

Learning and Skills Council Greater Manchester

Objective 3 ESF Co-Financing Plan

For the Period January 2004 – December 2006



EUROPEAN UNION
European Social Fund



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1. Introduction

1.1 The Learning and Skills Council

The Learning and Skills Council is a non-departmental public body, which aims :

- > To raise the participation and achievement by young people.
- > To increase demand for learning by adults
- > To raise skill levels for national competitiveness
- > To improve the quality of education and training delivery
- > To equalise opportunities through better access to learning
- > To improve effectiveness and efficiency.

To support these objectives, we have responsibility for the planning, funding and quality assurance of:

- > Further Education sector colleges
- > School Sixth Forms
- > Work Based Learning for Young People
- > Workforce Development
- > Adult and Community Learning
- > Information, Advice and Guidance for Adults
- > Learning Partnerships
- > Education Business Link Organisations

We also have a Local Intervention and Development Fund to support local discretionary priorities.

1.2 The European Social Fund

The European Social Fund (ESF) is an important source of funding for activities to develop employability and human resources, in line with the European Employment Strategy

This Plan is concerned only with Objective Three, which supports Human Resources funding across the EU. Objective 3 is the vehicle for delivery of the National Employment Action Plan. The programme consists of ESF only.

1.3 Co-Financing

Since 2001 the Government has operated a new methodology for administering and spending ESF in the UK. Co-financing is intended primarily to remove from providers the burden of chasing match funding and bidding for ESF. It also aims for better quality of provision, better value for money, more value added to Government programmes and greater coherence, co-ordination and targeting of provision. Co-Financing Organisations (CFOs) bid on a broad scale for ESF funds and then pass on ESF and their own funds to providers in one stream. In order to work successfully co-financing needs to be embedded in the operations of CFOs.

2. Plan Overview

2.1 Geographical Coverage

This Co-Financing Plan covers the county of Greater Manchester. The whole of the sub-region is eligible for Objective 3 ESF funding. Much of the area also qualifies for Objective 2 support, so we will be consulting with Objective 2 Action Plan Partnerships.

We intend that some of the activity funded from this Plan will be regional, so we will work with the other NW LSCs and other CFOs to handle this.

2.2 Objectives of the Plan

In line with the Regional Development Plan, and within the LSC's remit, this Co-Financing Plan aims to:

- > Facilitate the effective access of unemployed people in Greater Manchester, and particularly those most disadvantaged, into the labour market;
- > Provide a learning environment that supports employers to develop a highly competent workforce and individuals to develop their skills;
- > Enhance the adaptability of workers in Greater Manchester to the process of change, with particular focus on those likely to find it difficult in transition or in acquiring appropriate skills

The Objectives of the Plan are, by December 2006:

- > To support activities that lead to an increase participation in learning by young people and adults
- > To support activities that increase achievements by young people and adults
- > To support activities that build the capacity of the local learning infrastructure, including within local communities
- > To support activities that increase the number of employers committed to skills development, in line with economic need
- > To support activities that increase the participation in learning and skill levels of employees

The objectives will be underpinned by our commitment to equality of opportunity, quality improvement and health and safety in learning provision, and the aim to improve the strategic distribution of ESF funding in the region.

The focus of our plan is very much on delivery of learner activities that contribute to the objectives and we expect that the majority of the activities supported will be learner focused. We therefore expect that capacity building of the infrastructure will form a minor proportion of the projects approved.

2.3 Contribution to the Regional Development Plan.

The GB Community Support Framework (CSF) outlines the overall framework for the Objective 3 Programme for Great Britain. The Programme is delivered on a regional basis, managed by Government Offices and Regional Partners. Regional Committees have prepared a Regional Development Plan which:

- sets out the economic context for Objective 3 in the region;
- identifies local needs and priorities for support; and
- develops a broad strategy for targeting resources.

The plan demonstrates:

- complementarity between Objective 3 and other EU funded support available in each region,
- consistency with the regional economic and skills strategies developed by RDA; and
- congruency with relevant domestic UK policies and programmes

The European Social Fund supports policies and actions that prevent/combat unemployment and develop resources and social integration into the labour market in order to promote a high level of employment, gender equality, sustainable development and economic and social cohesion. This support is articulated through five primary policy fields:

- Active Labour Market Policies
- Equal Opportunities for All and Promoting Social Inclusion
- Lifelong Learning
- Adaptability and Entrepreneurship
- Improving the Participation of Women in the Labour Market

The RDP also takes account of European Employment Strategy and the UK National Action Plan. At a regional level, Regional Economic Strategy and HRD Strategy form part of the strategic context. The other important consideration is the Objective 2 Programme, which covers about 83% of the population of the Objective 3 area in Greater Manchester.

The two tables below clarify the link between 2000-2006 North West Objective 3 Regional Strategy as set out in the RDP. The first table shows the expected results of both the LSCGM co-financing plan and the RDP

showing the contribution the LSCGM plan will make towards those in the RDP. The second table demonstrates the strategic overlap between the two plans.

Table 1: LSCGM co-financing plan contribution to the results of the RDP

Measure	Output	All years		LSCGM Contribution as a % of Total RDP Beneficiaries
		LSCGM	RDP	
1.1	Beneficiaries	14,638	56,427	26%
	Women receiving support	6,148	23,696	
	% young people receiving help < 6mths u/e	86	48,527	
	% adults receiving help < 12mths u/e	33	18,620	
1.2	Beneficiaries	8,721	59,059	15%
	No receiving ESF training	7,680	52,010	
	Women receiving support	3,226	21,840	
	% young people receiving help < 6mths u/e	86	50,790	
	% adults receiving help < 12mths u/e	33	19,489	
	Beneficiaries completing their course	5,453	36,925	
	Working towards a qualification	4,608	31,206	
	Positive outcomes (within 6mths)	3,817	41,341	
	In work (within 6mths)	2,181	25,847	
	Moving into self-employment	164	14,770	
	No of u/e in work after ESF support	461	1,108	
2.1	Beneficiaries	26,985	115,528	23%
	Women receiving support	11,334	48,461	
	Working towards a qualification	16,191	69,314	
	Positive outcomes (within 6mths)	17,001	72,786	
	In work (within 6mths)	9,175	39,277	
2.2	Beneficiaries	17,954	42,728	42%

Measure	Output	All years		LSCGM Contribution as a % of Total RDP Beneficiaries
		LSCGM	RDP	
	No receiving ESF training	17,954	42,728	
	Women receiving support	7,541	17,946	
	No of trainers trained	1,165	2,772	
	Working towards a qualification	10,772	25,636	
	No of capacity building projects	46	133	
	Positive outcomes (within 6mths)	11,311	26,919	
	In work (within 6mths)	6,104	14,528	
	Moving into self-employment	539	1,281	
	No of u/e in work after ESF support	1,434	3,412	
3.1	No participating in LLL	15,677	33,096	47%
	Women receiving support	7,838	16,548	
	Completing their courses	13,325	28,133	
	Working towards a qualification	15,677	33,096	
	No of trainers trained	4,393	9,275	
	No of capacity building projects	34	91	
	Leavers gaining a qualification	8,128	17,161	
	Positive outcomes (within 6mths)	12,259	25,882	
	Net increase in Lifelong Learning from ESF support	7,838	16,548	
3.2	No participating in Lifelong Learning	5,717	14,056	40%
	Women receiving support	2,859	7,028	
	Completing their courses	4,860	11,949	
	Working towards a qualification	5,717	14,056	

Measure	Output	All years		LSCGM Contribution as a % of Total RDP Beneficiaries
		LSCGM	RDP	
	No of research/labour market analysis projects	92	273	
	No of trainers trained	1,620	3,983	
	Leavers gaining a qualification	2,965	7,289	
	Positive outcomes (within 6mths)	4,471	10,993	
	Net increase in Lifelong Learning from ESF support	2,859	7,028	
4.1	No of companies helped	390	966	40%
	No of employees helped (given ESF training)	5,263	13,048	
	Women receiving support	1,737	4,305	
	Working towards a qualification	3,158	7,826	
	No of trainers trained	1,553	3,850	
	Beneficiaries gaining a qualification	2,021	5,008	
	Net no of jobs safeguarded by ESF	262	651	
4.2	No of companies helped	2,034	4,830	42%
	No of research/labour market analysis projects	65	154	
5.1	Beneficiaries	2,618	7,959	33%
	Women receiving support	2,618	7,959	
	Women trained in non-traditional occupations	157	476	
	Positive outcomes (within 6mths)	2,303	7,007	
	Women with children under 5, in work 6 months after ESF	785	2,387	
	Net increase in female labour market participation of beneficiaries after ESF	262	798	

Table 1: Link between the Objective 3 Programme and the Objectives Of LSC Greater Manchester Co-Financing Plan

RDP POLICY FIELDS	RDP STRATEGIC OBJECTIVES & MEASURES			RELEVANT RDP OBJECTIVES	LSCGM CO-FINANCING PLAN 2004-2006 OBJECTIVES
Active Labour Market Policies	<p>To reduce long term unemployment through the use of active labour market measures & assist the unemployed & economically inactive (back) into employment</p> <p>To reduce the flows into long term unemployment through the use of active labour market measures targeted at those recently unemployed or about to become unemployed</p>			Facilitate the effective access of unemployed people in the region, & particularly those most disadvantaged, into the labour market	To support activities that lead to an increase in participation in learning by young people & adults
	<p>Measure 1:</p> <p>To provide advice, guidance, & support to enable people to develop active & continuous job search strategies & prevent them from moving into long-term unemployment</p>	<p>Measure 2:</p> <p>To improve the employability of the unemployed, returners & young people of working age through targeted intervention to enhance vocational & other key skills ,and remove external barrier to labour market entry</p>	Provide a learning environment which supports both employers in developing a highly competent workforce & individuals in pursuit of skills development;	<p>To support activities that increase achievements by young people & adults</p> <p>To support activities that build the capacity of the local learning infrastructure, including within local communities</p>	
Equal Opportunities & Social Inclusion	<p>To reduce the impact of disadvantage faced by excluded groups & support their integration into the labour market</p> <p>To promote equality through research into direct & indirect discrimination in the labour market & support follow on action to combat the institutional aspects of discrimination</p>			Facilitate the effective access of unemployed people in the region, & particularly those most disadvantaged, into the labour market	To support activities that lead to an increase in participation in learning by young people & adults
Measures	<p>Measure 1:</p> <p>To widen access to basic skills provision through the development of innovative & effective ways of promoting &</p>	<p>Measure 2:</p> <p>To provide help to improve the employability & remove barriers to labour market entry for those groups disadvantaged in the labour market &</p>	<p>Measure 3:</p> <p>To combat discrimination in the labour market, in particular to combat race, disability & age discrimination & improve the employability of</p>	<p>Provide a learning environment which supports both employers in developing a highly competent workforce & individuals in pursuit of skills development;</p> <p>Enhance the adaptability of</p>	<p>To support activities that increase achievements by young people & adults</p> <p>To support activities that build the capacity of the local learning infrastructure, including within</p>

RDP POLICY FIELDS	RDP STRATEGIC OBJECTIVES & MEASURES			RELEVANT RDP OBJECTIVES	LSCGM CO-FINANCING PLAN 2004-2006 OBJECTIVES
	providing basic skills, directed at those groups disadvantaged, excluded or under-represented in the work place	to develop local responses to assist individuals with multiple disadvantage in the labour market who face the risk of social exclusion.	these groups.	workers in the region to the process of change, with particular focus on those likely to find difficulty in transition or in acquiring appropriate skills	local communities
Lifelong Learning	To widen participation in lifelong learning so that more people continue throughout their lives to develop their knowledge, skills & understanding & improve their employability in changing labour market discrimination			Facilitate the effective access of unemployed people in the region, & particularly those most disadvantaged, into the labour market	To support activities that lead to an increase in participation in learning by young people & adults
	Measure 1: Promoting wider access & participation in LLL (especially those groups least likely to take part in LLL activities & lacking basic & key skills	Measure 2: Improving employability through directing & supporting LLL provisions that it is responsive to the changing needs of employers, such as in the fields of IT, management & the environment		Provide a learning environment which supports both employers in developing a highly competent workforce & individuals in pursuit of skills development;	To support activities that increase the number of employers committed to skills development, in line with economic need To support activities that increase the participation in learning & skill levels of employees
Adaptability & Entrepreneurship	To improve the skills base & adaptability of the employed labour force in England To increase the level of entrepreneurship in England			Enhance the adaptability of workers in the region to the process of change, with particular focus on those likely to find difficulty in transition or in acquiring appropriate skills	To support activities that increase the number of employers committed to skills development, in line with economic need

RDP POLICY FIELDS	RDP STRATEGIC OBJECTIVES & MEASURES			RELEVANT RDP OBJECTIVES	LSCGM CO-FINANCING PLAN 2004-2006 OBJECTIVES
	Measure 1 : To update & upgrade employee's vocational skills including basic & key skills	Measure 2 : To identify & meet emerging skill shortages, including higher level	Measure 3: Encouraging entrepreneurship of individuals & competitiveness of business, particularly SMEs	Provide a learning environment which supports both employers in developing a highly competent workforce & individuals in pursuit of skills development;	To support activities that increase the participation in learning & skill levels of employees
Improving Women's Participation in the Labour Market	To reduce the level of disadvantage faced by women in the labour market		Facilitate the effective access of unemployed people in the region, & particularly those most disadvantaged, into the labour market Provide a learning environment which supports both employers in developing a highly competent workforce & individuals in pursuit of skills development;	To support activities that lead to an increase in participation in learning by young people & adults To support activities that increase achievements by young people & adults To support activities that build the capacity of the local learning infrastructure, including within local communities	
	Measure 1 : To improve access to learning & remove barriers to employment	Measure 2: To research into issues related to gender discrimination in employment such as recruitment, pay, segregation & progression:			

Added Value

The RDP says... "Co-financing aims for better quality of provision, better value for money, more value added to Government programmes and greater coherence, co-ordination and targeting of provision." We aim to turn this aim into a reality by applying stringently the ESF rules on open and competitive tendering. Particular importance will be attached to projects targeting beneficiaries from the priority groups and sectors and applicants will be required to indicate how projects will secure progression, the expected nature of progression, outcomes and the mechanisms envisaged to monitor the value added of projects.

New organisations that deliver learning and do not currently have a contract or receive funding are likely to become contractors for the LSC; they will need to go through the LSC's Assessment of New Provision process. This process ensures that potential new suppliers can meet our minimum requirements as to quality and performance. Involving new organisations will undoubtedly enhance and add value to existing provision as well as creating new learning opportunities that may attract new groups of beneficiaries. Added value is also demonstrated in the increased amount of provision that will be available overall.

Table 2: Added Value by Policy Field and Measure

Policy Field	Measures	Actions	Added Value
1 Active Labour Market	<p>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.</p> <p>2. To improve the employability of the unemployed, returners and young people of working age through targeted intervention to enhance vocational and other key skills and remove external barriers to labour market entry.</p>	<p>> Increase and enhance the accessibility of information, advice and guidance.</p> <p>> Link business to schools and colleges to increase motivation</p>	<p>Additional unemployed people receiving impartial adult guidance service.</p> <p><i>Increased range of services delivered</i></p> <p>Additional and improved education business link activities.</p> <p><i>New learning provision for young people not yet ready to enter the Entry to Employment (E2E) programme.</i></p> <p>Pre-vocational and vocational training for young offenders or ex-offenders</p> <p>Development of an accessibility support network for young people</p> <p><i>Fill the gap in provision for young people with learning difficulties who require a high level of one to one support to meet their needs.</i></p> <p><i>Delivery of additional qualifications to Advanced Modern Apprenticeships Frameworks that will allow learners to progress beyond level 3 into Higher Education.</i></p>
2 Equal Opportunities and Social Inclusion	<p>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 or under-represented in the work place.</p> <p>2. To provide help to improve the employability and remove barriers to labour market entry for those groups disadvantaged in the labour market and to develop local responses to assist individuals with multiple disadvantage in the labour market who face the risk of</p>	<p>> Widen access to basic skills provision.</p> <p>> Pre-entry training for priority groups</p> <p>> Vocational training for priority groups</p> <p>> Motivational and vocational programmes for excluded 13-17 year olds</p>	<p><i>Development of online Basic Skills testing for adults in Greater Manchester.</i></p> <p><i>Basic Skills Teacher Training qualifications – FENTO Levels 3 and 4 - for existing unqualified Basic Skills teaching and support staff.</i></p> <p><i>Embedding modules of Basic Skills qualifications that count towards the National Target within short vocationally-orientated programmes.</i></p> <p>Basic Skills qualifications that count towards the National Target embedded within innovative self-development programmes.</p> <p>Funding of outreach workers to encourage enrolment of the parents of young children on to Basic Skills qualifications that count towards the National Target, and provide</p>

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Policy Field	Measures	Actions	Added Value
	social exclusion.		support to help them achieve. <i>Development of a short brush- up course preparing people for the National Test.</i>
3 Lifelong Learning	<ol style="list-style-type: none"> Promoting wider access and participation in lifelong learning (especially those groups least likely to take part in lifelong learning activities and lacking basic and key skills). Improving employability through directing and supporting lifelong learning provision that it is responsive to the changing needs of employers, such as in the fields of IT, management and the environment. 	<ul style="list-style-type: none"> > Increase the number of people participating in lifelong learning. > ICT, Basic Skills and Key skills training > Extend access through innovative means, including community and family learning > Support for businesses through skills forecasting and training > Build capacity of community and voluntary sector learning providers. 	<p><i>Enhancements to existing community based learning programmes to remove barriers (by improvements to location, delivery arrangements and content) faced by non-learners.</i></p> <p>A range of innovative community based learning programmes, including basic skills and ICT programmes.</p> <p><i>Developing adult learning provider staff to increase the quality of delivery and increase participation and achievement in learning by adults.</i></p> <p><i>Training opportunities for employees to provide them with higher level skills, qualifications and experience.</i></p>
4 Adaptability and Entrepreneurship	<ol style="list-style-type: none"> To update and upgrade employees' vocational skills, including basic and key skills. To identify and meet emerging skills shortages, including higher level skills. 	<ul style="list-style-type: none"> > Update and upgrade employees' vocational, basic and key skills. > Identify skills shortages and provide training to meet emerging skills shortages. > Support new and creative methods to deliver training. > Promote effective employer investment in training. 	<p><i>Ensuring that there is in place a coherent, accessible and impartial adult guidance service to widen participation in learning</i></p> <p>Access to Level 3 training for small and micro-businesses.</p> <p>Free training and accreditation for employees</p> <p>Free Information, Advice and Guidance (IAG) for employees</p>
5 Improving Women's Participation in the Labour Market	<ol style="list-style-type: none"> To improve access to learning and remove barriers to employment. 	<ul style="list-style-type: none"> > Improve access to learning and remove barriers to employment. 	<p><i>Development of new and enhanced positive action programmes</i></p>

2.4 Activities by Measure

Section 2.6 outlines the Measures and Activities we will be supporting within this Plan. More detail is included at Section 6.0.

The coverage of Measures has changed since publication of our the first draft of this Plan. Following discussions with GONW and other CFOs, we will not be co-financing Measures 2.3, 4.3 or 5.2. Measures 2.3 and 5.2 (concentrated mainly on research) will be handled by direct bidding through GONW. Measure 4.3 (concentrated on entrepreneurship) will be handled partly by direct bidding and partly through co-financing by JobCentre Plus.

2.5 Period of the Plan

The Plan covers the three-year period from January 2004 to December 2006.

2.6 Funding By Measure

Section 2.7 outlines the estimated funding per Measure for the period of this Plan. The figures shown include the amounts that we estimate it will cost us to manage and administer co-financing, so the money available for sub-contracting (i.e. delivery of ESF funded activity by providers) will be around 5% less than that shown. The figures in this second Draft plan are subject to change following negotiations with Government Office North West and other Co-financing Organisations, and will only be confirmed following the decision of the Programme Monitoring Regional Committee in October 2003..

2.7 Mainstreaming Equal Opportunities

We are committed to improving equality of access to learning and have produced national and local equality and diversity policies and detailed action plans, in partnership with a range of local agencies, that include targets and measures to address under-representation. These are available on our website at www.lscgm.info.

Table 3: Summary of Policy Fields, Measures and Actions Covered by this Plan

Policy Field	Measures	Actions (please refer to Section 6.0 for full breakdown)
1 Active Labour Market	<ol style="list-style-type: none"> 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. To improve the employability of the unemployed, returners and young people of working age through targeted intervention to enhance vocational and other key skills and remove external barriers to labour market entry. 	<ul style="list-style-type: none"> > Increase and enhance the accessibility of information, advice and guidance. > Link business to schools and colleges to increase motivation
2 Equal Opportunities and Social Inclusion	<ol style="list-style-type: none"> 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 or under-represented in the work place. To provide help to improve the employability and remove barriers to labour market entry for those groups disadvantaged in the labour market and to develop local responses to assist individuals with multiple disadvantage in the labour market who face the risk of social exclusion. 	<ul style="list-style-type: none"> > Widen access to basic skills provision. > Pre-entry training for priority groups > Vocational training for priority groups > Motivational and vocational programmes for excluded 13-17 year olds
3 Lifelong Learning	<ol style="list-style-type: none"> Promoting wider access and participation in lifelong learning (especially those groups least likely to take part in lifelong learning activities and lacking basic and key skills). Improving employability through directing and supporting lifelong learning provision that it is responsive to the changing needs of employers, such as in the fields of IT, management and the environment. 	<ul style="list-style-type: none"> > Increase the number of people participating in lifelong learning. > ICT, Basic Skills and Key skills training > Extend access through innovative means, including community and family learning > Support for businesses through skills forecasting and training > Build capacity of community and voluntary sector learning providers.
4 Adaptability and Entrepreneurship	<ol style="list-style-type: none"> To update and upgrade employees' vocational skills, including basic and key skills. To identify and meet emerging skills shortages, including higher level skills. 	<ul style="list-style-type: none"> > Update and upgrade employees' vocational, basic and key skills. > Identify skills shortages and provide training to meet emerging skills shortages. > Support new and creative methods to deliver training. > Promote effective employer investment in training.
5 Improving Women's Participation in the Labour Market	<ol style="list-style-type: none"> To improve access to learning and remove barriers to employment. 	<ul style="list-style-type: none"> > Improve access to learning and remove barriers to employment.

Table 4: ESF Amounts and LSC Match Funding Per Measure

Measure	Whole Plan January 04 – December 06			Fully Eligible LSC Budgets for Match Funding
	ESF	Match	Total	
P1M1	£797,184	£974,336	£1,771,520	Information Advice & Guidance; FE Funding; Work Based Learning; Education Business Link
P1M2	£2,626,416	£3,210,064	£5,836,480	FE Funding; Work Based Learning; Workforce Development
P2M1	£3,093,457	£3,780,891	£6,874,348	FE Funding; Work Based Learning
P2M2	£5,625,968	£6,876,184	£12,502,152	FE Funding; Work Based Learning; Education Business Link
P3M1	£8,765,533	£10,713,429	£19,478,962	FE Funding; Work Based Learning
P3M2	£3,408,757	£4,166,258	£7,575,015	FE Funding; Work Based Learning
P4M1	£1,705,165	£2,084,090	£3,789,255	Information Advice & Guidance; FE Funding; Work Based Learning
P4M2	£1,777,182	£2,172,111	£3,949,293	FE Funding; Work Based Learning; Education Business Link; Workforce Development; Research
P5M1	£1,190,191	£1,454,677	£2,644,868	FE Funding; Work Based Learning
Total	£28,989,853	£35,432,040	£64,421,893	

3. Consultation

We held a public consultation exercise in June and July 2003 on the first draft of this Plan, and have incorporated into this second draft the comments we received from a wide range of organisations.

We have also held more detailed discussions with the following organisations, outlining our thoughts on the proposed remit and coverage of our co-financing activity:

- > Government Office North West
- > Job Centre Plus
- > Connexions Greater Manchester
- > Other LSCs in the North West
- > North West Universities Association

Any further comments should be addressed to Martin McManus, our External & Discretionary Funding Manager, by email at martin.mcmanus@lsc.gov.uk, or by post to:

Learning & Skills Council Greater Manchester
Arndale House
Arndale Centre
Manchester
M4 3AQ

We will also continue to consult with partner organisations on the detail of our Co-financing Tender Prospectuses.

4. Links with Government Programmes/Initiatives

All of the LSC's remit is aimed at delivery of Government programmes, so the Co-financing Guidance does not require any more information on this from us.

5. Demonstration of Need

This Plan covers activities across nine of the twelve Measures in the Objective 3 Programme. The only Measures under which we have decided not to request funding are those directed mainly at research activity (2.3 and 5.2) and entrepreneurship (4.3). It seems sensible then to demonstrate need for public co-financed intervention across the board rather than on a measure-by-measure basis. The North West Objective 3 RDP (Revised May 2003) highlights some stark facts about the Greater Manchester sub-region, compared both to other counties in the North West region and to the GB average. The LSC Greater Manchester Annual Strategic Plan (April 2003) also highlights issues of particular concern, and information from both of these sources is outlined below.

5.1 Economic Activity

Greater Manchester has a lower economic activity rate for the population of working age than the GB average, and NW Objective 3 areas. The rates by gender are also lower than for other counties in the region and the GB average. When activity rates are split by age band, Greater Manchester is lower than the GB level and other NW counties across all ages, and most significantly so for the 25-34 and 50+ bands.

Within the county, Manchester displays the lowest overall rate of activity in the whole region, and, with Burnley, is one of only two local authority areas with rates below 70%. Conversely, Bury and Stockport are amongst the highest rates in the region, at over 80%. It is estimated that some 130,000 to 140,000 more people are inactive in the Objective 3 Programme area than would be the case if activity rates were at GB levels. This total is dominated by Greater Manchester. (Source: Revised RDP May 03)

There is clearly a case for support from ESF to address the low level of economic activity in Greater Manchester. This is addressed in our Plan primarily within Policy Fields One and Two. (Section 6.0)

5.2 Employment Rates

The employment rate for Greater Manchester is 72.1%. Although this is higher than was the case when we wrote our first Co-financing Plan, it still compares poorly with the regional average of 75.3% and a GB rate of 74.6%. Again, there are areas of the county with rates lower than this, with Manchester showing the lowest rate in the region. (Source: Revised RDP May 03)

There is a case for ESF support within Greater Manchester to increase the level of employment to at least the regional average. Again, Policy Fields One and Two contain actions to support this. (Section 6.0).

5.3 Employment Structure

There were an estimated 86,000 businesses in Greater Manchester according to the Annual Business Inquiry 2001, employing approximately 113,000 people. The areas dominating these figures are mainly in the service sector, with the five main sectors being: Business Services (11%), Health and Social Work (11%), Retail (11%), Education (9%), and Hotels and Restaurants (6%).

Nearly one in ten (9.7%) of the businesses in Greater Manchester are manufacturers and one in twelve (8.0%) are in construction. (Source: LSCGM Annual Plan 2003-04)

Those industries (e.g. Manufacturing) restructuring in the face of market decline, will require support to up-skill and re-skill their workforce. Many of the service sector jobs in the area are low-skilled and only offer company-specific training. Many companies across all sectors are SMEs who are less likely to invest in training, or will not support generic skill training. The level of participation in learning by employed people also varies across sectors - employees within the Education and Health & Social work industries had the highest participation levels compared with the Construction industry that had the lowest. (Source: LSCGM Annual Plan 2003-04)

Public funding and support from ESF is required to address need where companies are unable or unwilling to support training investment that benefits individuals and the wider economy. This is supported in Policy Fields Three and Four. (Section 6.0)

5.4 Skills

Demand

It is apparent that skills issues are becoming even more important in the workplace. Employers are increasingly demanding higher level vocational skills – at level 3 and above. There is a range of occupations where there are skills shortages, especially at Level 3, in the following sectors. Our ESF Co-financing Prospectuses will contain activity to address those that show the greatest need:

- > Business Administration, Management and Professional
- > Information and Communications Technology
- > Retailing, Customer Service and Transportation
- > Tourism, Hospitality/Sports, Leisure and Travel
- > Engineering, Technology and Manufacturing
- > Construction/Related Occupations
- > Land Based
- > Hairdressing and Beauty Therapy
- > Health, Social Care and Public Services
- > Visual, Performing Arts and Media

In addition to the specific vocational skills requirements, there are also increasing demands for employees to possess a wide range of generic skills, such as communications, management, team working and flexibility. (Source: Greater Manchester Skills Survey 2001)

Skills Shortages and Skills Gaps

The 2001 Greater Manchester Employer Skills Survey (LSC/IFF) asked local employers to think about the future of their business in terms of skill needs and identify which will become more important in future.

Customer handling skills, team working, basic and advanced IT skills and communication are the generic skills which the largest share of employers see as becoming increasingly important to their business in future years.

Analysis of vacancies by industry sector reveals that the wholesale, retail and hospitality sector accounts for the greatest share of vacancies, hard-to-fill vacancies, and skill-shortage vacancies (38 per cent, 40 per cent, and 26 per cent respectively). When vacancies are expressed as a percentage share of employees within the sector (i.e. the 'density' of skill shortages), the construction sector shows a particularly high proportion of hard-to-fill and skills-shortage vacancies as an equivalent share of the total workforce in the sector.

Around 11,400 (approximately 44 per cent) of vacancies were described as hard-to-fill by respondents. Of these, 4,900 (18 per cent) were due to skill shortages in that they were explicitly attributed to a lack of job applicants with the required skills, qualifications, or work experience.

Analysis of vacancies by broad occupation group reveals that sales / customer service (22 per cent) and elementary occupations (17 per cent) accounted for the highest proportions of vacancies; Sales / customer services also accounted for a high share hard-to-fill vacancies (18 per cent) and skills-shortage vacancies (16 per cent).

ESF can support actions to address skills shortages and skills gaps, primarily within Policy Fields Three and Four (Section 6.0).

Supply

In general terms the skills base of the Greater Manchester resident population lags behind that of the whole of the country across the range of qualification levels. The following table shows the proportion of people responding to the Labour Force Survey with each level of qualification, and the differential with the GB average. As can be seen, there is a significant proportion with no qualifications, and a corresponding lack of those at higher levels.

Table 5: Qualification Levels in Greater Manchester

Qualification Levels	Greater Manchester	Differential with GB
None	19.8	3.4
NVQ1	15.1	-0.03
NVQ2	14.3	-0.46
Apprentice	8.4	1.08
NVQ3	14.3	0.48
NVQ4	21.2	-2.52
Other	6.9	-1.95

Basic Skill levels in the county give particular cause for concern:

- > 26% (over 402,000) of the local population have poor literacy skills compared to 24% in the UK.
- > 27% (over 420,000) have what are considered poor numeracy skills, compared to 24% nationally. (Source: Basic Skills Agency)

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There is a clear case for public support, including from ESF to improve the basic skills of adults in Greater Manchester. This will be supported through activities in Policy Fields Two, Three and Four.

In terms of school achievement, less than half of pupils achieve 5 or more GCSEs/GNVQs at level C or above in Greater Manchester – this is more than 5 percentage points below the England average, despite rapid improvement since 1997. In particular, Manchester continues to perform poorly with just 31% achieving 5 or more GCSEs/GNVQs at C or above. In contrast, Trafford outperforms the English average at 57.8% as do Bury (54.3%) and Stockport (54.2%). There is a clear relationship between high levels of deprivation and lower levels of achievement. (Source: LSCGM Annual Plan 2003-04)

There is a strong case for ESF to support those less likely to learn (where eligible) but also to update and increase the skills of those who have recently undertaken some learning. This is covered by Policy Fields Two, Three and Four (Section 6.0).

5.5 Unemployment

Over half of the region's Job Seekers Allowance claimants live in Greater Manchester, so there is clearly scope for action to address this issue within the county. This problem is particularly concentrated in Manchester, where the claimant count rate is 5.4% compared to a national average of 2.7%. A significant number of these people are likely to benefit from action co-financed by JobCentre Plus, but we will concentrate on those that are not eligible for this support. This remains a significant group, as shown by the Labour Force Survey, with the number of Greater Manchester people who class themselves as unemployed and seeking work, according to the International Labour Organisation definition, at 62,000, or 5.1% of the workforce, and this rises as high as 9.2% in Manchester.

ESF has an important role to play in supporting activities to reduce unemployment, to prevent longer-term unemployment through early intervention, and to tackle barriers to employment amongst the longer term unemployed. The primary driver for addressing unemployment in the programme is Policy Field One (Section 6.0)

5.6 Disadvantaged Groups

Greater Manchester has a higher proportion of the following groups than the rest of the North West and the Great Britain average:

- > Ethnic Minorities
- > Lone Parents
- > Disabled
- > Ex-Offenders
- > Residents of deprived areas

(Source: Revised RDP/Census 2001)

These groups are more likely to face barriers to entry to the labour market than others in the population. They are supported within this Plan primarily within activities in Policy Field Two (Section 6.0). The activities included in our Tender Prospectuses will address these groups as a priority.

Location

Spatial factors can also contribute to unemployment and exclusion. These tend to consist of areas that are:

- > characterised by a high incidence of unemployment, long-term unemployment and non-employment;
- > characterised by declining industries and occupations;
- > rural and geographically remote from new or suitable employment/training opportunities with associated difficulties of transport, access; and
- > 'stigmatised' and perceived by employers to have unattractive characteristics.

The DTLR index of deprivation values for Greater Manchester indicates that it contains some of the most deprived local authority areas in England (e.g. Manchester, Salford) but also areas that are relatively less deprived (e.g. Trafford, Stockport). However, even the latter have areas at ward or sub-ward level that are classed as deprived.

Benchill in Manchester is the most deprived ward in the country, and the 20 most deprived wards in Greater Manchester are all within the top 126 of the most deprived wards in England as defined by the Index. However, the problem goes further than this because all the local authorities in our area are in the top 1/3 of most deprived in England. Therefore, we are also committed to supporting those areas within Greater Manchester that are eligible for the Neighbourhood Renewal Fund. These are: Bolton, Manchester, Oldham, Rochdale, Salford, Tameside and Wigan.

In addition, local authorities in the sub-region have identified regeneration areas, which are often not highlighted in statistical analyses of deprivation, as they can be part of generally more prosperous wards or cover more than one ward. We intend to commission activity that is coherent with our strategy for Neighbourhood Learning in Deprived Communities, to improve the take-up and quality of learning in these areas.

5.7 Gender

The North West RDP indicates that only in the case of education and the health service does the proportion of males fall below 30% of the total workforce. In contrast, there exist a large number of low female concentrations. These are particularly prominent in manufacturing but less so in services.

A significant gap remains between male and female earnings, as women's hourly earnings are 23% less than men's. This is consistent with the national picture, but covers the fact that this gap is as high as 33-34% in sales, craft and related occupations.

The availability of childcare is another issue. There exists strong general research evidence that lack of suitable childcare facilities represents a significant barrier to participation at various levels in the labour market.

The Equal Opportunities Commission have highlighted a lack of equal opportunities awareness among careers advisors and this influencing job-seeking and training behaviour of school leavers. There is a case for ESF support to address issues of gender stereotyping and inequalities in the workforce. This is supported within Policy Field Five (Section 6.0).

6. Activities, Beneficiaries, Results, Added Value and Funding By Measure

The following table outlines the mainstream LSC budgets that may be used as match funding:

Table 6: LSC Budgets for Match Funding

Budget Block	Programme	Activity
FE College Grants	FE 16-18 participation/FE 19+ participation	Funding of further education, introduction of Curriculum 2000, 16-18 FT Student growth, 19+ participation
Young People	Work Based Learning	Funding of Modern Apprenticeships NVQ Qualifications
Young People	Education Business Links	Supporting Education Business Link Consortia to deliver work related teaching and learning in schools
Young People	Entry to Employment (E2E)	Supporting young people not yet ready to enter mainstream education/training
Lifelong Learning	Work Based Learning for Adults 19+	Funding Modern Apprenticeships for those aged 19+
Lifelong Learning	Information, Advice and Guidance	Supporting partnerships to deliver information, advice and guidance for adults
Lifelong Learning	Adult and Community Learning LEA Grants	Delivery of adult and community learning
Workforce Development	Workforce Development	Securing employer investment in workforce development. Promoting Investors in People
Local Intervention & Development Fund	Various	Local discretionary projects in support of LSC objectives

The tables below outline the Measure content of this Plan, which will be the foundation for our Co-financing Prospectuses.

6.1 LSC Strategic Objectives

References are made in each Measure table to the Strategic Objectives found in Our Strategic Plan. These are as follows:

1. To increase participation and achievement in learning by young people
2. To increase participation & achievement in learning by adults
3. To engage employers to identify and address skills development issues
4. To improve the quality, effectiveness and efficiency of learning funded by the LSC
5. To continually improve the effectiveness and efficiency of the Learning and Skills Council Greater Manchester and ensure it can deliver its contribution to National Learning Targets

The full Plan is available from our website at www.lscgm.info.

6.2 Target Groups

Throughout the Measure level tables that follow, we have referred to the groups of beneficiaries that will be our highest priorities, consistent with the RDP. Since the differences between our remit and those of other CFOs are sometimes based partly on our different client groups, we would like to make clear that our references to target groups will always avoid overlap with the other CFOs. For example, references to "Unemployed people" or "Long term unemployed people" should be taken to exclude those eligible for existing JobCentre Plus programmes such as New Deal.

Since GM Connexions Service have decided not to become a CFO, we have worked closely with them to ensure that the needs of their client group are addressed by the programmes we will be publishing in our Tender Prospectuses. Greater Manchester Connexions staff will be involved in appraising proposals.

6.3 Policy Fields and Measure Levels

RDP Policy Field 1	Active Labour Market Policies	
RDP 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	
LSC GM Strategic Objectives	SO1 and SO2	
Indicative Actions for Co-Financed Support		
<ul style="list-style-type: none"> > Involving businesses in schools, colleges and other training providers to enhance employability and motivation > Information, advice and guidance for young people on learning opportunities and career paths > Information, advice and guidance, and careers education for adults in priority areas of Greater Manchester 		
Priority Target Groups		
<ul style="list-style-type: none"> > Economically inactive people > Young and long-term unemployed people > Adult Unemployed > Disadvantaged groups > Recently redundant > Low skilled 		
Number of beneficiaries		
See Section 9.1		
Results		
See Section 9.1		
Added Value		
<p>Match funding will be drawn from budgets that support Education Business Links, FE provision, Work Based Learning, and Information, Advice and Guidance Partnerships</p> <p>ESF will support new activities and those which will lead to an increase in beneficiaries in the areas of:</p> <ul style="list-style-type: none"> > early guidance interventions to prevent young people moving into long-term unemployment, in partnership with Connexions. The focus will be on impartial advice and guidance on learning opportunities > work to encourage businesses into schools, colleges and other training providers to improve motivation of young people and help remove barriers to the labour market > delivery of adult guidance in targeted deprived areas for those not eligible for New Deal or enhanced New Deal packages of support. 		
ESF	Match	Total Funding (ESF + Match)
£797,184	£974,336	£1,771,520

RDP Policy Field 1	Active Labour Market Policies	
RDP Measure 2	To improve the employability of the unemployed, returners and young people of working age through targeted intervention to enhance vocational and other key skills and remove external barrier to labour market entry	
LSC GM Strategic Objective	SO1 and SO2	
Indicative Actions for Co-Financed Support		
<ul style="list-style-type: none"> > Provision of vocational, social and key skills including confidence building > Where appropriate, working in partnership with local intermediate labour market projects¹ 		
Priority Target Groups		
As for Measure 1.1		
Number of beneficiaries		
See Section 9.1		
Results		
See Section 9.1		
Added Value		
Match funding will be drawn from budgets that support Work based learning (including Modern Apprenticeships), E2E, FE Provision, Workforce Development, Local Initiatives		
ESF will be used to:		
<ul style="list-style-type: none"> > provide pre-E2E provision for young people (<i>the nature of this depends on discussions to be held with GM Connexions Service</i>) > enhance and extend E2E provision for young people > enhance and extend vocational training programmes for young people > extend and enhance Modern Apprenticeship programmes, to include additional qualifications in demand by some occupations, and the opportunity to progress to higher level qualifications > provide pre-vocational and vocational training for adults. 		
It will increase participation and achievement levels amongst the target groups		
ESF	Match	Total Funding (ESF + Match)
£2,626,416	£3,210,064	£5,836,480

¹ Discussion has taken place with Jobcentre Plus and it is clear that the LSC will focus its support on beneficiaries who are not eligible for working age benefits, and Jobcentre Plus will support those who are in receipt of working age benefit. Additionally, LSCGM's primary interest in ILMs will be in supporting the delivery of the skills component and enhancing employability. Jobcentre Plus will focus on the employment/ wage subsidy components. Ongoing communications with Jobcentre Plus will ensure that we maintain a clear divide between our respective roles and responsibilities

RDP Policy Field 2	Equal Opportunities And Social Inclusion	
RDP 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 or under-represented in the work place	
LSC GM Strategic Objective	SO1 and SO2	
Indicative Actions for Co-Financed Support		
<ul style="list-style-type: none"> > Supporting intensive actions to meet the needs of the client group through basic skills assessment and training, and ESOL. 		
Priority Target Groups		
<ul style="list-style-type: none"> > Unemployed adults > Ethnic Minorities > People with disabilities > Lone parents > Ex-offenders > Homeless > Disadvantaged communities > Excluded individuals and communities > Persons with literacy/numeracy problems 		
Number of beneficiaries		
See Section 9.1		
Results		
See Section 9.1		
Added Value		
Match funding will be drawn from budgets that support Work based Learning (including Modern Apprenticeships), E2E, FE Provision, and Workforce Development.		
ESF will support:		
<ul style="list-style-type: none"> > Additional Basic Skills training (including ESOL) for adults to increase employability, including those from excluded groups, and provision delivered in non-traditional venues > Innovative approaches to assessing, delivering and measuring the success of basic skills provision (including ESOL) 		
These activities will increase beneficiaries supported and lead to additional outputs.		
ESF	Match	Total Funding (ESF + Match)
£3,093,457	£3,780,892	£6,874,349

RDP Policy Field 2	Equal Opportunities and Social Inclusion	
RDP Measure 2	To provide help to improve the employability and remove barriers to labour market entry for those groups disadvantaged in the labour market and to develop local responses to assist individuals with multiple disadvantage in the labour market who face the risk of social exclusion	
LSC GM Strategic Objective	SO1, SO2 and SO4	
Indicative Actions for Co-Financed Support		
<ul style="list-style-type: none"> > Provide intensive training support to enable target groups to reach basic levels of employability > Support pre-entry training related to identified labour market needs > Providing integrated training packages which meet the needs of lone parents and returners > Customised training related to labour market opportunities > Capacity building of new and existing learning providers to ensure that ESF reaches those groups in greatest need and to encourage community delivery of learning activities 		
Priority Target Groups		
As for Measure 2.1		
Number of beneficiaries		
See Section 9.1		
Results		
See Section 9.1		
Added Value		
Match funding will be drawn from budgets that support Work based Learning (including Modern Apprenticeships), E2E, FE Provision, Workforce Development, Local Initiatives, Education Business Link activities		
ESF will support:		
<ul style="list-style-type: none"> > Complementary curriculum programmes for young people aged 13-17 who have been, or are at risk of being, excluded from school > Pre-apprenticeship programmes for young people > Enhancements to existing provision for young people and adults by providing additional learner support, such as mentoring and childcare > Training for priority groups delivered in local communities to improve accessibility and relevance of learning > Capacity building to increase the number of or improve the quality of adult and community learning providers 		
These activities will increase the number of beneficiaries supported and increase outputs.		
ESF	Match	Total Funding (ESF + Match)
£5,625,968	£6,876,184	£12,502,152

RDP Policy Field 3	Lifelong Learning	
RDP Measure 1	Promoting wider access and participation in LLL (especially those groups least likely to take part in LLL activities and lacking basic and key skills)	
LSC GM Strategic Objective	SO1 and SO2	
Indicative Actions for Co-Financed Support		
<ul style="list-style-type: none"> > Collaborative action to promote wider access to and participation in learning > Providing individuals with ICT skills > Providing individuals with basic and key skills > Reducing the risk of those with inadequate skills falling behind > Extending access through more innovative means, including community and family learning, and through helping individuals manage their own learning > Identification and promotion of means which can open up access to learning for those adults currently least engaged with the education system 		
Priority Target Groups		
<ul style="list-style-type: none"> > Economically inactive persons > People who are unskilled, have low skill levels, or outdated skills > Recently redundant or threatened with redundancy > Disadvantaged groups > Non-learners 		
Number of beneficiaries		
See Section 9.1		
Results		
See Section 9.1		
Added Value		
<p>Match funding will be drawn from budgets that support Work based Learning (including Modern Apprenticeships), E2E, FE Provision, Workforce Development, Local Initiatives,</p> <p>ESF will support:</p> <ul style="list-style-type: none"> > Enhancements to existing community learning programmes and capacity building of the community learning sector > Delivery of generic workforce skills to adults from priority groups and deprived areas <p>These activities will increase beneficiary numbers and improve achievement levels</p>		
ESF	Match	Total Funding (ESF + Match)
£8,765,533	£10,713,429	£19,478,962

RDP Policy Field 3	Lifelong Learning	
RDP Measure 2	Improving employability through directing and supporting LLL provision so that it is responsive to the changing needs of employers, such as in the fields of IT, management and the environment.	
LSC GM Strategic Objective	SO1, SO2 and SO3	
Indicative Actions for Co-Financed Support		
<ul style="list-style-type: none"> > Supporting businesses, especially SMEs, by equipping the workforce with the right skills (as identified in the RDP and/or section 5.0 of this Plan) > Skills forecasting and training > Links between businesses and support networks 		
Priority Target Groups		
As for Measure 3.1		
Number of beneficiaries		
See Section 9.1		
Results		
See Section 9.1		
Added Value		
<p>Match funding will be drawn from budgets that support Work based Learning (including Modern Apprenticeships), FE Provision, Workforce Development, Local Initiatives,</p> <p>ESF will support additional activities:</p> <ul style="list-style-type: none"> > Delivery of basic, key and generic workforce skills to adults > Vocational training for employees in line with identified skills gaps and shortages > Training in the fields of management, ICT and the environment > Trainer Training > Additional work to increase take up of Investors in People standard <p>These activities will increase participation and achievement levels.</p>		
ESF	Match	Total Funding (ESF + Match)
£3,408,757	£4,166,258	£7,575,015

RDP Policy Field 4	Adaptability and Entrepreneurship	
RDP Measure 1	To update and upgrade employees' vocational skills, including basic and key skills.	
LSC GM Strategic Objective	SO2 and SO3	
Indicative Actions for Co-Financed Support		
<ul style="list-style-type: none"> > Promoting employee development by updating and upgrading vocational skills > Basic Skills training for employees > Equipping workers threatened with redundancy with training to turn good ideas into viable businesses and supporting innovation and creativity 		
Priority Target Groups		
<ul style="list-style-type: none"> > Recently redundant or threatened with redundancy > Low skilled employees > SMEs/workers in declining sectors or threatened by industrial change 		
Number of beneficiaries		
See Section 9.1		
Results		
See Section 9.1		
Added Value		
Match funding will be drawn from budgets that support Work based Learning (including Modern Apprenticeships), FE Provision, Workforce Development, Local Initiatives,		
ESF will support:		
<ul style="list-style-type: none"> > Information, advice and guidance for employed or recently redundant adults on basic skills education and training opportunities > Basic Skills and Key Skills training for employees > Vocational training in skills linked to company need, including ICT and management > Trainer Training for employees 		
These activities will increase participation and achievement levels.		
ESF	Match	Total Funding (ESF + Match)
£1,705,165	£2,084,090	£3,789,255

RDP Policy Field 4	Adaptability and Entrepreneurship	
RDP Measure 2	To identify and meet emerging skills shortages, including higher level skills	
LSC GM Strategic Objective	SO2 and SO3	
Indicative Actions for Co-Financed Support		
<ul style="list-style-type: none"> > Identifying skills shortages within all sectors > Providing training to meet identified skills shortages, including innovative methods of training delivery > Promoting effective investment by employers and improving the awareness of identified skill shortages with teachers in schools 		
Priority Target Groups		
As for Measure 4.1		
Number of beneficiaries		
See Section 9.1		
Results		
See Section 9.1		
Added Value		
<p>Match funding will be drawn from budgets that support Work based Learning (including Modern Apprenticeships), FE Provision, Workforce Development, Local Initiatives, Education Business Link Activities</p> <p>ESF will support:</p> <ul style="list-style-type: none"> > Research/analysis into skills shortages > Delivery of training to meet skills shortages > Higher level skills training (but not graduate or post-graduate), e.g. in Management, ICT or technical training <p>These activities will increase participation and achievement levels.</p>		
ESF	Match	Total Funding (ESF + Match)
£1,777,182	£2,172,111	£3,949,293

RDP Policy Field 5	Improving Women's Participation in the Labour Market	
RDP Measure 1	To improve access to learning and remove barriers to employment.	
LSC GM Strategic Objective	SO3 and SO4	
Indicative Actions for Co-Financed Support		
<ul style="list-style-type: none"> > Improving the quality and flexibility of local training > Improving the relevance of skills training to local employment needs and opportunities. > Providing vocational training for women to enter non-traditional occupations. > Tackling barriers, such as childcare and other caring responsibilities, raising awareness and promoting family-friendly policies 		
Priority Target Groups		
<ul style="list-style-type: none"> > Women returners requiring care of dependants > Women in underrepresented occupations or sectors > Women starting businesses > Female lone parents 		
Number of beneficiaries		
See Section 9.1		
Results		
See Section 9.1		
Added Value		
<p>Match funding will be drawn from budgets that support Work based Learning (including Modern Apprenticeships), FE Provision, Workforce Development, Local Initiatives</p> <p>ESF will support:</p> <ul style="list-style-type: none"> > Enhancements to existing education and training opportunities, aimed at addressing barriers to entry based on gender > Training (including Modern Apprenticeships) for women in non-traditional occupations, where there is a clear and demonstrable labour market need > Promoting learning amongst women and encouraging non-learners from local communities to engage in formal learning. > Enterprise training for women > Training programmes targeted at female lone parents and women returners <p>These activities will increase participation and skill levels.</p>		
ESF	Match	Total Funding (ESF + Match)
£1,190,191	£1,454,677	£2,644,868

Note: Match funding

Although one of the cornerstones of co-financing is that providers can access the ESF and match funding as one package, we recognise that in exceptional cases providers will wish to bring to the project their own sources of cash match funding. We expect that this will not be necessary to our Co-financing Programme, but we would not rule it out if this seemed the most sensible arrangement.

7.0 Cross-Cutting Themes

Our approach to the Cross-cutting themes has not changed since the submission of our first Co-Financing Plan in 2002.

Inserted 3/11/03

This is set out again here.

7.1 Equal Opportunities

The LSC has produced a draft equality and diversity strategy that details 4 high level objectives:

1. To develop the LSC as an equality and diversity employer/organisation.
2. To develop the LSC as a champion of equality.
3. To embed equality and diversity into all policies, programmes and actions.
4. To report to the Secretary of State on progress towards equality.

Equality and diversity will be embedded into all of our priorities, programmes and actions as part of a proactive approach.

This will be underpinned by a local equality and diversity policy and action plan, including targets and measures to address under-representation, drawn up in partnership with a range of Greater Manchester agencies. It will cover issues of recruitment and employment practice, gender, race, disability, age and harassment based on appropriate legislation for these areas.

A dedicated team is responsible for implementing this throughout the LSC and with providers with whom we contract, and this will be supported and monitored by an Equality and Diversity Committee, chaired by a member of our Council.

The long-term benefits of these actions will lead to improvements in economic and social cohesion throughout Greater Manchester.

The LSC's Operations Guide contains criteria for assessing learning providers on their Equal Opportunities policies and practice, and these will be applied equally to organisations contracting for co-financed activity. Organisations bidding for funding will be required to demonstrate how equality and diversity is integrated into their activities based on identified need. Providers' proposals will be appraised on their approach to equality and diversity opportunities among one or more of the following groups:

- > **Men and women:** We will work with all providers in order to promote gender equality and diversity, particularly in the fields of opening up occupations traditionally associated with only one gender.
- > **Older people:** We will contract to promote good practice in terms of age bias and to ensure that age is not classed as a barrier.
- > **Ethnic minorities:** Proposals across all measures will need to demonstrate how their activities will encourage participation from all parts of the community, regardless of ethnic origin.
- > **Disabled people and other excluded groups:** Every effort will be made to reach these groups through promotion and partnership arrangements. Assessment of proposals will include, where relevant, accessibility for those with disabilities.

7.2 Sustainable Development

The LSC's remit supports the process of 'maintaining high and steady levels of economic growth and employment' particularly in addressing the Secretary of State's objectives to 'increase demand for learning for adults'; and to 'raise skill levels for national competitiveness'.

We recognise that the objectives of the RDP's regional strategy must be achieved within a framework of sustainable development. We will support this in three ways:

- > Supporting activity that protects the environment and uses natural resources carefully
- > Social progress that recognises the needs of everyone: this is achieved by enhancing the employability of individuals and by encouraging training that meets their needs in a flexible way.

- > Maintaining high and sustainable levels of economic growth and employment: we will create a skills base that will enable individuals and businesses to survive and grow, thereby protecting jobs and contributing to the economic growth of Greater Manchester and the North West.

In achieving this, we do not wish to become a long-term sole funder of learning activities, outside core-funded programmes, that are totally reliant on our funds to survive. Project proposers should, therefore, consider:

- > An exit strategy that demonstrates how their activities will lead to ongoing delivery through core funds.
- > How the supported development will be able to secure access to other funding streams.
- > How proposals will lead to sustainable employment.
- > How they contribute to sustainable communities beyond the life of the funding.

7.3 Information and Communication Technologies (ICT)

The LSC encourages all funded activities to employ appropriate ICT in the provision and delivery of courses and other services. We are committed fully to targeting resources to help improve the fabric of ICT facilities in those providers where help is needed most.

We acknowledge that ICT offers opportunities to revolutionise both quality of life and economic well being and that the Information Society opens up opportunities for new ways of working. To this end, we aim to encourage the development of projects which transform learning, enabling learners to gain the knowledge and skills needed for the information age; widening access for example to disadvantaged groups; and improving quality of learning products.

Organisations bidding for funding will be asked to demonstrate how ICT has been integrated within their proposed delivery structure and this will be reflected within the appraisal process.

7. Managing Co-Financing

8.1 Provider Selection

We have a remit to encourage and support the development of high quality learning provision. In implementing this Co-financing Plan, we will seek to identify and contract with those providers best placed to deliver its objectives, including new and existing providers.

We will publish Co-financing Prospectuses, containing details of the exact activity we wish to contract for to achieve the objectives and targets set out in this Plan. Organisations will be invited to set out proposals for implementation of the activity in the Prospectuses as follows:

Tender Documents

The Co-financing Tender Prospectuses, Selection Criteria, and Tender Guidance documents will be available in electronic and paper versions, and will follow the ESF Guidelines on open & competitive tendering.

Timescale

We will publish our first Prospectus in September 2003, so that contracted activity can begin from January 2004.

This first Prospectus will not contain all the activity we would wish to see over the 3 year lifetime of the Plan. We will be issuing another Prospectus early in 2004 for activities where, for strategic reasons, we will be in a better position to tender at that time (particularly for most of our workforce development activities aimed at addressing specific sector skills shortages), and we will issue further Prospectuses where appropriate.

Appraisal stage

After the submission deadline, appropriate LSC staff and suitable external partners will appraise proposals according to the official guidelines agreed between ESF Division and LSC National Office.

Inserted 3/11/03

Representatives from Connexions Greater Manchester, Jobcentre Plus and the North West Development Agency have been invited to participate in the Bid Appraisal process. A request to the AGMA working group for organisations with ESF delivery experience to participate has not yet yielded responses, but we continue to pursue the aim.

When we have a proposed list of successful applicants, we will share it with GONW to resolve any issues that may arise, including potential overlaps or duplication with other ESF-funded activity. We will also share information with Objective 2 Action Plan Partnerships in our area.

Negotiation stage

We will negotiate with successful applicants to draw up contracts to deliver the activity. In some cases, we may require that certain changes take place in order that the activity fits best with the Co-financing Plan (for example, we may encourage collaboration between applicants, or propose a change in the scale of the proposal to deliver the outcomes demanded by the Plan).

Provider appraisal criteria

As far as possible, the same process that we use for appraising new providers of mainstream activity will apply to co-financing. Applicants will need to go through the Initial Assessment process determined by LSC National Office, to ensure that they meet the minimum requirements for contracting. This process is based on the requirements placed on existing providers for raising standards in learning. Raising quality of ESF provision is a key cornerstone of co-financing.

Applicants will be assessed in seven key areas

- > Financial assurance
- > Quality of education and training standards achieved by learners
- > Leadership and management of quality and curriculum/training areas
- > Quality assurance and continuous improvement
- > Data management
- > Health and safety
- > Equality of opportunity

The Initial Assessment process will focus on whether applicants can meet minimum criteria under these headings, but will also take into account their capacity to develop over time to meet the full assessment criteria in subsequent performance reviews. It is important that applicants can demonstrate commitment to quality, even if some aspects of their organisation are new and need time to be tested. Importantly, we will have local flexibility to use the guidelines in a pragmatic way, within acceptable boundaries of risk. New providers to the LSC will have to satisfy a financial viability check before being awarded a contract.

Further details are available in the LSC Operations Guide, "Initial Assessment of New Provision".

Formal approval

After the application, appraisal and negotiation processes have been completed, the Council of the LSC will formally approve the list of Co-financed activity.

Regional bids

We will collaborate with other North West LSCs on potential regional tenders, conducting a joint appraisal and ensuring that there is a lead LSC holding the contract (though funding will be channelled from around the region as appropriate.) Applicants will therefore need to tender only once in such circumstances, although they will be required to break down funding and other data by county. These will be handled through the publication of joint regional tenders, at a time to be specified.

Publication arrangements

Our Co-financing Prospectuses will be public documents, and widely distributed. We already have direct contact with a large number of public, private, voluntary and community sector organisations, and will use these to publicise them. As well as publication on the GONW and LSC websites, specialist publications and local mainstream press, they will be promoted through sector networks such as the Association of Colleges, the Association of Greater Manchester Authorities, North West Network, Greater Manchester Centre for Voluntary Organisation, the Councils for Voluntary Service and Local Strategic Partnerships. The intention will be to ensure that all appropriate potential applicants will be aware of them.

When the appraisal and negotiation processes are completed, and the Council of the LSC has approved the list of successful applicants, it will be published on the LSC website.

Support and advice for potential providers

Our Prospectuses will contain clear guidance as to the requirements of the tender process. Those organisations with no previous experience of LSC contracting, and organisations that feel they need support with their submissions, can receive advice from the LSC's Provider Quality Assurance team and Contract Managers to ensure that they are not unfairly disadvantaged by the process.

However, the amount of help that can be given to organisations on the design and detail of their tenders will be limited by the regulations on open and competitive tendering, so we may have to refer organisations to the existing sector ESF support networks for more help.

Feedback arrangements

Feedback will be given to unsuccessful applicant organisations, giving a summary of the main points raised by the appraisal, and the grounds for rejection.

Arrangements for independent scrutiny of the appraisal and selection process

We will provide GONW with details of our process for appraisal and selection of providers. We are committed to a fair and open approach and are happy for GONW to assess the process to ensure it is fit for purpose.

8.2 Provider Funding

Our approach to funding providers has not changed since our last Co-Financing Plan

8.3 Administrative and Management Costs

We will keep the bureaucracy of co-financing as light as possible, consistent with the restrictions placed on it.

Our administration arrangements have been developed to pass on the maximum level of funds to providers. The ESF Division has set a ceiling of 5% of total project costs to cover CFO administration and management costs within a Plan. In administering our first Co-financing programme, we have remained well below this limit, and we will continue to do so.

8.4 Management of the Plan

Monitoring and Performance Management

We already have a system for monitoring ESF provision, by which information on individual beneficiaries is captured through a standardised Individual Learner Record, Short Record, or (where delivery is to companies rather than people) Company Information Form. Performance against contracts is reported on standard monitoring forms. The LSC Contract Management Team reconciles these returns to contracts, and continuing discussion with providers ensures that adequate action is taken to address variations in performance.

All providers are subject to a formal four-monthly review, covering progress and development to date, and this will incorporate European contract performance. The provider performance review will be complemented

by four-yearly inspections by the Adult Learning Inspectorate (ALI) or the Office for Standards in Education (OfSTED), depending on the age of beneficiaries. The LSC's Provider Quality Team and Contract Managers will support providers in implementing Post-Inspection Action Plans following inspections by either body.

Support for Sub-Contractors

Every provider with an LSC contract is allocated a Contract Manager. The Contract Manager and the Provider Quality Team will agree with the provider a Development Plan, based on annual Provider Self-Assessment and any Post-Inspection Action Plans. This Plan will need to meet the standards set out in the Common Inspection Framework and guidance from the LSC, ALI and OfSTED.

Actions will be tailored to suit the needs of the individual provider, and we recognise that organisations that have not previously held LSC contracts may need more intensive support than existing providers.

Publicity

Our approach to publicity has not changed since our last Co-Financing Plan

Evaluation

Our approach to evaluation has not changed since our last Co-Financing Plan

8.5 Technical Assistance

If the current voluntary levy system in place in the North West Objective 3 Programme remains in place (whereby successful projects are requested to pay to GONW a levy of 1.2% of the value of ESF grant awarded), we expect to meet this cost from our own resources.

8. Implementation Plan

9.1 Targets

The following tables show the breakdown of funding and outputs over the lifetime of the Plan

Table 7: Expenditure Breakdown by Quarter

Policy Field & Measure	2004 (£)					2005 (£)					2006 (£)					Total all years (£)
	Q1	Q2	Q3	Q4	Total 04	Q1	Q2	Q3	Q4	Total 05	Q1	Q2	Q3	Q4	Total 06	
1.1	70,860	141,721	248,013	248,013	708,609	70,860	141,721	248,013	248,013	708,609	35,430	70,860	124,006	124,006	354,304	£1,771,520
1.2	233,459	466,918	817,107	817,108	2,334,592	233,459	466,918	817,107	817,108	2,334,592	116,729	233,459	408,554	408,554	1,167,296	£5,836,480
2.1	274,973	549,947	962,408	962,408	2,749,738	274,973	549,947	962,408	962,408	2,749,738	137,486	274,973	481,204.15	481,204	1,374,869	£6,874,348
2.2	500,086	1,000,173	1,750,301	1,750,301	5,000,861	500,086	1,000,173	1,750,301	1,750,301	5,000,861	250,043	500,086	875,151	875,150	2,500,430	£12,502,152
3.1	779,158	1,558,316	2,727,054	2,727,054	7,791,584	779,158	1,558,316	2,727,054	2,727,054	7,791,584	389,579	779,158	1,363,527	1,363,527	3,895,792	£19,478,962
3.2	303,000	606,001	1,060,502	1,060,502	3,030,006	303,000	606,001	1,060,502	1,060,502	3,030,006	151,500	303,000	530,251	530,251	1,515,003	£7,575,015
4.1	151,570	303,140	530,495	530,495	1,515,702	151,570	303,140	530,495	530,495	1,515,702	75,785	151,570	265,247	265,247	757,851	£3,789,255
4.2	157,971	315,943	552,900	552,900	1,579,716	157,971	315,943	552,900	552,900	1,579,716	78,985	157,971	276,450	276,450	789,858	£3,949,293
5.1	105,794	211,589	370,281	370,281	1,057,946	105,794	211,589	370,281	370,281	1,057,946	52,897	105,794	185,140	185,140	528,973	£2,644,868
Total	2,660,345	5,320,690	9,311,208	9,311,208	26,603,456	2,660,345	5,320,690	9,311,208	9,311,208	26,603,456	1,330,172	2,660,345	4,655,604	4,655,604	13,301,728	£66,508,641

Table 8: Output Breakdown by Quarter

Measures and Outputs	2004					2005					2006					All years
	Q1	Q2	Q3	Q4	Total 04	Q1	Q2	Q3	Q4	Total 05	Q1	Q2	Q3	Q4	Total 06	
<i>1.1 Beneficiaries</i>	586	1,171	2,049	2,049	5,855	1,464	1,464	1,464	1,464	5,855	732	732	732	732	2,928	14,638
Women receiving support	246	492	861	861	2,459	615	615	615	615	2,459	307	307	307	307	1,230	6,148
% young people receiving help < 6mths u/e	86	86	86	86	86	86	86	86	86	86	86	86	86	86	86	86
% adults receiving help < 12mths u/e	33	33	33	33	33	33	33	33	33	33	33	33	33	33	33	33
<i>1.2 Beneficiaries</i>	349	698	1,221	1,221	3,488	872	872	872	872	3,488	436	436	436	436	1,744	8,721
<i>No receiving ESF training</i>	307	614	1,075	1,075	3,072	768	768	768	768	3,072	384	384	384	384	1,536	7,680
Women receiving support	129	258	452	452	1,290	323	323	323	323	1,290	161	161	161	161	645	3,226
% young people receiving help < 6mths u/e	86	86	86	86	86	86	86	86	86	86	86	86	86	86	86	86
% adults receiving help < 12mths u/e	33	33	33	33	33	33	33	33	33	33	33	33	33	33	33	33
Beneficiaries completing their course	218	436	763	763	2,181	545	545	545	545	2,181	273	273	273	273	1,091	5,453
Working towards a qualification	184	369	645	645	1,843	461	461	461	461	1,843	230	230	230	230	922	4,608
Positive outcomes (within 6mths)	153	305	534	534	1,527	382	382	382	382	1,527	191	191	191	191	763	3,817
In work (within 6mths)	87	174	305	305	872	218	218	218	218	872	109	109	109	109	436	2,181
Moving into self-employment	7	13	23	23	65	16	16	16	16	65	8	8	8	8	33	164
No of u/e in work after ESF support	18	37	65	65	184	46	46	46	46	184	23	23	23	23	92	461

Measures and Outputs	2004					2005					2006					All years
	Q1	Q2	Q3	Q4	Total 04	Q1	Q2	Q3	Q4	Total 05	Q1	Q2	Q3	Q4	Total 06	
2.1 Beneficiaries	1,079	2,159	3,778	3,778	10,794	2,699	2,699	2,699	2,699	10,794	1,349	1,349	1,349	1,349	5,397	26,985
Women receiving support	453	907	1,587	1,587	4,533	1,133	1,133	1,133	1,133	4,533	567	567	567	567	2,267	11,334
Working towards a qualification	648	1,295	2,267	2,267	6,476	1,619	1,619	1,619	1,619	6,476	810	810	810	810	3,238	16,191
Positive outcomes (within 6mths)	680	1,360	2,380	2,380	6,800	1,700	1,700	1,700	1,700	6,800	850	850	850	850	3,400	17,001
In work (within 6mths)	367	734	1,284	1,284	3,670	917	917	917	917	3,670	459	459	459	459	1,835	9,175
2.2 Beneficiaries	718	1,436	2,514	2,514	7,182	1,795	1,795	1,795	1,795	7,182	898	898	898	898	3,591	17,954
No receiving ESF training	718	1,436	2,514	2,514	7,182	1,795	1,795	1,795	1,795	7,182	898	898	898	898	3,591	17,954
Women receiving support	302	603	1,056	1,056	3,016	754	754	754	754	3,016	377	377	377	377	1,508	7,541
No of trainers trained	47	93	163	163	466	116	116	116	116	466	58	58	58	58	233	1,165
Working towards a qualification	431	862	1,508	1,508	4,309	1,077	1,077	1,077	1,077	4,309	539	539	539	539	2,154	10,772
No of capacity building projects	2	4	7	7	19	5	5	5	5	19	2	2	2	2	9	46
Positive outcomes (within 6mths)	452	905	1,584	1,584	4,524	1,131	1,131	1,131	1,131	4,524	566	566	566	566	2,262	11,311
In work (within 6mths)	244	488	855	855	2,442	610	610	610	610	2,442	305	305	305	305	1,221	6,104
Moving into self-employment	22	43	75	75	215	54	54	54	54	215	27	27	27	27	108	539
No of u/e in work after ESF support	57	115	201	201	574	143	143	143	143	574	72	72	72	72	287	1,434
3.1 No participating in LLL	627	1,254	2,195	2,195	6,271	1,568	1,568	1,568	1,568	6,271	784	784	784	784	3,135	15,677
Women receiving support	314	627	1,097	1,097	3,135	784	784	784	784	3,135	392	392	392	392	1,568	7,838

Measures and Outputs	2004					2005					2006					All years
	Q1	Q2	Q3	Q4	Total 04	Q1	Q2	Q3	Q4	Total 05	Q1	Q2	Q3	Q4	Total 06	
Completing their courses	533	1,066	1,866	1,866	5,330	1,333	1,333	1,333	1,333	5,330	666	666	666	666	2,665	13,325
Working towards a qualification	627	1,254	2,195	2,195	6,271	1,568	1,568	1,568	1,568	6,271	784	784	784	784	3,135	15,677
No of trainers trained	176	351	615	615	1,757	439	439	439	439	1,757	220	220	220	220	879	4,393
No of capacity building projects	1	3	5	5	13	3	3	3	3	13	2	2	2	2	7	34
Leavers gaining a qualification	325	650	1,138	1,138	3,251	813	813	813	813	3,251	406	406	406	406	1,626	8,128
Positive outcomes (within 6mths)	490	981	1,716	1,716	4,904	1,226	1,226	1,226	1,226	4,904	613	613	613	613	2,452	12,259
Net increase in Lifelong Learning from ESF support	314	627	1,097	1,097	3,135	784	784	784	784	3,135	392	392	392	392	1,568	7,838
3.2 No participating in Lifelong Learning	229	457	800	800	2,287	572	572	572	572	2,287	286	286	286	286	1,143	5,717
Women receiving support	114	229	400	400	1,143	286	286	286	286	1,143	143	143	143	143	572	2,859
Completing their courses	194	389	680	680	1,944	486	486	486	486	1,944	243	243	243	243	972	4,860
Working towards a qualification	229	457	800	800	2,287	572	572	572	572	2,287	286	286	286	286	1,143	5,717
No of research/labour market analysis projects	4	7	13	13	37	9	9	9	9	37	5	5	5	5	18	92
No of trainers trained	65	130	227	227	648	162	162	162	162	648	81	81	81	81	324	1,620
Leavers gaining a qualification	119	237	415	415	1,186	296	296	296	296	1,186	148	148	148	148	593	2,965
Positive outcomes (within 6mths)	179	358	626	626	1,788	447	447	447	447	1,788	224	224	224	224	894	4,471

Measures and Outputs	2004					2005					2006					All years
	Q1	Q2	Q3	Q4	Total 04	Q1	Q2	Q3	Q4	Total 05	Q1	Q2	Q3	Q4	Total 06	
Net increase in Lifelong Learning from ESF support	114	229	400	400	1,143	286	286	286	286	1,143	143	143	143	143	572	2,859
4.1 No of companies helped	16	31	55	55	156	39	39	39	39	156	19	19	19	19	78	390
No of employees helped (given ESF training)	211	421	737	737	2,105	526	526	526	526	2,105	263	263	263	263	1,053	5,263
Women receiving support	69	139	243	243	695	174	174	174	174	695	87	87	87	87	347	1,737
Working towards a qualification	126	253	442	442	1,263	316	316	316	316	1,263	158	158	158	158	632	3,158
No of trainers trained	62	124	217	217	621	155	155	155	155	621	78	78	78	78	311	1,553
Beneficiaries gaining a qualification	81	162	283	283	808	202	202	202	202	808	101	101	101	101	404	2,021
Net no of jobs safeguarded by ESF	10	21	37	37	105	26	26	26	26	105	13	13	13	13	52	262
4.2 No of companies helped	81	163	285	285	813	203	203	203	203	813	102	102	102	102	407	2,034
No of research/labour market analysis projects	3	5	9	9	26	6	6	6	6	26	3	3	3	3	13	65
5.1 Beneficiaries	105	209	366	366	1,047	262	262	262	262	1,047	131	131	131	131	524	2,618
Projects offering childcare facilities	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Women receiving support	105	209	366	366	1,047	262	262	262	262	1,047	131	131	131	131	524	2,618
Women trained in non-traditional occupations	6	13	22	22	63	16	16	16	16	63	8	8	8	8	31	157
Positive outcomes (within 6mths)	92	184	322	322	921	230	230	230	230	921	115	115	115	115	461	2,303

Measures and Outputs	2004					2005					2006					All years
	Q1	Q2	Q3	Q4	Total 04	Q1	Q2	Q3	Q4	Total 05	Q1	Q2	Q3	Q4	Total 06	
Women with children under 5, in work 6 mths after ESF	31	63	110	110	314	79	79	79	79	314	39	39	39	39	157	785
Women setting up in business	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Net increase in female labour market participation of beneficiaries after ESF	10	21	37	37	105	26	26	26	26	105	13	13	13	13	52	262

9.2 Milestones

The key milestones within the Plan are outlined below.

Date	Actions
June	Co-financing plan sent to GONW and partners for consultation
August	Final Plan Produced
September	First Co-financing Tender Prospectus published.
October	Deadline for submission of proposals
October	Proposals appraised
October	Prospective sub-contractors notified of successful/unsuccessful outcomes
October – December	Contracts negotiated and awarded
January 2004	Co-financed activity begins
March 2004 – Dec 2006 (quarterly)	Quarterly Claims to GONW; reconcile sub-contractor claims
Early 2004 onwards	Further tender rounds held
December 2006	Co-Financed Activity ends. Coverage of Plan ends
March 2007	Project Closure Report to GONW

We will support multi-annual proposals for the full duration of the Plan in the first round but we will also hold further tender rounds in subsequent years.

9.3 Processes

The Contract Managers for the individual sub-contracts will be responsible for the day- to- day management of the majority of activity in this Co-financing Plan. However, there will be a separate role within the organisation, ensuring that the overall targets of the Co-financing plan are delivered.

We will use our Contract Management system and Management Information (MI) system to monitor the performance of sub-contracted delivery throughout the operational years to ensure that the aggregate levels of performance meet those detailed in this Plan.

In Summer 2003, a national computer system was implemented by the LSC dedicated to contract managing ESF Co-financing. This system will produce a series of reports that summarise the ESF schedules of each provider sub-contract, showing the performance of LSC provision overall against profile. This will be broken down by Priority and Measure as appropriate, according to the provision contracted with the providers. Our External & Discretionary Funding Team will work with the Systems and Finance Team to collate these reports and present them to Senior Management. Where there is variation from the overall Co-financing Plan targets, the Senior Management Team will decide the appropriate corrective action, including concentrating support efforts on those providers whose performance is most at variance with profile, re-profiling contracts to take account of changed circumstances, and in some cases, re-contracting with alternative providers.

As far as possible, we will integrate the ESF monitoring requirements for providers with mainstream monitoring processes. In cases where this would not allow effective monitoring of ESF activity, we will make alternative arrangements for data capture, but the level of bureaucracy will be kept to a minimum.

9.4 Quality Standards

Provider Performance Review

We will monitor providers in line with the National LSC Quality and Standards Framework. Building on the Self-assessment and Development Plan processes outlined in Section 8.4, our Quality Improvement Team will use the available data from monthly monitoring returns to conduct performance review panel meetings

The panels are conducted locally and moderated nationally to ensure a high consistent level of appraisal, and they take into account the results of relevant inspections. Consideration will be given during appraisal to the cross-cutting ESF themes of Equal Opportunity, Information & Communication Technology and Sustainability.

The Development Plan for each provider will be modified to take into account the grading awarded by the most recent panel appraisal, and the level of development support provided by LSC staff will be determined by that grading.

Throughout this process, we will rely on the support of the National Office's Provider Review Board and Quality Improvement and Intervention Team.

Audit

Our approach to audit has not changed since our last Co-Financing Plan.

All sub-contracted provision will be subject to local audit processes within a national framework.

LSC Greater Manchester's internal processes and controls will be reviewed on a regular basis by a national team of internal auditors based in Coventry. Nationally, The National Audit Office (NAO) will review the processes and controls of the LSC, and this process will include visits to review local processes and controls. LSC Greater Manchester will review the process for identifying, evaluating and managing the significant risks faced over the strategic period.

The organisations funded by the LSC are subject to regular review and audit. Providers are required to provide audited financial statements to ensure that funds provided have been used for the purposes intended.

The LSC is developing national systems that will enable the tracking of beneficiaries and provide a link to funding and achievement outcomes. Ultimately, beneficiaries will be recorded through the Individual Learner Record tracking system. This will hold details of all post-16 learning activities, minimising the risk of fraudulent claims.

Annex One

Glossary

Abbreviations

AGMA	Association of Greater Manchester Authorities
ALI	Adult Learning Inspectorate
AOC (NW)	Association of Colleges (North West)
CFO	Co-Financing Organisation
DTLR	Department for Transport, Local Government and the Regions
DfES	Department for Education and Skills
EBL	Education Business Link
ERDF	European Regional Development Fund
ESF	European Social Fund
ESOL	English as a Second or Other Language
EU	European Union
FE	Further Education
GM	Greater Manchester
GONW	Government Office North West
GSCE	General Certificate of Secondary Education
IAG	Information, Advice and Guidance
ICT	Information and Communication Technology
LID	Local Intervention & Development Fund
LLP	Local Learning Partnership
LSC	Learning and Skills Council
LTU	Long Term Unemployed
NVQ	National Vocational Qualification
NW	North West
NWDA	North West Development Agency
OfSTED	Office for Standards in Education
ONS	Office for National Statistics
PMRC	Programme Monitoring Regional Committee
RDA	Regional Development Agency
RDP	Regional Development Plan
SME	Small or Medium Sized Enterprise
SO	Strategic Objective
WBL	Work Based Learning
WFD	Workforce Development

Explanation of terms:

Provider – An organisation that delivers learning provision funded by the LSC. Examples of organisations that are expected to do this would include (but not be restricted to): FE Colleges, Private sector training providers, community and voluntary sector organisations, and Sixth form colleges. Within ESF Co-Financing this definition would extend to any organisation delivering activity in support of the co-financing plan/prospectus.

Lifelong Learning – Activity designed to enable people to engage in the learning process after the age at which they would normally have left full-time formal education.

Profile payments – Payments made to a provider in stages over the lifetime of a project, according to a schedule agreed in advance, dependent on achievement of agreed outputs.

Match funding – Money used to fund activity alongside European Social Fund. Under co-financing arrangements as set out in this Plan, Match funding will be arranged and paid by the LSC so that providers should not need to source it elsewhere

Key Skills – Key skills are the generic skills which individuals need in order to be effective members of a flexible, adaptable and competitive workforce and for lifelong learning. They cover:

- communication
- application of number
- information technology
- working with others
- improving own learning and performance
- problem solving.

Basic Skills – The Government’s Basic Skills Agency defines Basic Skills as:

" the ability to read, write, and speak in English, and to use mathematics at a level necessary to function at work and in society in general "

Entry to Employment (E2E)

E2E programmes support people (predominantly 16-17 year olds) unwilling or unable to enter or remain in training, education or employment without additional help.

Typically, programmes of support will include improving motivation and confidence, key skills and personal effectiveness training, and opportunities to sample different work and learning opportunities.

Pre-E2E programmes will provide more intensive support for those individuals who are particularly hard to help and who will need assistance to even enter the basic level of support in E2E.

Small/Medium sized Enterprise (SME) –

European Union SME Definitions

Criterion	Small	Medium
<i>Max. number of employees</i>	49	249
<i>Max. annual turnover</i>	7 million euros	40 million euros
<i>Max. annual balance sheet total</i>	5 million euros	27 million euros
<i>Max. % owned by one, or several enterprise(s) not satisfying the same criteria</i>	25%	25%