence initiative, and other sector based skills projects, are encouraged.

Learning and Skills Council corporate plan (LSC)

The LSC corporate plan details the LSC's mission to raise participation and attainment through high-quality education and training that puts learners first. The LSC's key tasks have been identified as:

- raising the participation and achievement of young people
- increasing demand for learning by adults and equalising the opportunities available to adults
- engaging employers in improving skills for employability and national competitiveness
- raising the quality of education and delivery
- improving effectiveness and efficiency.

iii) Budget mapping

There is a shortfall in the levels of domestic investment available to train adults in employment. The overwhelming focus of domestic investment is on employed young people. Projects should be encouraged where domestic budgets support young people and draw down ESF to support work with adult workers. The National LSC calls this approach the 'third party' model. Projects that aim to increase volumes of young people on existing domestic programmes by using ESF should be discouraged. The requirement to adopt this latter approach should have been made redundant following the government's commitment to 'funding that follows the learner'.

7.2.3 Lessons learnt

Lifelong learning is a generic field of activity and many evaluations are valid to its implementation. The following points, which have been recommended as best practice under other policy fields, should also be encouraged under lifelong learning:

- **integrated projects, based on initial assessment, action plans and support by a personal adviser are encouraged**
- **projects that target those not in employment should comprise a mix of training, job search, job placement and continued support**

- projects should demonstrate flexibility in project delivery to ensure support varies according to the needs of each individual beneficiary – guided by the action planning and personal adviser process
- practical support should be provided to beneficiaries where needed, including financial help with dependent care, travel costs and purchase of course materials.

7.3 Resource targeting

Provision should be planned on a sub-regional basis.

The formula for sub-regional target allocations will reflect the region’s underperformance in the key national targets of NVQ3 and NVQ4 comprising:

- Sub-region’s workforce whose highest qualification is NVQ 2 or below as a percentage of the regional figure
- Sub-region’s workforce whose highest qualification is NVQ 3 or below as a percentage of the regional figure.

Table 7.4 Target allocations by sub-region

Sub-region	priority budget ⁷ (in per cent)
Bedfordshire	10.12
Cambridgeshire	13.02
Essex	30.84
Hertfordshire	18.21
Norfolk	14.53
Suffolk	13.14

⁷ Formula used for budget allocation is: (sub-region’s per cent share of regional workforce whose highest qualification is NVQ 2 or below x 70 per cent of priority budget + sub-region’s per cent share of regional workforce whose highest qualification is NVQ 3 or below x 30 per cent of priority budget). Figures not rounded.

OVERVIEW

POLICY FIELD 3:

LIFELONG LEARNING

Measure 1

Promoting wider access and participation in lifelong learning, especially for those groups least likely to take part in lifelong learning activities and lacking basic and key skills.

Supporting key policy developments in lifelong learning to improve participation.

Measure rationale

This measure is concerned with up-skilling members of the workforce (employed and unemployed) who are denied learning opportunities or who are at risk of losing their jobs. Its primary focus is on low skilled/low status employees and people in declining occupations. It is particularly concerned with people who tend to be employed for repeated short periods of time.

Priority target groups

- employed members of the workforce, especially:
 - those at risk of losing their jobs or are in 'seasonal' employment
 - disabled people requiring support to maintain their employability
 - the low skilled (qualified to NVQ level 2 or below).

Potential co-financing organisations (major match-funders)

- LSC.

Eligible activities

- supporting collaborative action through LSCs, Local Learning Partnerships, further and higher education establishments and through SMEs
- providing individuals with ICT skills
- providing individuals with basic and key skills and reducing the risk of those with inadequate skills
- extending access through more innovative means, including community and family, and through helping individuals develop and manage their own learning
- identification and promotion of means which can open up learning for those adults currently least engaged with the education system.

Measure 2

Improving the employability of those in work through lifelong learning provision which develops their skills and helps them meet the changing needs of employers, such as in the fields of ICT, management and the environment.

Measure rationale

This measure is concerned with meeting the skills gap (NVQ 3 and NVQ 4) in the emerging key skills areas of ICT, management and the environment. It is focused on employed members of the workforce at all skills levels and occupation types.

Priority target groups

- employed members of the workforce.

Potential co-financing organisations (major match-funders)

- LSC.

Eligible activities

- training for employees, especially in SMEs
- skills forecasting and ensuring that skills training relates to the regional economic strategy – 'East of England 2010: prosperity and opportunity for all'
- providing re-skilling and new employment opportunities for workers threatened with redundancy, especially in the case of large company closures.

8 POLICY FIELD 4: ADAPTABILITY AND ENTREPRENEURSHIP

8.1 Strategic objectives

To improve the skills base and adaptability of the employed labour force in England.

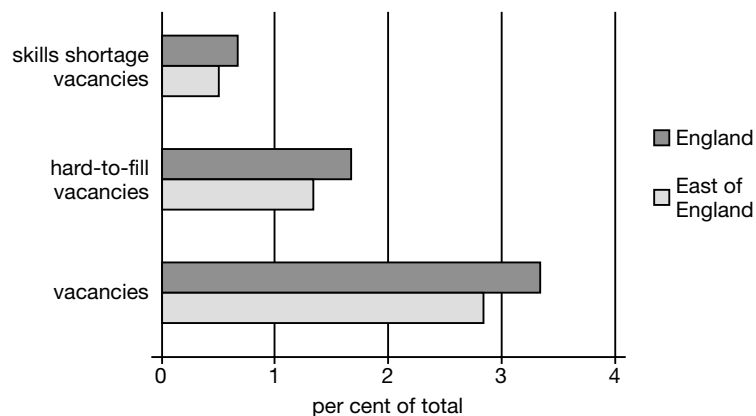
To increase the level of entrepreneurship in England.

8.2 Policy field rationale

8.2.1 Key facts

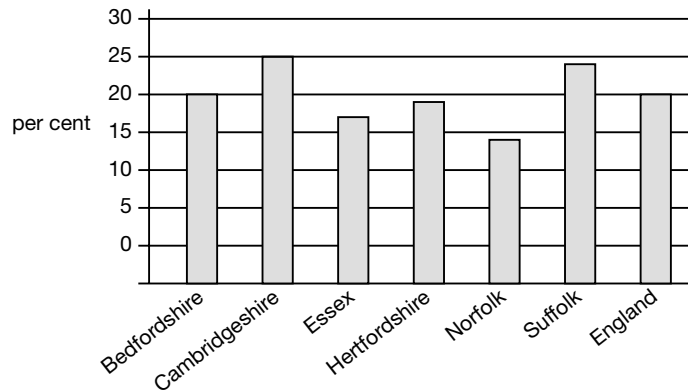
- The structure of industry in the East of England is slightly more concentrated in agriculture, fishing, transport and communications than is the case in Great Britain as a whole.
- A greater proportion of the workforce in the East of England is employed in managerial, administrative, or clerical occupations than is the case in Great Britain.
- VAT registered businesses per 10 000 residents are higher in the East of England than in the UK as a whole.
- The three fastest growing occupational areas in the East of England are sales, professional occupations and associate professional occupations.
- Hard-to-fill and skills shortage vacancies account for a higher proportion of employment in the East of England than is the case in England as a whole. Businesses in Cambridgeshire and Suffolk have the highest percentage skills gaps.

Table 8.1 Vacancies, hard-to-fill vacancies and skills shortage vacancies as a percentage of employment



Source: STF Employer Survey, IER/IFF, 2001

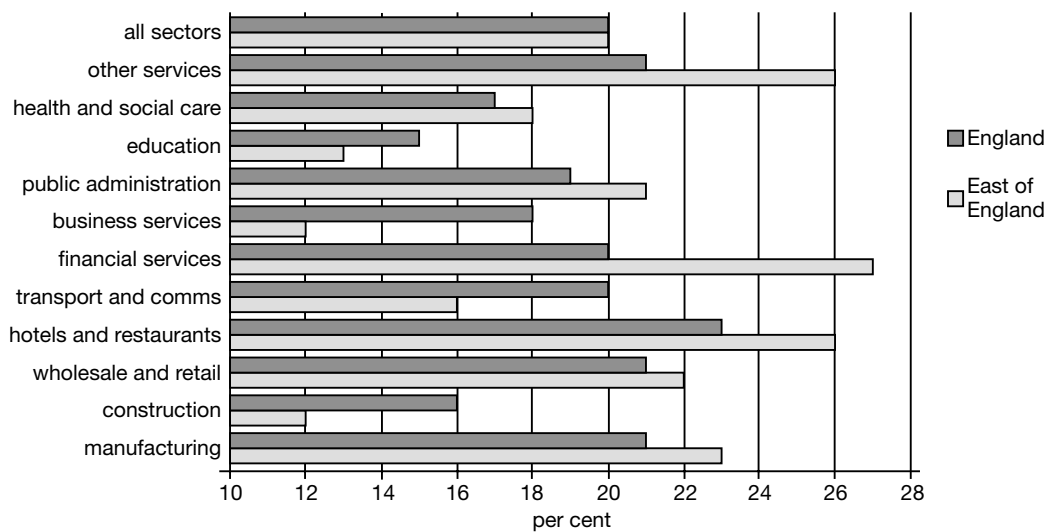
Table 8.2 Percentage of establishments reporting skill gaps in the East of England (1999)



Source: Employers Skill Survey, Skills, Local Areas and Unemployment, IER/IFF

- Financial services, other services and the hotels and restaurants sector are more likely to report internal skills gaps than other sectors.

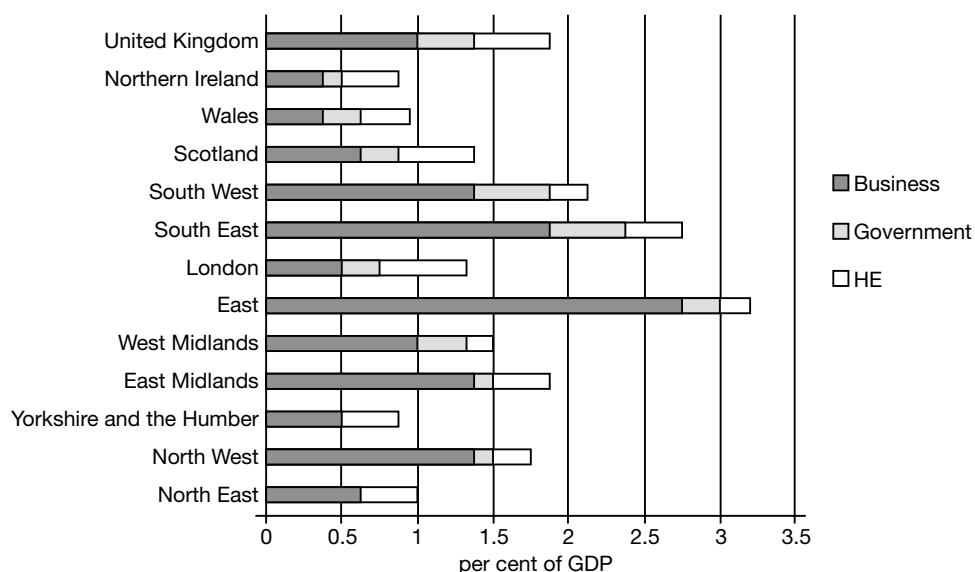
Table 8.3 Percentage of establishments reporting skill gaps in the East of England (1999)



Source: STF Employer Survey, IER/IFF, 1999

- The East of England has the highest proportion of its regional GDP accounted for by research and development of any region in the UK.

Table 8.4 Research and development as a proportion of GDP by region



Source: Economic Trends, August 2001

8.2.2 Policy considerations

Policy field 4: Adaptability and entrepreneurship is focused on employers – especially small businesses and start-ups – and on improving their competitiveness through developing the skills of their workforce. Support for business clusters and key sectors identified in the regional economic strategy – ‘East of England 2010: prosperity and opportunity for all’ will be a top priority.

i) Regional priorities

Policy field 4: Adaptability and entrepreneurship is closely aligned to the competitiveness of business agenda. It recognises that a key determinant of the competitiveness of individual businesses is the quality, skills and competence of their workforces. As such, interventions supported through this policy field will be closely aligned with the wider business support framework.

The regional economic strategy – ‘East of England 2010: prosperity and opportunity for all’ is strongly focused on supporting the competitiveness of businesses.

In line with the regional economic strategy, the following interventions are encouraged:

- supporting links between local businesses and universities to encourage university involvement in incubator and innovation centre development
- building on the region’s learner’s charter to provide everyone in the region with the opportunity to engage in learning
- monitoring changes in the economy and anticipating the resulting skills gaps and skills shortages before they arise

- engaging smaller companies in links with the universities, on research opportunities, graduate work experience placements, apprenticeships and recruitment
- taking action to build stronger clusters to generate competitive advantage for businesses in the East of England
- developing enterprise hubs to enable the East of England to exploit regional strengths in research and development and encourage new generations of entrepreneurs
- addressing gaps in university teaching and research to meet the needs of key sectors and clusters.

ii) National policy

The most pertinent national policy initiatives and documents with respect to this policy field are:

- *Towards a National Skills Strategy – reports from the National Skills Task Force*
- *Opportunity for All in a World of Change – DTI and DfEE White Paper.*

The National Skills Task Force

The Skills Task Force was established to assist in the development of a national skills agenda. Its specific role was to advise on the main skills gaps and shortages and ways of addressing them.

Employers were found to have concerns about:

- employability and key skills amongst young people and first time labour market entrants, including graduates
- lack of practical skills regarding the application of technical knowledge in a working environment
- ICT skills
- management and engineering skills.

The work of the National Skills Task Force raises a number of issues with regard to the operation and focus of policy field 4: adaptability and entrepreneurship, in particular:

- priority should be given to the development of ICT skills
- effective planning will, in the long-term, be critical in making provision more responsive to employer needs. This suggests the need for greater alignment between the regional development plan, the regional economic strategy and the local LSC corporate plans.

The use of ESF resources for research should be planned on a regional basis.

White Paper on Enterprise, Skills and Innovation

The White Paper on Enterprise, Skills and Innovation sets down a goal to improve living standards and opportunity for all. The report is focused on five key areas:

- developing a more highly skilled workforce
- building strong regions and communities

- spreading the benefits of new research and technologies and developing new world-beating industries
- ensuring markets operate effectively and fairly
- strengthening our position in European and global trade.

Of particular importance to the regional development plan is the need to create ‘a people first economy’ which involves:

- fostering creativity and enterprise
- improving numeracy and literacy and engaging more adults in learning
- expanding specialist ICT and other high-tech learning programmes in further and higher education
- investing in and using the skills and talents of all.

To respond to this agenda, it is important to encourage projects which demonstrate flexibility and responsiveness to the needs of employers.

iii) Budget mapping

The budget mapping exercise shows that the investment gap discussed in relation to policy field 3: Lifelong learning applies equally to this policy field. The recommendation made with respect to lifelong learning – adopting the ‘third party’ model – should also be followed here.

8.2.3 Lessons learnt

There was an ambiguity in the previous Objective 4 Programme that led to confusion amongst applicants. A number considered the focus to be on the individual, particularly those threatened with redundancy, while others believed the focus was on competitiveness. The English Operational Programme is also ambiguous. The performance of the programme was affected by the ‘vague’ regional assessments and the pepperpot nature of projects.

To achieve greater focus, policy field 4: Adaptability and entrepreneurship in the East of England will focus primarily on improving the competitiveness of SMEs through training.

Findings drawn from the final evaluation of Objective 4 indicate that workforce development should be underpinned by a customer-led and flexible approach, designed to maximise the engagement of employers. The interventions should be sensitive to the varying needs of companies from different sectors and of varying sizes.

The final evaluation of the ADAPT Community Initiative suggested support to companies in the development of their systems was an effective form of intervention. This includes support for training needs analyses, appraisal systems and personal development plans. The use of mentors and the application of ICT as a means of providing support have also been found to be effective forms of intervention. This approach enabled providers to break down many of the barriers involved with engaging SMEs.

During the previous Objective 4 programme, the East of England delivered a substantially lower proportion of support in the form of training audits and training needs analyses. Such support should be prioritised during the new programming period.

As a minimum requirement, a thorough business case for each SME to be supported should be drawn up by suppliers encompassing a systems and training audit and a range of agreed interventions.

In terms of the support provided by Objective 4 during the previous programme, and in comparison to the rest of the UK, the East of England was considerably more successful at delivering support to female beneficiaries than other regions in the UK.

Building upon this area of best practice, projects which target women should be directed towards those who are least likely to receive learning opportunities and those at greatest risk of redundancy.

8.3 Resource targeting

Provision should be planned on a sub-regional basis for measures 4.1 and 4.3.

Measure 4.2 should be planned on a regional basis, and should be targeted on the key regional economic strategy sectors and clusters.

Sub-regional target allocations for measures 4.1 and 4.3 will be based on:

- measure 4.1 based on per cent employed by small companies
- measure 4.3 based on per cent of regional working-age population.

Table 8.5 sub-regional target allocations for measures 4.1 and 4.3

Sub-region	Measure total ⁸ (in per cent)	
	Measure 4.1 ⁹	Measure 4.3 ¹⁰
Bedfordshire	9.49	10.75
Cambridgeshire	14.08	14.00
Essex	29.22	29.76
Hertfordshire	20.94	19.31
Norfolk	14.07	13.67
Suffolk	12.21	12.54

⁸ Not rounded.

⁹ Formula used for budget allocation is (sub-region's per cent share of regional employees in small companies x measure 4.1 budget)

¹⁰ Formula used for budget allocation is (sub-region's per cent share of regional working-age population x measure 4.3 budget)

OVERVIEW

POLICY FIELD 4:

ADAPTABILITY AND ENTREPRENEURSHIP

Measure 1

To support companies, especially SMEs to update and upgrade their employees' vocational skills, including basic and key skills

Measure rationale

This measure is concerned with supporting SMEs, and in particular small and micro businesses, to become more competitive through training and human resource development programmes.

Priority target groups

- small companies
- micro businesses and start-ups
- other SMEs.

Potential co-financing organisations (major match-funders)

- EEDA
- LSC.

Eligible activities

- leadership development programmes
- support businesses by equipping the workforce with the right skills
- promote employee development by updating and upgrading vocational skills, while considering new methods of delivering basic skills
- provide advice and guidance; and train trainers and managers
- promote the effective use of ICT in SMEs
- equip workers threatened with redundancy with training and funding to turn good ideas into viable businesses and support innovation and creativity
- forge links between businesses and support networks
- work with social partners to improve work based training
- mentoring.

Measure 2

Research to identify emerging skills shortages and follow up actions.

Measure rationale

This measure is concerned with ensuring the region has the right skills in the right businesses to maintain and improve its competitiveness. The key driver for policy choices is the regional economic strategy – ‘East of England 2010: prosperity and opportunity for all’ and the selected key sectors and clusters forecast to be most suited to the region’s economic health. The measure is forward looking and will also support allocation and analysis of business funds in relation to skills requirements.

Priority target groups

- EEDA’s key sectors and identified clusters to support the regional cluster strategy.

Potential co-financing organisations (major match-funders)

- EEDA
- LSC
- SBS.

Eligible activities

- identifying skills shortages, including new skills emerging from the knowledge driven economy
- providing training to meet identified skills shortages
- promoting effective training investment by employers and improving the awareness of identified skills shortages in schools
- involving social partners in developing ways to identify and meet emerging skills shortages
- research into new forms of work organisation.

Measure 3

Encourage the entrepreneurship of individuals and competitiveness of businesses, particularly SMEs.

Measure rationale

This measure is concerned with providing help and support for people wishing to start-up their own business and with owner-managed companies seeking to expand. New ownership arrangements, including community based businesses and the social economy, will receive particular encouragement.

Priority target groups

- start-up businesses.

Potential co-financing organisations (major match-funders)

- EEDA
- LSC.

Eligible activities

- support for owner-managed businesses to help them innovate to expand and create new employment opportunities
- research new forms of work organisation; introduce, improve and enhance flexible working practices; and strengthen links between employers and education/training institutions
- capacity building for social partners to encourage dialogue on work organisation and training
- support individuals setting up their own businesses
- information, advice and guidance, including signposting to sources of funding
- wage subsidy to help start-up a business
- training
- business planning assistance.

9 POLICY FIELD 5: IMPROVING THE PARTICIPATION OF WOMEN IN THE LABOUR MARKET

9.1 Strategic objectives

To reduce the level of disadvantage faced by women in the labour market.

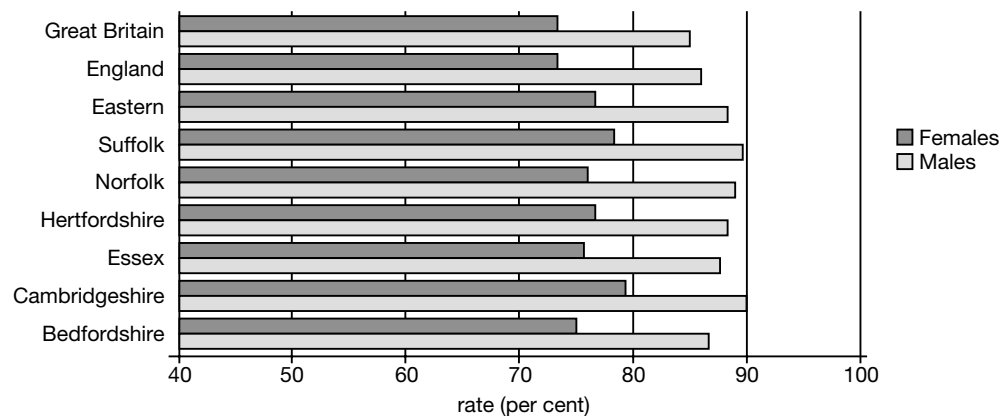
To improve the position of women in the labour market.

9.2 Policy field rationale

9.2.1 Key facts

- Although economic activity rates are above the national rate for both men and women in the East of England, the gap between male and female economic activity rates is actually wider in the East of England than in the country as a whole.
- Females are considerably less likely to go into work when leaving unemployment than males.

Table 9.1 Economic activity rates by gender in the East of England (spring 2001)

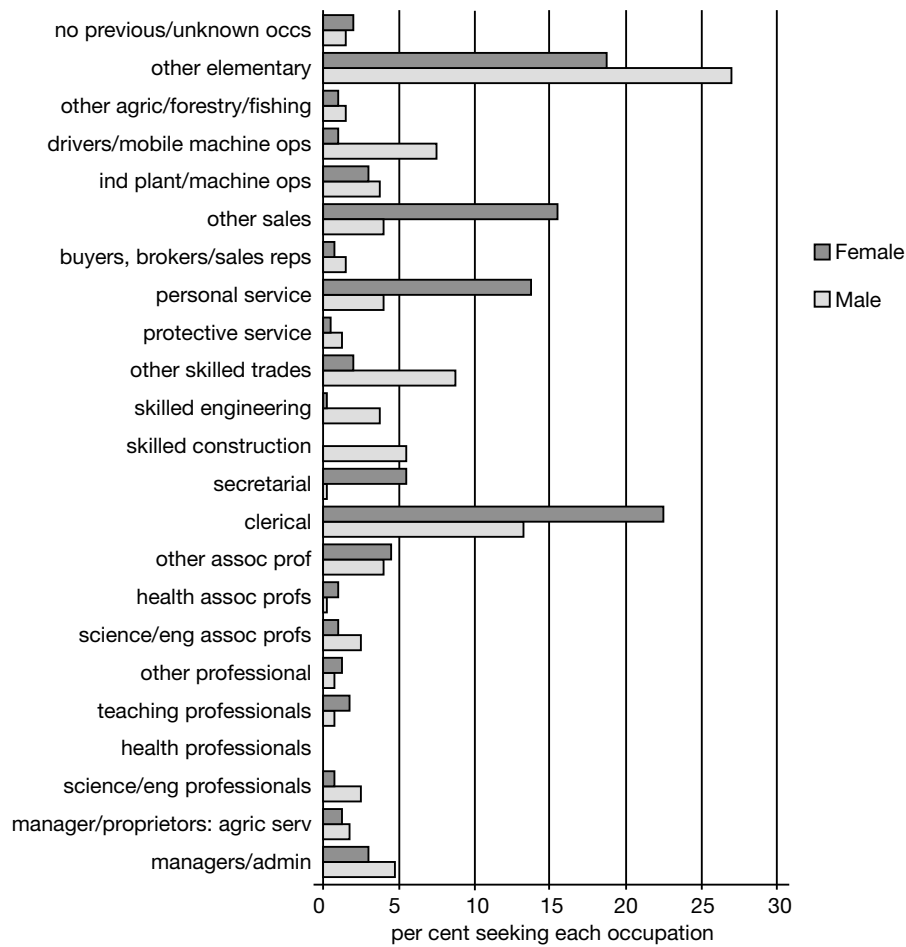


Source: LFS, Nomis

- Over half of all unemployed women in the East of England are looking for work in just three occupational areas¹¹: clerical occupations, other sales occupations and personal service occupations.

¹¹ As defined by the Standard Occupation Classification.

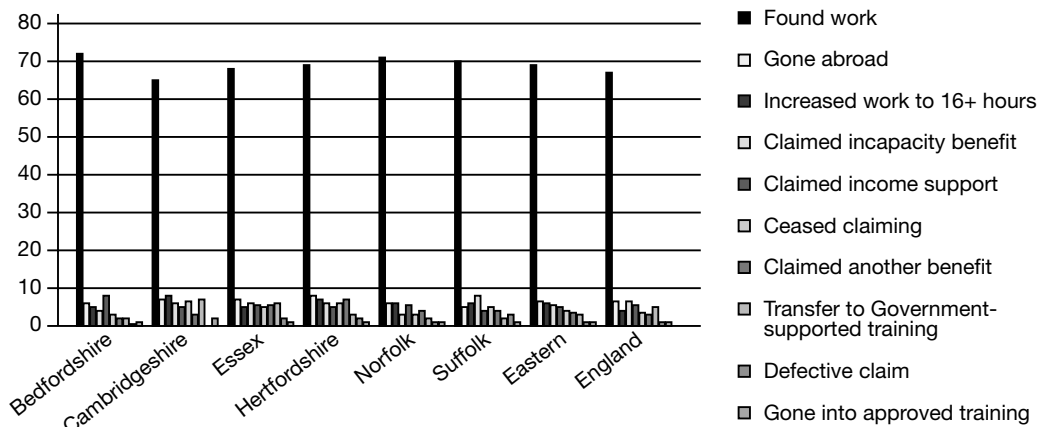
Table 9.2 Occupations sought by the unemployed in the East of England by gender



Source: Claimant Count, Nomis

- The pay gap between male and female earnings is smallest in Bedfordshire, where women earn 78.3 per cent of male earnings and widest in Essex, where they earn just 70.9 per cent of male earnings.
- Family commitments and lack of free time restrict the availability of women to be involved in learning.

Table 9.3 The top ten reasons for females in the East of England leaving the unemployment register (May 2001)



Source: ONS, Nomis

9.2.2 Policy considerations

Policy field 5: Improving the participation of women in the labour market

Improving the participation of women in the labour market focuses on helping those women most disadvantaged in the labour market gain access to training and better job opportunities.

i) Regional priorities

The regional economic strategy – ‘East of England 2010: prosperity and opportunity for all’ sets out a number of policy priorities for supporting equal opportunities for women.

The following are encouraged:

- wider use of technology to allow learning to be more accessible – this may be useful for people who have caring responsibilities
- initiatives to remove barriers to employment, including the introduction of childcare provision
- initiatives to tackle discrimination and occupational segregation in the labour market
- encouraging businesses to invest in flexible working practices and childcare provisions.

ii) National policies

Two of the key national documents in relation to this policy field are:

- *The national childcare strategy – DfEE*
- *Work and Parents: Competitiveness and Choice – DTI Green Paper.*

The national childcare strategy

The national childcare strategy ensured that childcare became an integral part of the government’s economic strategy. The national childcare strategy aims to increase the supply of childcare while making it more accessible and also more affordable.

Both of these measures will help to make accessing the labour market easier for women with children.

The Work and Parents: Competitiveness and Choice Green Paper

The Green Paper reflects the government's aim to help parents achieve a balance between work and family life. The Green Paper stresses the need to keep women's skills and knowledge in the labour market, improve the quality of family life, maximise the contribution that working parents are able to make to their employers and improve women's opportunities to work.

iii) Budget mapping

The budget mapping exercise suggests a shortfall in resources for training adults which may be compensated for through this policy field.

9.2.3 Lessons learnt

Evidence suggests that a range of activities can help overcome barriers to training for women, particularly returners. These include: training in non-traditional areas – where women are under-represented or there is a shortage of skills; women only training provision; positive action for access to training; a range of recruitment channels tailored to different groups of women; specific recruitment campaigns and outreach work to encourage women to apply for training; and careers guidance tailored to women.

When providing support to women returners a key factor in determining project success is the extent to which they recognise the need to reconcile the demands of work and family life. Training provision, childcare and other forms of support need to be flexible. Projects should also be encouraged to accredit soft skills development as a means of boosting self-esteem and of providing a monitor of progress towards job readiness. Careers guidance should also form a central element of provision.

Mentoring has been highlighted as an effective means of increasing self-confidence whilst careers guidance should also be an integral element of provision. In order to attract women (and in particular, women who have been out of the labour market for a considerable period of time) onto training programmes, specific recruitment campaigns and outreach work should be utilised.

Research regarding a range of initiatives targeted at assisting women back into the labour market has identified that training support for women tends to be concentrated amongst women employed within higher-level occupations. Moreover, the training support available tends to reinforce vertical and horizontal patterns of gendered occupational segregation. In general, there is lack of local training support available that provides a supportive training environment, is flexible, provides childcare and is responsive to the specific needs of the individual.

The following aspects of project design should be encouraged:

- **training which provides support in sectors of the economy which tend to have lower rates of female employment and/or skills shortages**
- **women only training provision, where appropriate**
- **outreach activity tailored to the specific needs of women**

- recruitment campaigns to encourage women to apply for training, especially women returners
- support for women returners which is flexible, includes careers guidance as a core activity and which aims to accredit and measure soft skills development
- all projects should include childcare provision and be based upon family-friendly working practices.

Priority target groups under this policy field:

- Women not in employment and women in low paid jobs
- Women employed in non-traditional occupations/sectors and/or women seeking to obtain skills in non-traditional occupations/sectors.

9.3 Resource targeting

Under measure 5.1 provision should be planned on a sub-regional basis.

Measure 5.2 should be planned on a regional basis to ensure valid research and intelligence is collected for the region as a whole, with pilot projects run to test the best approaches to be mainstreamed through other policy fields.

Measure 5.1 targets will be based on the number of women in the workforce ¹².

Table 9.4 Allocation of funds under measure 5.1

Sub-region	Measure total (in per cent)
Bedfordshire	10.9
Cambridgeshire	14.5
Essex	28.9
Hertfordshire	19.8
Norfolk	13.6
Suffolk	12.2

¹² Formula used for budget allocation is sub-region's per cent share all women in the regional workforce x measure 5.1 budget.

OVERVIEW

POLICY FIELD 5:

IMPROVING THE PARTICIPATION OF WOMEN IN THE LABOUR MARKET

Measure 1

To improve access to learning and remove barriers to employment.

Measure rationale

This measure is focused on the most disadvantaged women in and outside of the workforce including lone parents, women with no qualifications and returners to the labour market. The measure will also support capacity building initiatives aimed at helping women from, for example, ethnic minority communities.

Priority target groups

- women encountering disadvantage.

Potential co-financing organisations (major match-funder)

- LSC.

Eligible activities

- improving the quality and flexibility of local training including participation in lifelong learning partnerships
- improving the relevance of skills training to local employment needs and opportunities
- tackling barriers, such as childcare and other caring responsibilities, raising awareness and promoting family friendly policies
- providing vocational training to allow women to enter non-traditional occupations
- the development of entrepreneurs, especially amongst those who have been out of the labour market
- capacity building for communities providing support to women.

Measure 2

To research issues related to gender discrimination in employment such as recruitment, segregation and progression and follow up activities arising from the research.

Measure rationale

This measure is designed to support the development of region-wide robust intelligence and future planning. The measure will support action research designed to identify key barriers to women's engagement and progression and support pilot or priority projects designed to address them.

Priority target groups

- disadvantaged women.

Potential co-financing organisations (major match-funder)

- LSC.

Eligible activities

- research and development of practical recommendations to combat occupational segregation, gender stereotyping and institutionalised discrimination on recruitment, pay, progression and other aspects of employment
- activities to implement the recommendations arising from the above research.

10 IMPLEMENTATION

10.1 Management and administration

10.1.1 Principles

The management and administration process of Objective 3 in the East of England takes into account the following objectives:

- ensuring that all partners are engaged in an active debate at the local and regional level on strategic issues
- enabling a planned approach to the use of Objective 3 funds within the context of other EU and domestic funds
- targeting of funds to the priorities of the regional development plan so that money is spent where needs are more concentrated
- sub-regional implementation where appropriate
- review and evaluation.

10.1.2 Structures and processes

The management and delivery structures for Objective 3 in the East of England are as follows:

Regional strategic planning

The Structural Fund strategy group (SFSG) is the regional programme monitoring Committee for structural fund programmes in the East of England. It has overall responsibility for the strategic steer of the Objective 3 programme. Its membership comprises local and regional stakeholders, including Go-East, local government, the East of England Development Agency (EEDA) and sector representatives.

The Structural Fund strategy group has set up a number of working groups to advise on specific aspects of the programme, such as equal opportunities, sustainable development and review and evaluation.

Operational management

The Operating Group is responsible for the operational delivery of the Objective 3 programme. Its membership includes geographic and sector representatives. It is responsible for overseeing all operational aspects of the programme, including the overall bidding process.

Local implementation

The Objective 3 programme in the East of England has a strong sub-regional focus. Local management groups, part-funded through Objective 3 technical assistance, support the implementation of the programme on a local basis, working with local partners and providing advice and support for bidders. Local management groups are the first point of contact for applicants who want to bid for ESF through Objective 3.

Local management groups have direct links to the relevant strategic partnerships within their locality, in particular the local economic partnerships and local learning partnerships.

Overall co-ordination and effectiveness are ensured through the role of the regional facilitator.

Local delivery plans

Local delivery plans are the means through which stakeholders can plan and develop activity at a local level, to deliver the priorities of the Regional Development Plan. Local delivery plans will be prepared by local management groups, and will be updated on a regular basis.

Executive/Secretariat

Go-East is the managing authority for the programme and is responsible for its management.

10.2 Bidding and selection

10.2.1 Co-financing

The Objective 3 programme is delivered through a combination of direct bidding and co-financing. Co-financing organisations can apply for ESF at measure level and make ESF and match-funding available to providers in a single funding stream. In addition, there may be more than one co-financing organisation delivering an Objective 3 priority and measure. Applicants will be signposted to the relevant bidding route via the Regional Bidding Guidance and Local Delivery Plans. These are available from GO-East, visit www.go-east.gov.uk.

The main advantages of co-financing for providers are that the application process is simpler and that applicants do not need to find their own match-funding.

Under the co-financing route, providers submit proposals directly to the relevant co-financing organisation, in accordance with the procedure set out in the co-financing organisation's bidding prospectus. All co-financing organisations use similar application forms and selection criteria. Examples can be found at annex 1. Further guidance can be found in the Regional Bidding Guidance.

10.2.2 Direct bidding

Under direct bidding, there is a three-stage selection model of eligibility, scoring and appraisal.

Stage 1: Eligibility

All applicants send in their application forms via interactive disk and on paper.

Applications are checked to ensure that the applicant and the proposed activity are eligible.

Stage 2: Scoring of projects

Applicants are invited to submit expressions of interest before proceeding further with the

application process. This helps address the fact that many applicants spend a great deal of time and effort preparing bids that have little or no chance of succeeding. It also enables the GO-East to check any likely duplication or overlap in order to inform prospective bidders.

Projects have to pass a minimum threshold, which is currently set at 65 per cent.

Stage 3: Appraisal

GO-East, working with EEDA and other key partners, assess projects passing the quality threshold to ensure that they meet the priorities identified in the regional development plan, and that they give a suitable spread of provision.

For further guidance please see the Regional Bidding Guidance.

10.3 Monitoring and evaluation

Monitoring

The need to monitor performance in terms of delivery of projects is an important aspect of the Objective 3 programme. The East of England will use national monitoring procedures and management information systems to monitor the performance of projects and co-financing organisations.

All projects/co-financing organisations will provide regular information on expenditure and outcomes (minimum every 3 months). To aid the completion of the Annual Report all projects/co-financing organisations will also complete an annual monitoring form. GO-East will meet with each co-financing organisation quarterly to review and monitor performance.

GO-East will collate and analyse the monitoring information and provide regular reports to local management groups, the East of England regional committees, Department of Work and Pensions and national ESF committees. The East of England is represented on the England Objective 3 Programme Monitoring Committee.

Evaluation

The Department of Work and Pensions (DWP) ESF Evaluation team is responsible for evaluating the Objective 3 programme in England.

ESF evaluation involves investigating how effectively ESF programmes are working and how well they are progressing towards meeting targets. Evaluation is also a very important means of improving the way ESF works in getting people back into employment or into further training or improving their skills.

One of the main ways of evaluating the success of the Objective 3 programme is the annual leavers survey. Each year an independent research organisation will carry out a six-month follow-up survey of a sample of leavers. The sample will include projects from the East of England.

The leavers survey will provide the Objective 3 committees with detailed information on the type of people who benefit from ESF, their views on the support they received and their longer-term outcomes.

The East of England will use the national soft outcomes good practice guide to monitor and record soft outcomes and distance travelled.

The East of England is represented on the Evaluation Standing Group, the committee which oversees the evaluation of all ESF programmes in the UK. The aim of this group is to promote consistency and quality in the way that ESF programmes are evaluated and to share good practice in evaluation methodologies.

Updated national evaluation information is available on www.esfnews.org.uk.

At a regional level, the East of England will need to assess how the programme is addressing regional priorities and target groups; the impact on regional economic targets; and the effectiveness of implementation and delivery mechanisms, including the use of technical assistance. Dissemination of good practice and feedback on review outcomes will be undertaken through a variety of mechanisms. Where possible, comparison will be made with national evaluation outcomes.

10.4 Communication and publicity

Communication

East of England partners will develop a communications action plan for Objective 3 that considers the two key elements of communication: dissemination and publicity. The action plan will take into consideration European, national, regional, local and project level requirements in line with the resources available. The plan will set the framework for the activities of the partnership for the remaining four years of the programme and include a detailed programme of activity for the year ahead. It will be used as the basis for identifying and allocating resources.

The SFSG communications group have identified mainstreaming ESF as a key issue in the region that needs to be addressed if the region is to optimise on its internal resources and ensure the effective delivery and use of Objective 3 and the other Structural Funds. SFSG communications group will agree the plan and recommend to the Operating Group and Structural Funds strategy group that the plan is adopted. The plan will then be subject to an annual review and evaluation.

With the introduction of co-financing in 2002, all partners are aware of the increased need to ensure clear signposting, particularly for potential applicants. It is essential that every partner recognises their part in ensuring effective two-way communications and promotes the key messages of the plan at all times.

ICT, as well as more traditional means of communication, will be utilised to assist with dissemination and publicity. It is intended that the ESF Objective 3 web pages are updated to include:

- general awareness raising of the programme
- details on local, regional and national meetings
- updates on key ESF issues
- the exchange of best practice
- publicity on approved projects and their impact
- linkages to other local, regional and national organisations' websites.

The Objective 3 regional facilitator is an important resource to enable an effective channel for communications at all levels. The regional facilitator will be the designated person responsible for the development, delivery and updating of the Objective 3 communication strategy.

11 OUTPUTS AND OUTCOMES

Performance indicators for Objective 3 are set at national level and cover inputs, outputs, results and impacts. These indicators are listed in the table below:

Table 11.1 Indicators for England and Gibraltar

Overall operational programme performance indicators

Indicator	NAP guideline	Frequency
Percentage in work on leaving	Pillar I	mid-term
Percentage gaining positive outcome on leaving	Pillar I, III	mid-term
Percentage of young people unemployed less than six months	1	annual
Percentage of adults unemployed less than 12 months	2	annual
Percentage of beneficiaries completing their courses	–	annual
Percentage gaining a qualification	6,11	annual

Active labour market policies

Type	Indicator	NAP guideline	Frequency
Resource	Funding (£)	1,2,3	annual
Output	Number of beneficiaries	3	annual
	Number participating in ESF ‘training’	3	annual
	Percentage of young people receiving help before six months	1	annual
	Percentage of women receiving support	19	annual
	Percentage of beneficiaries completing their courses	–	annual
	Percentage of adults receiving help before 12 months	2	annual
	Percentage working towards a qualification	Pillar I	annual
Results	Percentage of positive outcomes on leaving (and at six months)	1,2	mid-term
	Percentage in work on leaving (and at six months)	1,2	mid-term
	Percentage moving into self-employment	1,2,11	mid-term
Impact	Number of unemployed in work after ESF support (net of deadweight)	Pillar I	mid-term

Social Inclusion

Type	Indicator	NAP guideline	Frequency
Resource	Funding (£)	9	annual
Output	Number of beneficiaries	9	annual
	Number receiving ESF 'training'	9	annual
	Percentage of women receiving support	19	annual
	Number of trainers trained	5	annual
	Percentage working towards a qualification	Pillar I	annual
	Number of capacity building projects	5,6	annual
	Number of research projects	5,6	annual
Results	Percentage positive outcomes on leaving (and at 6 months)	9	mid-term
	Percentage in work on leaving (and at 6 months)	9	mid-term
	Percentage moving into self-employment	9,11	mid-term
Impact	Numbers in work after ESF support (net of deadweight)	Pillar I	mid-term

Lifelong Learning

Type	Indicator	NAP guideline	Frequency
Resource	Funding (£)	5,6	annual
Output	Numbers participating in lifelong learning	5,6	annual
	Percentage of women receiving support	19	annual
	Percentage completing their courses	–	annual
	Percentage working towards a qualification	Pillar I	annual
	Number of research/labour market analysis projects	6	annual
	Number of trainers trained	6	annual
	Number of capacity building projects	5,6	annual
Results	Percentage of leavers gaining a qualification	6	annual
	Percentage in work or further study on leaving	6, Pillar III	mid-term
Impact	Net increase in participation in lifelong learning from ESF support	6	mid-term

Adaptability and entrepreneurship

Type	Indicator	NAP guideline	Frequency
Resource	Funding (£)	Pillar II, III	annual
Output	Number of beneficiaries getting self-employment help	11	annual
	Number of companies helped	11	annual
	Number of employees helped (given ESF 'training')	11	annual
	Number of trainers trained	18	annual
	Percentage of women receiving support	19	annual
	Percentage working towards a qualification	18	annual
	Number of research/labour market analysis projects	18	annual
Results	Survival rate of self-employment at 18 months	11	mid-term
	Percentage of beneficiaries gaining a qualification	11	annual
Impact	Net number of new businesses running after 18 months	11	mid-term
	Net number of jobs safeguarded by ESF support	Pillar III	mid-term
	Net number of jobs created through support for self-employment	Pillar II	mid-term

Gender Equality

Type	Indicator	NAP guideline	Frequency
Resource	Funding (£)	Pillar IV	annual
Output	Number of beneficiaries	19	annual
	Percentage women beneficiaries	19	annual
	Percentage of projects offering childcare facilities	21	annual
	Number of research projects	19	annual
Results	Percentage positive outcomes for women	20	mid-term
	Percentage of parents with children under five in work six months after ESF	20,21	mid-term
	Percentage of women setting up in business	11,20	mid-term
	Percentage of women trained in non-traditional occupations	20	mid-term
Impact	Net percentage increase in female labour market participation of beneficiaries after ESF support	20	mid-term

Table 11.2 Expected average annual outcomes and impact of operational programme

Overall operational programme expected impact

Indicator	Forecast
Percentage in work on leaving	41
Percentage gaining positive outcome on leaving	80
Percentage young people unemployed less than six months	87
Percentage adults unemployed less than 12 months	56
Percentage beneficiaries completing their courses	75
Percentage gaining a qualification	50

Expected impact

Active labour market policies	
Funding (£)	85 539 300
Number of beneficiaries	164 983
Number receiving ESF 'training'	74 302
Percentage of young people receiving help before 6 months	86
Percentage of women receiving support	42
Percentage of beneficiaries completing their courses	71
Percentage of adults receiving help before 12 months	33
Percentage working towards a qualification	60
Percentage positive outcomes on leaving	70
Percentage positive outcomes at six months	79
Percentage in work on leaving	40
Percentage in work at six months	49
Percentage moving into self-employment	3
Number of unemployed in work after ESF support (net of deadweight)	4 458

Social inclusion	
Funding (£)	87 567 900
Number of beneficiaries	226 075
Number receiving ESF 'training'	61 040
Percentage of women receiving support	42
Number of trainers trained	3 960
Percentage working towards a qualification	60
Number of capacity building projects	195
Number of research projects	109
Percentage of positive outcomes on leaving	63
Percentage of positive outcomes at six months	72
Percentage in work on leaving	34
Percentage in work at six months	43
Percentage moving into self-employment	3
Numbers in work after ESF support (net of deadweight)	4 822

<i>Lifelong learning</i>	
Funding (£)	97 372 800
Numbers participating in lifelong learning	67 360
Percentage of women receiving support	50
Percentage completing their courses	85
Percentage working towards a qualification	100
Number of research/labour market analysis projects	389
Number of trainers trained	18 967
Number of capacity building projects	125
Percentage of leavers gaining a qualification	61
Percentage in work or further study on leaving	92
Net increase in participation in lifelong learning from ESF support	33 680

<i>Adaptability/entrepreneurship</i>	
Funding (£)	43 953 000
Number of beneficiaries getting self-employment help	2 589
Number of companies helped	9 664
Number of employees helped (given ESF 'training')	18 638
Number of trainers trained	5 504
Percentage of women receiving support	33
Percentage working towards a qualification	60
Number of research/labour market analysis projects	330
Survival rate of self-employment at 18 months	50
Percentage of beneficiaries gaining a qualification	64
Net number of new businesses running after 18 months	647
Net number of jobs safeguarded by ESF support	932
Net number of jobs created through support for self-employment	1 705

<i>Gender equality</i>	
Funding (£)	23 667 000
Number of beneficiaries	11 372
Percentage of women beneficiaries	100
Percentage of projects offering childcare facilities	
Number of research projects	178
Percentage positive outcomes for women	88
Percentage of women with children under five in work six months after ESF	30
Percentage of women setting up in business	
Percentage of women trained in non-traditional occupations	6
Net percentage increase in female labour market participation of beneficiaries after ESF support	10

12 ACKNOWLEDGMENTS

Many people have contributed to the revision of the East of England Regional Development Plan. Particular thanks go to all the people who attended the local and thematic focus groups during July 2001; the local management groups for their help in organising the focus groups and for their involvement in the process; all the Learning and Skills Councils, Business Links, Hertfordshire Careers Service, the Employment Service for London and South East region, and Employment Service for East Midlands and Eastern Region for their financial contributions; and finally the members of the Structural Fund strategy group, operating group, local management groups and regional development plan steering group for their effort and support.

13 USEFUL DOCUMENTS AND CONTACTS

East of England 2010: Prosperity and Opportunity for all

East of England Development Agency, June 2001.

Copies available from EEDA, visit www.eeda.org.uk.

A Sustainable Development Framework for the East of England

East of England Regional Assembly, October 2001.

Copies available from Vanessa Tilling, Environment Group,

Go-East, Victory House, Vision Park, Chivers Way, Histon, Cambridge CB4 9ZR,

email: Vtilling.go-east@go-regions.gsi.gov.uk

European Union Objective 2 Programme for the East of England: Single Programming Document 2000 – 2006.

Copies available from the Go-East European Secretariat, see address below.

Cluster Strategy for the East of England (draft), East of England Development Agency,

January 2002. (Final strategy expected to be published early 2002).

Copies available from EEDA, see address below.

For a comprehensive bibliography, see the appendices to the regional development plan.

Websites:

National ESF website: www.esfnews.org.uk

GO-East: www.go-east.gov.uk

East of England Observatory: www.eastofenglandobservatory.org.uk

East of England Development Agency: www.eeda.org.uk

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ANNEX 1: EXAMPLE PROPOSAL FORM

[Name of co-financing organisation]

Co-financed activities proposal

[Month, year]

Your application

The purpose of this document is to provide the [name of co-financing organisation] with information concerning the types of activities from the [name of co-financing organisation document – prospectus, plan etc] your organisation would like to deliver.

Your application will be assessed against the scoring framework (see annex 1 of the [name of co-financing organisation document]) by a panel appointed by the [name of co-financing organisation].

Following the assessment of the panel, the [name of co-financing organisation] will contact you about your application. Please note that applications are not guaranteed to receive funding from the [name of co-financing organisation]. Funding will depend upon the fit of the application against the [name of co-financing organisation document] and the results of the [name of co-financing organisation] co-financing application to GO-East.

All applicants will receive feedback on their applications and successful providers and agreed activities will be published.

Guidance

It is the applicants responsibility to ensure that their application is legible and if possible, the [name of co-financing organisation] requests that applicants use a word processor to complete their application.

A Word version of the application form can be obtained from [name of contact] (as below) and the completed form should be returned to:

[email address of contact]

Or

[postal address of contact]

The deadline for the submission of applications is [time, day, date].

If you would like further assistance about the co-financing process in [co-financing organisation area or locality] or in completing the application, please contact [name of contact(s) and telephone number].

PROPOSAL NAME:

Name and details of applicant organisation:

Telephone:

Email:

Person to contact:

Legal status of applicant:

1 Activity focus

What activities do you intend to deliver in relation to the [name of co-financing organisation document] ? – please use the reference numbers in the [name of co-financing organisation document] and the ESF priority field and measure if quoted.

2 Activity summary

This should provide a brief but lucid description of the proposed activities, the aims and objectives, main delivery mechanisms and key milestones. It should contain statements on *what* the activity intends to do, *why* this is needed, *how* the need will be addressed and *who* is responsible for each element of delivery.

3 Geographic area of delivery

Which areas will be covered by your activities: Boroughs, Districts, Wards etc

4 Target groups

Target groups should be clearly identified in conjunction with a description of the track record of the applicant in working with the target group(s).

5 Timescales

Specify start and end dates of activities [enter here any specific earliest start and last end dates required by the co-financing organisation and ask for an explanation of variation if different]

6 Linkages

Please specify linkages with other relevant activities in the local area and provide evidence. If linkages are not fully established then please indicate which organisations you expect to work with on this activity and how this involvement will be secured.

7 Added value

Explain how the activities you intend to deliver will support and contribute towards the added value to mainstream provision, as described in the [name of co-financing organisation document].

8 Outcomes

Please list the expected outcomes of the activity (both hard and soft). Outcomes should be realistic and clearly linked to the activities' strategic aims and activities.

9 Activity management

This section should demonstrate how the activity will be managed and delivered. As a minimum it should contain detail on the design and delivery of the activity, including information on supporting systems, where possible.

10 Financial information

Please summarise activity costs as follows:

- breakdown of activity costs eg. training, marketing, childcare etc
- total costs

Where appropriate please indicate a unit price for activities to be undertaken. Costs should be realistic and demonstrate good value for money. They should be clearly linked to activities and aims.

11 Cross-cutting themes

Please explain how your activity will contribute to each of the [name of co-financing organisation document] cross-cutting themes of:

- equal opportunities
- information and communications technology
- sustainability

12 Are you submitting/planning to submit a proposal(s) to any other co-financing organisation?

If yes, we will need details (for this and any other intended activities). Failure to declare this could result in the automatic disqualification/termination of your proposed activity.

13 Do you currently hold a contract with the [name of co-financing organisation]?

This information will not affect the appraisal of this proposal. If you do not currently have a contract with the [name of co-financing organisation], we will need to undertake an assessment of your capability to become a supplier. This will review a number of areas, including: resources, equipment and facilities, health and safety, and equal opportunities.

14 Other information

Please include any other information which you feel is important and have not had the opportunity to include elsewhere in the application.

EXAMPLE ONLY

ANNEX 1: APPRAISAL CRITERIA

- S Criteria to determine the selection of projects
 A Additional information to support the appraisal and selection of projects and to identify where the project fits within the approved co-financing organisation bid.
 O Optional information

1	S	Activity focus	How closely the proposed activity relates to what is described in the [name of co-financing organisation document – prospectus/plan etc]
2	S	Activity summary	This should clearly identify: <i>what</i> the project intends to do <i>how</i> it will support the [name of co-financing organisation document] <i>why</i> this is needed <i>how</i> the need will be addressed <i>who</i> is responsible for each element of delivery
3	A	Geographic area of delivery	Identify which areas will be covered by this project: boroughs, districts, wards etc
4	A	Target groups	Target groups should be clearly identified and should reflect the priorities of the [name of co-financing organisation document].
5	S	Timescales Include start and end dates of project [include any co-financing organisation specific constraints here]	Timescale should be realistic and, where relevant, should include sufficient lead in/development time to allow for activity design, planning, development of partnership etc. [Unless there are exceptional circumstances, they should fall within the dates specified in the [name of co-financing organisation document]].
6	S	Linkages	Where appropriate, proposals should provide evidence of a strong and effective partnership, involving key/lead organisations where relevant. If linkages are not fully established then proposals should include details of which organisations will be expected/invited to participate and how this involvement will be secured.
7	S	Added value	This section should demonstrate how the activity will support and contribute towards the added value to mainstream provision, as described in the [name of co-financing organisation document].

8	S	<p>Outcomes</p> <p>Please list the expected outcomes of the project (both hard and soft)</p>	<p>Outcomes should be realistic and clearly linked to strategic aims and activities.</p>
9	S	<p>Activity management</p>	<p>This section should demonstrate how the activity will be managed and delivered. As a minimum it should contain detail on the design and delivery of the activity, including information on supporting systems, where possible.</p>
10	S	<p>Financial information</p> <p>(Summary of costs under:</p> <ul style="list-style-type: none"> • breakdown of activity costs eg. training, marketing, childcare • total costs <p>Where appropriate please indicate a unit price for activities to be undertaken)</p>	<p>Costs should be realistic and demonstrate good value for money. They should be clearly linked to aims and activities.</p>
11	S	<p>Cross-cutting themes</p> <p>(Please refer to the [name of co-financing organisation document] for more detail on these themes and the types of activity that should be included in this section.)</p>	<p>Proposals should clearly demonstrate how they will contribute to the [name of co-financing organisation document] cross-cutting themes of:</p> <ul style="list-style-type: none"> • equal opportunities • information and communications technology • sustainability
12	A	<p>Are you submitting/planning to submit a proposal(s) to any other co-financing organisation?</p>	<p>If yes, proposals must include details (for this and any other intended projects), identifying how they will ensure that duplication of activity does not occur.</p>
13	A	<p>Do you currently hold a contract with the [name of co-financing organisation] ?</p>	<p>If providers do not currently have a contract with the [name of co-financing organisation], a separate contract capability exercise will need to be undertaken, if their project is successful. This may influence the future development of the project, for example, proposals may have to include/increase capacity building activities.</p>
14	O	<p>Other information</p>	<p>Other information felt to be important and not included elsewhere.</p>

East of England Objective three
regional development plan

