

EMPAC

Engaging Migrant Parents and Children (VS/2012/0348)

Partnership Agreement March 2013

Prepared by:

Tracy Cowan Telephone 0208 825 9610



Municipality of
Bologna



Ústecký kraj



PARTNERSHIP AGREEMENT FOR ACTION

Agreement Title

Engaging Migrants Parents and Children – Raising achievement in Children's Centres and Schools (EMPAC)

EU Agreement Ref Number

VS/2012/0348/USTI

Lead Partner

LONDON BOROUGH OF EALING

EMPAC Partner

USTI REGION

The **LONDON BOROUGH OF EALING** represented by Tracy Cowan (**Lead Partner**) for the purposes of signature of this Agreement of the one part

AND

USTI REGION represented by Oldřich Bubeníček (**EMPAC Partner**) for the purposes of signature and Agreement for the other part

HAVE AGREED

The Project Description

The Grant Allocation

The Partner Grant Amount

Reporting Arrangements

Payment Arrangements

The Payment Process

General Conditions

Introduction

The EMPAC 'Engaging Migrant Parents and Children' is a research project funded by the European Commission.

The overarching aim of the project is to improve the educational achievement of under-performing migrant pupils aged 3 – 11 years old. This will be achieved by identifying and piloting new and existing strategies for supporting the integration of newly arrived families and children into school life within a rigorous research framework.

EMPAC is a two-year project that will be completed by **October 2014**.

Partners

Ealing Council (LBE) is the lead agency for the project and is delivering it in partnership with three European partner agencies:

- **Czech Republic: Ústí Region**
- Italy: Municipality of Bologna - Department of Education
- Spain: Voluntarios por Madrid Foundation

This document details the Partner Agreements to ensure the effective management of the day to day delivery of the EMPAC Programme (across the four partner European regions), the Financial Processes and the delivery of the Agreed Key Objectives

LBE will also oversee the development, confirmation and signature of agreements with each project partner.

1. The Grant

The Grant was awarded to the **London Borough of Ealing (LBE)** whom will be known as the “Beneficiary” or **Lead Partner**– and as from October 22nd 2012 the **Lead Partner** accepted the grant on behalf of the Partners and the responsibility of carrying out the Action as detailed Article I.1 of the European Commission Grant Agreement for Action.

The Project Total was **EUR 904,803.96**

The EU Grant amount total funded **EUR 723, 421.95**

This was equivalent to 79.95% of the total of eligible costs with the remainder of the Project costs being provided by Match Funding (also known as “in kind” funding) – each Partner agreed to these cost ratios prior to the Grant Agreement being signed by the Lead Partner..

The Grant is managed and held by the **Lead Partner** and shall be responsible for distribution and management of the Grant to the Project Partners.

2. Partner Grant Amount – Usti Region

Usti will receive in total over the life of the project **EUR 74,207.00**

The Match Contribution required from Usti will be **EUR 18,551.00**

Therefore the Usti Overall Partner Project total of **EUR 92,758.00** will be reported and accounted for.

The **Agreed** Budget statement for USTI Region can be found at **Appendix A**. Any changes to this budget need to be agreed with the Lead Partner before the change is made.

****note – There is an additional amount of EUR 2,822.00 that may be claimed for specific Research work which will be agreed individually with each Partner – which is not included in the Overall Partner Project Total amount.***

3. Key Deliverable Objectives – Usti Region

There are six key areas of work to be delivered within the project and the Lead Partner will be delivering each objective. Each Partner can choose a selection or all of these objectives.

1. Family Engagement Audit (FEA).
2. New training package for staff
3. Supporting the life chances of children through the quality of parenting and parental engagement in school life
4. Migrant parent induction and support programme.
5. Pathways to work
6. Testing the efficacy of the EMPAC interventions

The **USTI REGION** have agreed that they will be participating and delivering the following EMPAC Objectives:-

1. **Family Engagement Audit (FEA).**
2. **New training package for staff**
3. **Supporting the life chances of children through the quality of parenting**
4. **Advisory and support program for marginalized families.**
5. **Support for parents in entering or returning to the job market**

4. Submission of Reports and Other Documents

The Partner agrees that they will supply a **MONTHLY** Update Report using the Monthly Update Report Template – attached at **Appendix B** – and that this template will give an update on the Partners progress against the main EMPAC Project Plan and update on their own progress.

5. Payment Arrangements

Upon the Partnership Agreement being signed by the **Lead Partner** and **EMPAC Partner** the first payments may be claimed.

Payments will be made retrospectively and will be sent via BACCS transfer in **EUROS** to the agreed Bank Account supplied on the Signature Form. Payments can only be claimed using the following EMPAC Process.

EMPAC Payment Process

The Payment process has been set as **QUARTERLY (3 MONTHLY)** and it is expected that each month the Partner will submit the Monthly Update Report Template – attached at **Appendix B** – and every 3 months will attach which will detail any spend, time, expenses and other activity. The relevant EMPAC forms will also be attached to this Template.

Payment Forms

EMPAC Expenses Form

This form – attached at **Appendix C** – once the Partnership Agreement has been signed then all expenses incurred from Project start can be claimed via this form. Subsequent forms will be due **Quarterly** please.

EMPAC Timesheet

This form – attached at **Appendix D** – once the Partnership Agreement has been signed then all Time incurred from Project start can be claimed via this form. This can be **ACTUAL INVOICED** cost and **MATCHED** Time. Subsequent forms will be due **Quarterly** please.

EMPAC Staffing Form

This form – attached at **Appendix E** – should be sent upon completion of the Partnership Agreement and again upon any changes of Personnel during the Project.

6. General Conditions

The General Conditions of this Partnership Agreement will be carried out in accordance with the **European Commission – Grant Agreement for Action** signed by the **Lead Partner – LONDON BOROUGH OF EALING** on **22nd October 2012**.

This Document is attached as Appendix F – and should be referred to for all General Conditions including:-

Legal and administrative provisions

Liability

Conflict of Interest

Ownership/Use of the Results

Confidentiality

Publicity

Evaluation

Suspension

Force Majeure

Award of Contracts
Assignments
Termination of Agreement
Financial Penalties
Supplementary Agreements

Signatures:-

1. For the LEAD Partner

Tracy Cowan
Programme Manager
LONDON BOROUGH OF EALING

2. For the EMPAC PARTNER

Oldřich Bubeníček
Governor
USTI REGION

.....

.....

.....
(Date)

.....
(Date)

For the EMPAC Partner to Complete please

Payments will be made to the EMPAC Partner's Bank Account via BACCS Transfer in EUROS as indicated below: _

Name of Bank

Address of Bank

Exact Designation of Account Holder

Full Account Number – including codes

IBAN or BIC or SWIFT Code

This will be in agreement with the EU Grant Agreement Article 1.6 Bank Account.

A

Usti Initial Budget Allocation (over 2 years) including Match Funding and Additional Benefits

NOTE: These are indicative Sums against suggested budget Headings

Actual Funding for Usti (over 2 years)	
Budget Heading	Funding Allocation
Staffing (may include:-)	€ 70 922,00
Management Adminisitation Secretarial Accounting Piloting Framework Transnational Meetings Local EMPAC Steering Group Project Implemenation Staffing	
Training Resources	€ 3 285,00
Total Actual Amount	€ 74 207,00

Match Funding for Usti (over 2 years)	
Budget Heading	Match Funding Amount
Staffing (may include:-)	€ 17 215,00
Headteacher/Support staff time Council Staff Time	
Training Resources	€ 1 336,00
Total Match Amount	€ 18 551,00

ADDITIONAL BENEFITS FOR PARTNERS	Budget held and accessed through Ealing
Transnational Governance & Project Meetings including Hire charges	5 Transnational Governance & Project Meetings
Interpretations (if required)	Interpreters Transnational Governance & Project Meeting
Translation and Printing of Key Documents including:- EMPAC family Engagement Audit Tool EMPAC Training Pedagogies EMPAC Parental Information packs EMPAC Evaluation Report (Interim) Service Level Agreements/ Legal Documents	EMPAC Aims & Objectives EMPAC Monitoring & Evaluation Guidance Expert Panel Evaluation report Quarterly Newsletter (8 editions) EMPAC Evaluation Report (Final) members will be included in the production of a short film related to the EMPAC Project and it's impact on Education Services and Migrant families

SUMMARY

TOTAL ACTUAL FOR USTI	€	74 207,00
TOTAL MATCH FROM USTI	€	18 551,00
USTI PROJECT TOTAL	€	92 758,00

Monthly Update Report Month – XX 2013

Project Manager: (Name)

Milestones	Planned Dates	Actual Dates	Comments
(example – Kickoff meeting)	(MM/DD/YYYY)		
(example – Schools/Centres Selected)	(MM/DD/YYYY)	(MM/DD/YYYY)	(Delayed due to xyz....)

Accomplished this Month

(Task)
(Task)
(Task)



Engaging Migrant Parents and Children (VS/2012/0348)*Planned for next Month*

(Task)
(Task)
(Task)

Issues / Risks Identified

(Description)
(Description)

Quarterly Finance Attached Yes / No

(Expenses Sheet Description)
(Timesheet Description)



C

EMPAC - Engaging Migrant Parents and Children

Project: VS/2011/009/0771

Expenses Claim form



*This Project is supported by the European Union Programme for
Employment and Social Solidarity - PROGRESS (2007-2013).*



Municipality of
Bologna



Ústecký kraj



Partner :
Bank details for reimbursement
Account holder :
IBAN:
BIC:
Address :

Item: description	Purpose	Date	Amount (€)
Flight Ticket	Travel		
Taxi from airport to venue	Travel		
Metro ticket	Subsistence		
Water bottle	Subsistence		
Total amount (€)			- €

Please note that ORIGINAL receipts are required for each expense and should be always attached to this form.

Certified by:



Name:

Function:

Date:

Signature:

EMPAC - Engaging Migrant Parents and Children

Project: VS/2011/009/0771

Name Timesheet



This Project is supported by the European Union Programme for Employment and Social Solidarity - PROGRESS (2007-2013).

Municipality of Bologna

Organisation :

Name :

Function :

Month, Year :

Overall Timesheet 2012-2013

Activities	Units (day)	Unit rate (day)	Subtotal
Project Coordination			- €
Financial Management			- €
Communication			- €
Local Action Group management			- €
Dissemination			- €
Participation to SGM/TW			- €
TOTAL	0		- €
Automatic total from excel sheets	0	- €	- €

Certified by:

Name:

Function:

Date:

Signature:



Funded through European Commission

Engaging Migrant Parents and Children

Declaration on staff

Project title: **Engaging Migrant Parents and Children - EMPAC**

Name of the lead organisation: **Ealing Council – London Borough of**

Grant agreement N°: **VS/2011/009/0771**

Name of the employer: **name of organization**

Specification of working time for: **name of the employee, (position in the organization)**

Duration: **12** months, from **22ndOctober 2012** to **21st October 2014**

Hereby, the legal representative of the organisation, confirms that **name**, will spend time for the project for a total cost which is the equivalent of **amount** **EUR** during the period of performance of the project as specified in the grant agreement.

This is a total of **number** days worked for the **EMPAC** project.

The daily rate is **number** **EUR**.

Timesheet will be produced monthly, with the details regarding the time devoted to the project.

The legal representative

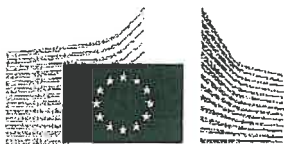
Name: _____

Position: _____

Date and place: **month** 2011, **date**

Signature:





EUROPEAN COMMISSION
Employment, Social Affairs and Inclusion DG

Europe 2020: Social Policies
Demography, Migration, Social Innovation, Civil Society ARES 22. 10. 2012

Brussels,

N° 1245899

Ms Judith FINLAY
LONDON BOROUGH OF
EALING
UXBRIDGE ROAD 14/16
PERCEVAL HOUSE
EALING LONDON W5 2HL
ROYAUME-UNI

Subject: Notification letter two

Ref.: VS/2012/0348 – Engaging Migrant Parents and Children- Raising achievement in Children's Centre's and Schools (EMPAC)

Dear Madam,

Please find enclosed your copy of the agreement no. VS/2012/0348 signed by the Commission.

Please note the following:

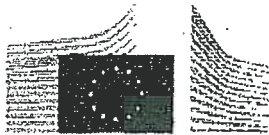
- If a pre-financing payment is foreseen by the agreement, please refer to the appropriate clause(s) of the agreement. If the pre-financing payment is payable after signature of the agreement without other pre-conditions, it is not necessary to send a request for payment. In all other cases, please send us, at your earliest convenience, a payment request in writing;
- Payment requests should be marked in uppercase "PAYMENT REQUEST" in order to ensure speedy identification and processing by our staff;
- Payment requests should be sent to the address set out in the agreement.

Yours faithfully,



Olivier ROULAND
Head of Unit

c.c.: Oana AILENEI



EUROPEAN COMMISSION
Employment, Social Affairs and Inclusion DG

Europe 2020: Social Policies
Demography, Migration, Social Innovation, Civil Society



22 OCT. 2012

Grant Agreement for an action

Agreement title Engaging Migrant Parents and Children- Raising achievement in Children's Centres and Schools (EMPAC)

Agreement ref. no. VS/2012/0348
The above title and reference no. must be quoted in all correspondence with the Commission.

Beneficiary LONDON BOROUGH OF EALING

Other administrative information

Department DG EMPL.D.4

Call for proposals Ref. no.: VP/2011/009
Application Ref. no.: VP/2011/009/0771

Other accounting information

Commitment no. SI2.629825
This commitment no. must be quoted in correspondence relating to payments.

Type of Agreement V/SB/ACG02

JW 2.6

The European Union (hereinafter referred to as "the Union"),
represented by the European Commission (hereinafter referred to as "the Commission"),
itself represented for the purposes of signature of this Agreement by Olivier ROULAND, Head
of Unit, EMPL.D.4, DG Employment, Social Affairs and Inclusion,

of the one part,

AND

LONDON BOROUGH OF EALING,
official address in full: UXBRIDGE ROAD 14/16 PERCEVAL HOUSE, EALING LONDON W5
2HL, UNITED KINGDOM,
("the Beneficiary"),
represented for the purposes of signature of this Agreement by Ms Judith FINLAY, Director,

of the other part,

HAVE AGREED

the Special Conditions, General Conditions and Annexes below:

- Annex I Description of the action
 - Annex II Estimated budget of the action
 - Annex III Technical implementation reports and financial statements to be submitted
- which form an integral part of this Agreement ("the Agreement").

The terms set out in the Special Conditions shall take precedence over those in the other parts of the Agreement.

The terms set out in the General Conditions shall take precedence over those in the Annexes.

jug *rc*

I.

Special conditions

Article I.1 Purpose of the Grant

I.1.1. The Commission has decided to award a grant, under the terms and conditions set out in the Special Conditions, the General Conditions and the Annexes to the agreement, which the beneficiary hereby declares that he has taken note of and accepts, for the action entitled Engaging Migrant Parents and Children- Raising achievement in Children's Centre's and Schools (EMPAC) ("the action").

I.1.2. The Beneficiary accepts the grant and undertakes to do everything in his power to carry out the action as described in Annex I, acting on his own responsibility.

Article I.2 Duration

I.2.1. The Agreement shall enter into force on the date when the last of the two parties signs.

I.2.2. The action shall run for 24 months from 22/10/2012 ("the starting date of the action").

Article I.3 Financing the action

I.3.1. Total cost of the action

The total cost of the action is estimated at EUR 904 803.96, as shown in the estimated budget in Annex II. The estimated budget shall give a detailed breakdown of the costs that are eligible for Union funding under the terms of Article II.14, of any other costs that the action may entail, and of all receipts, so that receipts and costs balance.

I.3.2. Eligible costs

The total eligible costs of the action for which the Commission grant is awarded are estimated at EUR 904 803.96, as shown in the estimated budget in Annex II.

Indirect costs are eligible for flat-rate funding of 7% of the total direct costs eligible, subject to the conditions laid down in Article II.14.3.

I.3.3. Amount of the grant

The Commission shall contribute a maximum of EUR 723 421.95 equivalent to 79.95% of the estimated total eligible costs indicated in paragraph 2. The final amount of the grant shall be determined as specified in Article II.17, without prejudice to Article II.19.

The Union grant may not finance the entire costs of the action. The amounts and sources of co-financing other than from Union funds shall be set out in the estimated budget referred to in paragraph 1.

I.3.4. Adjustment of the estimated budget

By way of derogation from Article II.13, the Beneficiary may, when carrying out the action, adjust the estimated budget by transfers between headings of eligible costs, provided that this adjustment of expenditure does not affect implementation of the action and the transfer between headings does not exceed 10% of the amount of each heading of estimated eligible costs for which the transfer is intended, and without exceeding the total eligible costs indicated in paragraph 2. He shall inform the Commission in writing.

Article I.4 Payment arrangements

I.4.1. Pre-financing

Within 45 days of the date when the last of the two parties signs the Agreement a pre-financing payment shall be made to the Beneficiary, representing 30% of the amount specified in Article I.3.3.

I.4.2. Further pre-financing payments

Pre-financing may be paid in several instalments. In that case, payment of each further instalment may not be made until at least 70% of the previous pre-financing payment has been used up.

Every request for payment of a further pre-financing instalment must be accompanied by the documents specified in Article II.15.2 and by a progress report on the action's implementation.

Within 45 days after the Commission receives the request for payment of a further instalment, together with the documents referred to in the previous subparagraph, a pre-financing payment shall be made to the Beneficiary, equivalent to 40% of the amount specified in Article I.3.3.

I.4.3. Payment of the balance

The request for payment of the balance shall be accompanied by the final technical implementation report and financial statement specified in Article II.15.4 and by a certificate on the action's financial statements and underlying accounts.

The Commission shall have 60 days to approve or reject the technical implementation report or to request additional supporting documents or information under the procedure laid down in Article II.15.4. In that case the Beneficiary shall have 30 days to submit the additional information or a new report.

A payment representing the balance of the grant determined in accordance with Article II.17 shall be made to the Beneficiary within 45 days following approval by the Commission of the technical implementation report accompanying the request for payment of the balance. The Commission may suspend the period for payment in accordance with the procedure in Article II.16.2.

Article I.5 Submission of reports and other documents

The technical implementation reports, financial statements and other documents referred to in Article I.4 must be submitted in 3 copies in English on the following dates:

- Progress report on the action's implementation and detailed statement of the costs incurred; at the request for further pre-financing payment and, at the latest, within 2 months following the date when the utilisation of pre-financing reaches the level specified in Article I.4.2;
- Final technical implementation report and financial statement: at the request for final payment and, at the latest, within 3 months following the closing date of the action specified in Article I.2.2.

The final technical implementation report and an executive summary must be completed using the template contained in Annex III of this agreement. They must be submitted with the accompanying documents on paper and in electronic format as indicated in the template.

The final financial statement of the costs actually incurred, which should be annexed to the final payment request, in accordance with Art. II 15.4, must be drawn up in euro by the beneficiary. If necessary, the actual costs incurred may be converted into euro using the monthly accounting rate for the month in which the final payment request is sent. This rate is set by the European Commission and published on its internet site (<http://ec.europa.eu/budget/inforeuro/index.cfm>).

Article I.6 Bank account

Payments shall be made to the Beneficiary's bank account or sub-account denominated in euros¹, as indicated below²:

- name of bank: NATIONAL WESTMINSTER BANK PLC
- address of branch: KING CROSS HOUSE:200, PENTONVILLE
R, LONDON, UNITED KINGDOM
- exact designation of account holder: LONDON BOROUGH OF EALING
- full account number including codes:
- IBAN or, if non available, BIC or SWIFT code: GB91NWBK60071003702103

This account or sub-account must identify the payments made by the Commission. Moreover, the funds paid to this account or sub-account shall yield interest or equivalent benefits under the law of the State on whose territory the account or sub-account is opened. Such interest or benefits shall, if they are generated by pre-financing, be deducted from the payment of the balance or recovered by the Commission as specified in Article II.16.4.

Article I.7 General administrative provisions

Any communication in connection with this Agreement shall be in writing, indicating the number of the Agreement, and shall be sent to the following addresses:

For the Commission.
European Commission
Directorate-General Employment, Social Affairs and Inclusion
EMPL.D.4
B-1049 Bruxelles (Belgium)

Ordinary mail shall be considered to have been received by the Commission on the date on which it is formally registered by the Commission unit responsible referred to above.

For the Beneficiary
Ms Judith FINLAY
Director
LONDON BOROUGH OF EALING
UXBRIDGE ROAD 14/16 PERCEVAL HOUSE
EALING LONDON W5 2HL
UNITED KINGDOM

Any change of address by the beneficiary shall be communicated in writing to the Commission.

Article I.8 Law applicable and competent court

The grant is governed by the terms of the Agreement, the Union law applicable and, on a subsidiary basis, by the law of Belgium relating to grants.

The beneficiary may bring legal proceedings regarding decisions by the Commission concerning the application of the provisions of the agreement and the arrangements for implementing it, before the General Court of the European Union and, in the event of appeal, the Court of Justice.

Article I.9 Data protection

1. Any personal data included in the agreement shall be processed pursuant to Regulation (EC) No 45/2001 of the European Parliament and of the Council on the protection of individuals with regard to

¹ Except in the case of bank accounts in countries that do not accept euro transactions.
² As shown by the account identification document issued or certified by the bank concerned.

the processing of personal data by the Community institutions and bodies and on the free movement of such data. Such data shall be processed solely for the purposes of the implementation, management and monitoring of the agreement by DG Employment, Social Affairs and Inclusion, without prejudice to possible transmission to the bodies charged with monitoring or inspection task in application of Union law.

2. The beneficiary shall have the right of access to his/her personal data and the right to rectify any such data. Should the beneficiary have any queries concerning the processing of his/her personal data, he/she shall address them to DG Employment, Social Affairs and Inclusion.

3. The beneficiary shall have the right of recourse at any time to the European Data Protection Supervisor.

4. Where the agreement requires the processing of personal data by the beneficiary, the beneficiary may act only under the supervision of the data controller, in particular with regard to the purposes of the processing, the categories of data which may be processed, the recipients of the data, and the means by which the data subject may exercise his/her rights.

5. The beneficiary shall limit access to the data to the staff strictly necessary for the implementation, management and monitoring of the agreement.

6. The beneficiary undertakes to adopt appropriate technical and organisational security measures having regard to the risks inherent in the processing and to the nature of the personal data concerned in order to:

- a) prevent any unauthorised person from having access to computer systems processing personal data, and especially:
 - i) unauthorised reading, copying, alteration or removal of storage media;
 - ii) unauthorised data input as well as any unauthorised disclosure, alteration or erasure of stored personal data;
 - iii) unauthorised persons from using data-processing systems by means of data transmission facilities;
- b) ensure that authorised users of a data-processing system can access only the personal data to which their access right refers;
- c) record which personal data have been communicated, when and to whom;
- d) ensure that personal data being processed on behalf of third parties can be processed only in the manner prescribed by the contracting institution or body;
- e) ensure that, during communication of personal data and transport of storage media, the data cannot be read, copied or erased without authorisation;
- f) design its organisational structure in such a way that it meets data protection requirements.

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II.

General conditions

PART A Legal and administrative provisions

Article II.1 Liability

II.1.1. The beneficiary shall have sole responsibility for complying with any legal obligations incumbent on him.

II.1.2. The Commission shall not, in any circumstances or on any grounds, be held liable in the event of a claim under the agreement relating to any damage caused during the action's execution. Consequently, the Commission will not entertain any request for indemnity or reimbursement accompanying any such claim.

II.1.3. Except in cases of *force majeure*, the beneficiary shall make good any damage sustained by the Commission as a result of the execution or faulty execution of the action.

II.1.4. The beneficiary shall bear sole liability vis-à-vis third parties, including for damage of any kind sustained by them while the action is being carried out.

Article II.2 Conflict of interests

The beneficiary undertakes to take all the necessary measures to prevent any risk of conflicts of interests which could affect the impartial and objective performance of the agreement. Such conflict of interests could arise in particular as a result of economic interest, political or national affinity, family or emotional reasons, or any other shared interest.

Any situation constituting or likely to lead to a conflict of interests during the performance of the agreement must be brought to the attention of the Commission, in writing, without delay. The beneficiary shall undertake to take whatever steps are necessary to rectify this situation at once.

The Commission reserves the right to check that the measures taken are appropriate and may demand that the beneficiary take additional measures, if necessary, within a certain time.

Article II.3 Ownership/Use of the Results

II.3.1. Unless stipulated otherwise in this agreement, ownership of the results of the action, including industrial and intellectual property rights, and of the reports and other documents relating to it, shall be vested in the beneficiary.

II.3.2. Without prejudice to paragraph 1, the beneficiary grants the Commission the right to make free use of the results of the action as it deems fit, and, in particular, to display, reproduce by any technical procedure, translate or communicate the results of the action by any medium, including on the Europa website, provided it does not thereby breach its confidentiality obligations or existing industrial and intellectual property rights.

II.3.3. Where industrial and intellectual property rights, including rights of third parties, exist prior to the agreement being entered into ("pre-existing intellectual property rights"), the beneficiary shall establish a list which shall specify all rights of ownership and use in the pre-existing intellectual property rights and disclose it to the Commission at the latest prior to the commencement of implementation. The beneficiary shall ensure that it has all rights to use any pre-existing intellectual property rights in implementation of the agreement.

Article II.4 Confidentiality

The Commission and the beneficiary undertake to preserve the confidentiality of any document, information or other material directly related to the subject of the agreement that is duly classed as confidential, if disclosure could cause prejudice to the other party. The parties shall remain bound by this obligation beyond the closing date of the action.

Article II.5 Publicity

II.5.1. Unless the Commission requests otherwise, any communication or publication by the beneficiary about the action, including at a conference or seminar, shall indicate that the action has received funding from the Union.

Any communication or publication by the beneficiary, in any form and medium, shall indicate that sole responsibility lies with the author and that the Commission is not responsible for any use that may be made of the information contained therein.

II.5.2. The beneficiary authorises the Commission to publish the following information in any form and medium, including via the Internet:

- the beneficiary's name and the address,
- the subject and purpose of the grant,
- the amount granted and the proportion of the action's total cost covered by the funding.

Upon a reasoned and duly substantiated request by the beneficiary, the Commission may agree to forgo such publicity if disclosure of the information indicated above would risk compromising the beneficiary's security or prejudicing his commercial interests.

Article II.6 Evaluation

Whenever the Commission carries out an interim or final evaluation of the action's impact measured against the objectives of the Union programme concerned, the beneficiary undertakes to make available to the Commission and/or persons authorised by it all such documents or information as will allow the evaluation to be successfully completed and to give them the rights of access specified in Article II.19.

Article II.7 Suspension

II.7.1. The beneficiary may suspend implementation of the action if exceptional circumstances make this impossible or excessively difficult, notably in the event of *force majeure*. He shall inform the Commission without delay, giving all the necessary reasons and details and the foreseeable date of resumption.

II.7.2. If the Commission does not terminate the agreement under Article II.11.2, the beneficiary shall resume implementation once circumstances allow and shall inform the Commission accordingly. The duration of the action shall be extended by a period equivalent to the length of the suspension. In accordance with Article II.13, a supplementary written agreement shall be concluded to extend the duration of the action and to make any amendments that may be necessary to adapt the action to the new implementing conditions.

Article II.8 Force Majeure

II.8.1. *Force majeure* shall mean any unforeseeable exceptional situation or event beyond the parties' control which prevents either of them from fulfilling any of their obligations under this agreement, was not attributable to error or negligence on their part, and proves insurmountable in spite of all due diligence. Defects in equipment or material or delays in making them available (unless

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due to *force majeure*), labour disputes, strikes or financial difficulties cannot be invoked as *force majeure* by the defaulting party.

II.8.2. A party faced with *force majeure* shall inform the other party without delay by registered letter with advice of delivery or equivalent, stating the nature, probable duration and foreseeable effects.

II.8.3. Neither of the parties shall be held in breach of their obligations under the agreement if they are prevented from fulfilling them by *force majeure*. The parties shall make every effort to minimise any damage due to *force majeure*.

II.8.4. The action may be suspended in accordance with Article II.7.

Article II.9 Award of Contracts

II.9.1. If the beneficiary has to conclude contracts in order to carry out the action and they constitute costs of the action under an item of eligible direct costs in the estimated budget, he shall award the contract to the bid offering best value for money; in doing so he shall observe the principles of transparency and equal treatment of potential contractors and shall take care to avoid any conflict of interests.

II.9.2. Contracts as referred to in paragraph 1 may be awarded only in the following cases:

- (a) they may only cover the execution of a limited part of the action;
- (b) recourse to the award of contracts must be justified having regard to the nature of the action and what is necessary for its implementation;
- (c) the tasks concerned must be set out in Annex I and the corresponding estimated costs must be set out in detail in the budget in Annex II;
- (d) any recourse to the award of contracts while the action is under way, if not provided for in the initial grant application, shall be subject to prior written authorisation by the Commission;
- (e) the beneficiary shall retain sole responsibility for carrying out the action and for compliance with the provisions of the agreement. The beneficiary must undertake to make the necessary arrangements to ensure that the contractor waives all rights in respect of the Commission under the agreement;
- (f) the beneficiary must undertake to ensure that the conditions applicable to him under Articles II.1, II.2, II.3, II.4, II.5, II.6, II.10 and II.19 of the agreement are also applicable to the contractor.

Article II.10 Assignment

Claims against the Commission may not be transferred.

In exceptional circumstances, where the situation warrants it, the Commission may authorise the assignment of the agreement, or part thereof, and payments flowing from it to a third party, following a written request to that effect, giving reasons, from the beneficiary. If the Commission agrees, it must make its agreement known in writing before the proposed assignment takes place. In the absence of the above authorisation, or in the event of failure to observe the terms thereof, the assignment shall not be enforceable against and shall have no effect on the Commission.

In no circumstances shall such an assignment release the beneficiary from his obligations to the Commission.

Article II.11 Termination of the Agreement

II.11.1. Termination by the beneficiary

In duly justified cases, the beneficiary may withdraw his request for a grant and terminate the agreement at any time by giving 60 days' written notice stating the reasons, without being required to furnish any indemnity on this account. If no reasons are given or if the Commission does not accept the reasons, the beneficiary shall be deemed to have terminated this agreement improperly, with the consequences set out in the third subparagraph of paragraph 4.

II.11.2. Termination by the Commission

The Commission may decide to terminate the agreement, without any indemnity on its part, in the following circumstances:

- (a) in the event of a change to the beneficiary's legal, financial, technical, organisational or ownership situation that is liable to affect the agreement substantially or to call into question the decision to award the grant;
- (b) if the beneficiary fails to fulfil a substantial obligation incumbent on him under the terms of the agreement, including its annexes;
- (c) in the event of *force majeure*, notified in accordance with Article II.8, or if the action has been suspended as a result of exceptional circumstances, notified in accordance with Article II.7;
- (d) if the beneficiary is declared bankrupt, is being wound up, is having his affairs administered by the courts, has entered into an arrangement with creditors, has suspended business activities, is the subject of any other similar proceedings concerning those matters, or is in an analogous situation arising from a similar procedure provided for in national legislation or regulations;
- (e) where the Commission has evidence or seriously suspects the beneficiary or any related entity or person, of professional misconduct;
- (f) if the beneficiary has not fulfilled obligations relating to the payment of social security contributions or the payment of taxes in accordance with the legal provisions of the country in which it is established;
- (g) where the Commission has evidence or seriously suspects the beneficiary or any related entity or person, of fraud, corruption, involvement in a criminal organisation or any other illegal activity detrimental to the Union's financial interests;
- (h) where the Commission has evidence or seriously suspects the beneficiary or any related entity or person, of substantial errors, irregularities or fraud in the award procedure or the performance of the grant;
- (i) if the beneficiary has made false declarations or submits reports inconsistent with reality to obtain the grant provided for in the agreement.

In the cases referred to in points (e), (g) and (h) above, any related person shall mean any physical person with powers of representation, decision-making or control in relation to the beneficiary. Any related entity shall mean in particular any entity which meets the criteria laid down by Article 1 of the Seventh Council Directive n° 83/349/EEC of 13 June 1983.

II.11.3. Termination procedure

The procedure is initiated by registered letter with advice of delivery or equivalent.

In the cases referred to in points (a), (b), (d), (e), (g) and (h) above, the beneficiary shall have 30 days to submit his observations and take any measures necessary to ensure continued fulfilment of his obligations under the agreement. If the Commission fails to confirm acceptance of these observations by giving written approval within 30 days of receiving them, the termination procedure shall continue to run.

Where notice is given, termination shall take effect at the end of the period of notice, which shall start to run from the date when notification of the Commission's decision to terminate the agreement is received.

If notice is not given in the cases referred to in points (c), (f) and (i) above, termination shall take effect from the day following the date on which notification of the Commission's decision to terminate the agreement is received.

II.11.4. Effects of termination

In the event of termination, payments by the Commission shall be limited to the eligible costs actually incurred by the beneficiary up to the date when termination takes effect, in accordance with Article II.17. Costs relating to current commitments that are not due to be executed until after termination shall not be taken into account.

The beneficiary shall have 60 days from the date when termination takes effect, as notified by the Commission, to produce a request for final payment in accordance with Article II.15.4. If no request for final payment is received within this time limit, the Commission shall not reimburse the expenditure incurred by the beneficiary up to the date of termination and it shall recover any amount if its use is not

substantiated by the technical implementation reports and financial statements approved by the Commission.

By way of exception, at the end of the period of notice referred to in paragraph 3, where the Commission is terminating the agreement on the grounds that the beneficiary has failed to produce the final technical implementation report and financial statement within the deadline stipulated in Article 1.5 and the beneficiary has still not complied with this obligation within two months following the written reminder sent by the Commission by registered letter with advice of delivery or equivalent, the Commission shall not reimburse the expenditure incurred by the beneficiary up to the date on which the action ended and it shall recover any amount if its use is not substantiated by the technical implementation reports and financial statements approved by the Commission.

By way of exception, in the event of improper termination by the beneficiary or termination by the Commission on the grounds set out in points (a), (e), (g), (h) or (i) above, the Commission may require the partial or total repayment of sums already paid under the agreement on the basis of technical implementation reports and financial statements approved by the Commission, in proportion to the gravity of the failings in question and after allowing the beneficiary to submit his observations.

Article II.12 Financial Penalties

By virtue of the Financial Regulation applicable to the general budget of the European Communities, any beneficiary declared to be in grave breach of his obligations shall be liable to financial penalties of between 2% and 10% of the value of the grant in question, with due regard for the principle of proportionality.

This rate may be increased to between 4% and 20% in the event of a repeated breach in the five years following the first.

The beneficiary shall be notified in writing of any decision by the Commission to apply such financial penalties.

Article II.13 Supplementary Agreements

II.13.1. Any amendment to the grant conditions must be the subject of a written supplementary agreement. No oral agreement may bind the parties to this effect.

II.13.2. The supplementary agreement may not have the purpose or the effect of making changes to the agreement which might call into question the decision awarding the grant or result in unequal treatment of applicants.

II.13.3. If the request for amendment is made by the beneficiary, he must send it to the Commission in good time before it is due to take effect and at all events one month before the closing date of the action, except in cases duly substantiated by the beneficiary and accepted by the Commission.

PART B Financial Provisions

Article II.14 Eligible Costs

II.14.1. Eligible costs of the action are costs actually incurred by the beneficiary, which meet the following criteria:

- they are incurred during the duration of the action as specified in Article 1.2.2. of the agreement, with the exception of costs relating to final reports and certificates on the action's financial statements and underlying accounts;
- they are connected with the subject of the agreement and they are indicated in the estimated overall budget of the action;
- they are necessary for the implementation of the action which is the subject of the grant;
- they are identifiable and verifiable, in particular being recorded in the accounting records of the beneficiary and determined according to the applicable accounting standards of the

country where the beneficiary is established and according to the usual cost-accounting practices of the beneficiary;

- they comply with the requirements of applicable tax and social legislation;
- they are reasonable, justified, and comply with the requirements of sound financial management, in particular regarding economy and efficiency.

The beneficiary's accounting and internal auditing procedures must permit direct reconciliation of the costs and revenue declared in respect of the action with the corresponding accounting statements and supporting documents.

II.14.2. The eligible direct costs for the action are those costs which, with due regard for the conditions of eligibility set out in Article II.14.1, are identifiable as specific costs directly linked to performance of the action and which can therefore be booked to it direct. In particular, the following direct costs are eligible provided that they satisfy the criteria set out in the previous paragraph:

- the cost of staff assigned to the action, comprising actual salaries plus social security charges and other statutory costs included in the remuneration, provided that this does not exceed the average rates corresponding to the beneficiary's usual policy on remuneration;

The corresponding salary costs of personnel of national administrations are eligible to the extent that they relate to the cost of activities which the relevant public authority would not carry out if the project concerned were not undertaken;

- travel and subsistence allowances for staff taking part in the action, provided that they are in line with the beneficiary's usual practices on travel costs or do not exceed the scales approved annually by the Commission;
- the purchase cost of equipment (new or second-hand), provided that it is written off in accordance with the tax and accounting rules applicable to the beneficiary and generally accepted for items of the same kind. Only the portion of the equipment's depreciation corresponding to the duration of the action and the rate of actual use for the purposes of the action may be taken into account by the Commission, except where the nature and/or the context of its use justifies different treatment by the Commission;
- costs of consumables and supplies, provided that they are identifiable and assigned to the action;
- costs entailed by other contracts awarded by the beneficiary for the purposes of carrying out the action, provided that the conditions laid down in Article II.9 are met;
- costs arising directly from requirements imposed by the agreement (dissemination of information, specific evaluation of the action, audits, translations, reproduction, etc.), including the costs of any financial services (especially the cost of financial guarantees).

II.14.3. The eligible indirect costs for the action are those costs which, with due regard for the conditions of eligibility described in Article II.14.1, are not identifiable as specific costs directly linked to performance of the action which can be booked to it direct, but which can be identified and justified by the beneficiary using his accounting system as having been incurred in connection with the eligible direct costs for the action. They may not include any eligible direct costs.

By way of derogation from Article II.14.1, the indirect costs incurred in carrying out the action may be eligible for flat-rate funding fixed at not more than 7% of the total eligible direct costs. If provision is made in Article I.3.2 for flat-rate funding in respect of indirect costs, they need not be supported by accounting documents.

II.14.4. The following costs shall not be considered eligible:

- return on capital;
- debt and debt service charges;
- provisions for losses or potential future liabilities;
- interest owed;
- doubtful debts;
- exchange losses;
- VAT, unless the beneficiary can show that he is unable to recover it according to the applicable national legislation. VAT paid by public bodies is not an eligible cost.
- costs declared by the beneficiary and covered by another action or work programme receiving a Union grant;
- excessive or reckless expenditure.

II.14.5. Contributions in kind shall not constitute eligible costs. However, the Commission can accept, if considered necessary or appropriate, that the co-financing of the action referred to in Article I.3.3 should be made up entirely or in part of contributions in kind. In this case, the value calculated for such contributions must not exceed:

- the costs actually borne and duly supported by accounting documents of the third parties who made these contributions to the beneficiary free of charge but bear the corresponding costs;
- the costs generally accepted on the market in question for the type of contribution concerned when no costs are borne.

Contributions involving buildings shall not be covered by this possibility.

In the case of co-financing in kind, a financial value shall be placed on the contributions and the same amount will be included in the costs of the action as ineligible costs and in receipts from the action as co-financing in kind. The beneficiary shall undertake to obtain these contributions as provided for in the agreement.

II.14.6. By way of derogation from paragraph 3, indirect costs shall not be eligible under an action grant awarded to a beneficiary who already receives an operating grant from the Commission during the period in question.

Article II.15 Requests for Payment

Payments shall be made in accordance with Article I.4 of the Special Conditions.

II.15.1. Pre-financing

Pre-financing is intended to provide the beneficiary with a float.

Where required by the provisions of Article I.4 on pre-financing, the beneficiary shall provide a financial guarantee from a bank or an approved financial institution established in one of the Member States of the Union.

The guarantor shall stand as first demand guarantor and shall not require the Commission to have recourse against the principal debtor (the beneficiary).

The financial guarantee shall provide that it remains in force until the pre-financing is cleared against interim payment(s) or payment of the balance by the Commission to the beneficiary or, in the absence of such clearing, three months after a recovery is notified to the beneficiary by which the Commission asks him to repay the pre-financing. The Commission undertakes to release the guarantee within the following month.

II.15.2. Further pre-financing payments

Where pre-financing is divided into several instalments, the beneficiary may request a further pre-financing payment once he has used up the percentage of the previous payment specified in the provisions of Article I.4 on further pre-financing. The request shall be accompanied by the following documents:

- a detailed statement of the eligible costs actually incurred;
- where required by the above-mentioned provisions of Article I.4, a financial guarantee in accordance with paragraph 1;
- where required by the above-mentioned provisions of Article I.4, a certificate on the action's financial statements and underlying accounts, produced by an approved auditor or, in case of public bodies, by a competent and independent public officer;
- any other documents in support of his request that may be required in support of the request for further pre-financing payments.

The documents accompanying the request for payment shall be drawn up in accordance with the relevant provisions in Article I.5 and the annexes.

II.15.3. Interim payments

Interim payments are intended to reimburse the beneficiary for expenditure on the basis of a detailed statement of the costs incurred, once the action has reached a certain level of completion. It may clear all or part of any pre-financing.

By the appropriate deadline indicated in Article I.5, the beneficiary shall submit a request for interim payment accompanied by the following documents:

- an interim report on implementation of the action;
- an interim financial statement of the eligible costs actually incurred, following the structure of the estimated budget;
- where required by the provisions of Article I.4 on Interim payment, a certificate on the action's financial statements and underlying accounts, produced by an approved auditor or, in case of public bodies, by a competent and independent public officer. The purpose of the audit shall certify, in accordance with a methodology approved by the Commission, that the costs declared by the beneficiary in the financial statements on which the request of payment is based are real, accurately recorded and eligible and that all receipts have been declared, in accordance with the agreement.

The documents accompanying the request for payment shall be drawn up in accordance with the relevant provisions in Article I.5 and the annexes. The beneficiary shall certify that the information provided in his request for payment is full, reliable and true. He shall also certify that the costs incurred can be considered eligible in accordance with the agreement, that all receipts have been declared, and that his request for payment is substantiated by adequate supporting documents that can be checked.

On receipt of these documents, the Commission shall have the period specified in Article I.4 in order to:

- approve the interim report on implementation of the action;
- ask the beneficiary for supporting documents or any additional information it deems necessary to allow the approval of the report;
- reject the report and ask for the submission of a new report.

Failing a written reply from the Commission within the time limit for scrutiny indicated above, the report shall be deemed to have been approved. Approval of the report accompanying the request for payment shall not imply recognition of the regularity or of the authenticity, completeness and correctness of the declarations and information it contains.

Requests for additional information or a new report shall be notified to the beneficiary in writing.

If additional information or a new report is requested, the time limit for scrutiny shall be extended by the time it takes to obtain this information. The beneficiary shall be informed of that request and the extension of the delay for scrutiny by means of a formal document. The beneficiary shall have the period laid down in Article I.4 to submit the information or new documents requested.

Extension of the delay for approval of the report may delay the payment by the equivalent time.

Where a report is rejected and a new report requested, the approval procedure described in this article shall apply.

In the event of renewed rejection, the Commission reserves the right to terminate the agreement by invoking Article II.11.2(b).

II.15.4. Payment of the balance

Payment of the balance, which may not be repeated, is made after the end of the action on the basis of the costs actually incurred by the beneficiary in carrying out the action. It may take the form of a recovery order where the total amount of earlier payments is greater than the amount of the final grant determined in accordance with Article II.17.

By the appropriate deadline indicated in Article I.5, the beneficiary shall submit a request for payment of the balance accompanied by the following documents:

- a final report on the implementation of the action;
- a final financial statement of the eligible costs actually incurred, following the structure of the estimated budget;
- a full summary statement of the receipts and expenditure of the action;
- where required by the provisions of Article I.4 on payment of the balance, a certificate on the action's financial statements and underlying accounts, produced by an approved auditor, or in case of public bodies by a competent and independent public officer. The certificate shall certify, in accordance with a methodology approved by the Commission, that the costs declared by the beneficiary in the financial statements on which the request of payment is based are real, accurately recorded and eligible and that all receipts have been declared, in accordance with the agreement.

The documents accompanying the request for payment shall be drawn up in accordance with the provisions of Article I.5 and the annexes. The beneficiary shall certify that the information provided in his request for payment is full, reliable and true. He shall also certify that the costs incurred can be considered eligible in accordance with the agreement, that all receipts have been declared, and that his request for payment is substantiated by adequate supporting documents that can be checked.

On receipt of these documents, the Commission shall have the period specified in Article I.4 in order to:

- approve the final report on implementation of the action;
- ask the beneficiary for supporting documents or any additional information it deems necessary to allow the approval of the report;
- reject the report and ask for the submission of a new report.

Failing a written reply from the Commission within the time limit for scrutiny indicated above, the report shall be deemed to have been approved. Approval of the report accompanying the request for payment shall not imply recognition of the regularity or of the authenticity, completeness and correctness of the declarations and information it contains.

Requests for additional information or a new report shall be notified to the beneficiary in writing.

If additional information or a new report is requested, the time limit for scrutiny shall be extended by the time it takes to obtain this information. The beneficiary shall be informed of that request and the extension of the delay for scrutiny by means of a formal document. The beneficiary shall have the period laid down in Article I.4 to submit the information or new documents requested.

Extension of the delay for approval of the report may delay the payment by the equivalent time.

Where a report is rejected and a new report requested, the approval procedure described in this article shall apply.

In the event of renewed rejection, the Commission reserves the right to terminate the agreement by invoking Article II.11.2(b).

II.15.5 Payment currency and costs of transfers

Costs of the transfers are borne in the following way:

- costs of dispatch charged by the bank of the Commission shall be borne by the Commission;
- costs of receipt charged by the bank of the beneficiary shall be borne by the beneficiary;
- all costs of repeated transfers caused by one of the parties shall be borne by the party who caused repetition of the transfer.

Article II.16 General Provisions on Payments

II.16.1. Payments shall be made by the Commission in euro. Any conversion of actual costs into euro shall be made at the daily rate published in the Official Journal of the European Union or, failing that, at the monthly accounting rate established by the Commission and published on its website applicable

on the day when the payment order is issued by the Commission, unless the Special Conditions of the agreement lay down specific provisions.

Payments by the Commission shall be deemed to be effected on the date when they are debited to the Commission's account.

II.16.2. The Commission may suspend the period for payment laid down in Article I.4 at any time for the purposes of additional checks by notifying the beneficiary that his request for payment cannot be met, either because it does not comply with the provisions of the agreement, or because the appropriate supporting documents have not been produced or because there is a suspicion that some of the expenses in the financial statement are not eligible.

The Commission may suspend its payments at any time if the beneficiary is found or presumed to have infringed the provisions of the agreement, in particular in the wake of the audits and checks provided for in Article II.19.

The Commission may also suspend its payments:

- if there is a suspicion of irregularity committed by the beneficiary in the implementation of the grant agreement;
- if there is a suspected or established irregularity committed by the beneficiary in the implementation of another grant agreement or grant decision funded by the General Budget of the Union or by any other budget managed by it. In such cases, suspension of the payments will only proceed where the suspected or established irregularity can affect the implementation of the current grant agreement.

The Commission shall inform the beneficiary as soon as possible of any such suspension by registered letter with acknowledgement of receipt or equivalent, setting out the reasons for suspension.

Suspension shall take effect on the date when notice is sent by the Commission. The remaining payment period shall start to run again from the date when a properly constituted request for payment is registered, when the supporting documents requested are received, or at the end of the suspension period as notified by the Commission.

II.16.3. On expiry of the period for payment specified in Article I.4, and without prejudice to paragraph 2 of this Article, the beneficiary is entitled to interest on the late payment at the rate applied by the European Central Bank for its main refinancing operations in euros, plus three and a half points; the reference rate to which the increase applies shall be the rate in force on the first day of the month of the final date for payment, as published in the C series of the Official Journal of the European Union. This provision shall not apply to recipients of a grant which are public authorities of the Member States of the Union.

Interest on late payment shall cover the period from the final date for payment, exclusive, up to the date of payment as defined in paragraph 1, inclusive. The interest shall not be treated as a receipt for the action for the purposes of determining the final grant within the meaning of Article II.17.4. The suspension of payment by the Commission may not be considered as late payment.

By way of exception, when the interest calculated in accordance with the provisions of the first and second subparagraphs is lower than or equal to EUR 200, it shall be paid to the beneficiary only upon demand submitted within two months of receiving late payment.

II.16.4. The Commission shall deduct the interest yielded by pre-financing which exceeds EUR 50 000, as provided for in Article I.4, from the payment of the balance of the amount due to the beneficiary. The interest shall not be treated as a receipt for the action within the meaning of Article II.17.4.

Where the pre-financing payments exceed EUR 750 000 per agreement at the end of each financial year, the interest shall be recovered for each reporting period. Taking account of the risks associated with the management environment and the nature of actions financed, the Commission may recover the interest generated by pre-financing lower than EUR 750 000 at least once a year.

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Where the interest yielded exceeds the balance of the amount due to the beneficiary as indicated in Article II.15.4, or is generated by pre-financing referred to in the previous subparagraph, the Commission shall recover it in accordance with Article II.18.

Interest yielded by pre-financing paid to Member States is not due to the Commission.

II.16.6. The beneficiary shall have two months from the date of notification by the Commission of the final amount of the grant determining the amount of the payment of the balance or the recovery order pursuant to Article II.17, or failing that, of the date on which the payment of the balance was received, to request information in writing on the determination of the final grant, giving reasons for any disagreement. After this time such requests will no longer be considered. The Commission undertakes to reply in writing within two months following the date on which the request for information is received, giving reasons for its reply.

This procedure is without prejudice to the beneficiary's right to appeal against the Commission's decision pursuant to Article I.8. Under the terms of Union law in this matter, such appeals must be lodged within two months following the notification of the decision to the applicant or, failing that, following the date on which the applicant learned of the decision.

Article II.17. Determining the Final Grant

II.17.1. Without prejudice to information obtained subsequently pursuant to Article II.19, the Commission shall adopt the amount of the final payment to be granted to the beneficiary on the basis of the documents referred to in Article II.15.4 which it has approved.

II.17.2. The total amount paid to the beneficiary by the Commission may not in any circumstances exceed the maximum amount of the grant laid down in Article I.3.3, even if the total actual eligible costs exceed the estimated total eligible costs specified in Article I.3.2.

II.17.3. If the actual eligible costs when the action ends are lower than the estimated total eligible costs, the Commission's contribution shall be limited to the amount obtained by applying the Union grant percentage specified in Article I.3.3 to the actual eligible costs approved by the Commission.

II.17.4. The beneficiary hereby agrees that the grant shall be limited to the amount necessary to balance the action's receipts and expenditure and that it may not in any circumstances produce a profit for him.

Profit shall mean any surplus of total actual receipts attributable to the action over the total actual costs of the action. The actual receipts to be taken into account shall be those which have been established, generated or confirmed on the date on which the request for payment of the balance is drawn up by the beneficiary for financing other than the Union grant, to which shall be added the amount of the grant determined by applying the principles laid down in paragraphs 2 and 3 of this article. For the purposes of this article, only actual costs falling within the categories set out in the estimated budget referred to in Article I.3.1 and contained in Annex II shall be taken into account; non-eligible costs shall always be covered by non-Union resources.

Any surplus determined in this way shall result in a corresponding reduction in the amount of the grant.

II.17.5. Without prejudice to the right to terminate the agreement under Article II.11, and without prejudice to the right of the Commission to apply the penalties referred to in Article II.12, if the action is not implemented or is implemented poorly, partially or late, the Commission may reduce the grant initially provided for in line with the actual implementation of the action on the terms laid down in this agreement.

II.17.6. On the basis of the amount of the final payment determined in this way and of the aggregate amount of the payments already made under the terms of the agreement, the Commission shall set the amount of the payment of the balance as being the amount still owing to the beneficiary. Where the aggregate amount of the payments already made exceeds the amount of the final grant, the Commission shall issue a recovery order for the surplus.

Article II.18 Recovery

II.18.1. If any amount is unduly paid to the beneficiary or if recovery is justified under the terms of the agreement, the beneficiary undertakes to repay the Commission the sum in question on whatever terms and by whatever date it may specify.

II.18.2. If the beneficiary fails to pay by the date set by the Commission, the sum due shall bear interest at the rate indicated in Article II.16.3. Interest on late payment shall cover the period between the date set for payment, exclusive, and the date when the Commission receives full payment of the amount owed, inclusive.

Any partial payment shall first be entered against charges and interest on late payment and then against the principal.

II.18.3. If payment has not been made by the due date, sums owed to the Commission may be recovered by offsetting them against any sums owed to the beneficiary, in cases where the beneficiary also has a claim on the Union or the European Atomic Energy Community, after informing him accordingly by registered letter with acknowledgement of receipt or equivalent, or by calling in the financial guarantee provided in accordance with Article II.15.1. In exceptional circumstances, justified by the necessity to safeguard the financial interests of the Union, the Commission may recover by offsetting before the due date of the payment. The beneficiary's prior consent shall not be required.

II.18.4. Bank charges occasioned by the recovery of the sums owed to the Commission shall be borne solely by the beneficiary.

II.18.5. The beneficiary understands that under Article 299 of the Treaty on the functioning of the European Union, the Commission may adopt an enforceable decision formally establishing an amount as receivable from persons other than States. An action may be brought against such decision before the General Court of the European Union.

Article II.19 Checks and Audits

II.19.1. The beneficiary undertakes to provide any detailed information requested by the Commission or by any other outside body authorised by the Commission to check that the action and the provisions of the agreement are being properly implemented.

II.19.2. The beneficiary shall keep at the Commission's disposal all original documents, especially accounting and tax records, or, in exceptional and duly justified cases, certified copies of original documents relating to the agreement for a period of five years from the date of payment of the balance specified in Article I.4.

II.19.3. The beneficiary agrees that the Commission may have an audit of the use made of the grant carried out either directly by its own staff or by any other outside body authorised to do so on its behalf. Such audits may be carried out throughout the period of implementation of the agreement until the balance is paid and for a period of five years from the date of payment of the balance. Where appropriate, the audit findings may lead to recovery decisions by the Commission.

II.19.4. The beneficiary undertakes to allow Commission staff and outside personnel authorised by the Commission the appropriate right of access to sites and premises where the action is carried out and to all the information, including information in electronic format, needed in order to conduct such audits.

II.19.5. By virtue of Council Regulation (Euratom, EC) No 2185/96 and Regulation (EC) No 1073/1999 of the European Parliament and the Council, the European Anti-Fraud Office (OLAF) may also carry out on-the-spot checks and inspections in accordance with the procedures laid down by Union law for the protection of the financial interests of the European Union against fraud and other irregularities. Where appropriate, the inspection findings may lead to recovery decisions by the Commission.

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11.19.6. The Court of Auditors shall have the same rights as the Commission, notably right of access, as regards checks and audits.

Signatures

1. For the Beneficiary,
Ms Judith FINLAY
Director
LONDON BOROUGH OF EALING

2. For the Commission,
Olivier ROULAND
Head of Unit
DG Employment, Social Affairs and Inclusion

Done at Ealing Council (place)
8/10/12 (date)

Done at Brussels
15.10.2012 (date)

In duplicate, in English.



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ANNEX I - Description of the action

See attached document – 70 pages.

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EMPAC

Engaging Migrant Parents and Children

Appendix: Description of action and timetable

CALL FOR PROPOSALS VP/2011/009

Call for proposals for social experimentation

PROGRESS 2011

14 December 2011



Ealing

www.ealing.gov.uk

Appendix 1:

Description of the action and timetable

Table of Contents	Page Number
List of acronyms	5
PROJECT DESCRIPTION	
1. Title	6
2. Name of the organisation responsible for implementing the project	6
3. Names of the partners involved in the implementation of the project	6
4. Description of the project and the work programme	
4.I General Overview	6
4.II The EMPAC Project will deliver against 6 objectives	7
4.III Workplan	9
POLICY DIMENSION	
5. Summary of diagnosis and relevance to policy reform / changes	
5.I UK and Ealing perspective and context	14
5.II The relevance of the proposed social experimentation to advance policy reform or policy changes	19
5.III Which policy change will be put to the test	23
5.IV Data and context from other EMPAC partners	26

- i. Bologna**
- ii. Madrid**
- iii. Usti Region**

6. Links to Europe 2020 Strategy and OMC – rationale and analytical underpinning

6.I European Policy Priorities 32

6.II Objectives and Expected Results of the Social Experimentation Programme – EMPAC focus 25

6.III The Rationale and Analytical underpinning of EMPAC - The Theory of Change Model 35

7. Which are the project's objectives, target groups and activities? Which are the envisaged outcomes and impacts? How will its outcomes be assessed? How will its short-term, medium-term and long-term social and economic impacts be evaluated? Describe the social experimentation (or quasi-experimental) design of the project.

7.I Project objectives, 39

7.II Target groups. 40

7.III Activities – short term outcomes 40

7.IV Anticipated outcomes from the EMPAC interventions 42

8. 'Up Scaling' strategy 44

ORGANISATIONAL DIMENSION

9. How objectives will be achieved through the proposed activities with realistic deadlines 46

10. Partnership rationale – division of responsibilities and 46

tasks

11. Monitoring, evaluation and peer review activities	51
12. Communications Strategy	51

FINANCIAL DIMENSION

13. Personnel and financial resources allocated	52
--	-----------

Possible Members of the Academic and Policy Research Group

TIPIETABLE	55
-------------------	-----------

BIBLIOGRAPHY	59
---------------------	-----------

ANNEX 1. Outline Family Engagement Audit (FEA)	61
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Annex 2: The "Get Ahead" Project	66
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A review of service

Acronyms

CPD	Continuing Professional Development
EAL	English as an Additional Language
EAPG	EMPAC Academic and Policy Group
EGGM	EMPAC Governance Group Meeting
EM-GATE	
EPPE	Effective Provision of Pre-School Education
EUP	European Partner Meeting
EYF8	Early Years Foundation Stage
FEA	Family Engagement Audit
GCSE	General Certificate for Secondary Education
GDP	Gross Domestic Product
KS	Key Stage
NIACE	National Institute of Adult Continuing Education
NLS	National Literacy Strategy
NLT	National Literacy Trust
OECD	Organisation for Economic Cooperation & Development
OFSTED	Office for Standards in Education
PLC	Professional Learning Communities
RAP	Raising Attainment Plan

Radar Graph on page 17

CLL	Communication, Language and Literacy Development
CRE	Creativity
KUW	Knowledge and Understanding of the World
PHY	Physical Development
PSN	Problem Solving and Numeracy Development
PSE	Personal, Social and Emotional Development

PROJECT DESCRIPTION

1. Title.

Engaging Migrant Parents and Children (EMPAC)

2. Name of the organisation responsible for implementing the project.

London Borough of Ealing

3. Names of the partners involved in the implementation of the project.

The lead agencies in the three partner European areas are as follows:

- **Czech Republic: Ústí Region**
- **Italy: Municipality of Bologna - Department of Education**
- **Spain: "Voluntarios por Madrid" Foundation**

4. Description of the project and the work programme

4.1 General Overview

EMPAC 'Engaging Migrant Parents and Children will support the integration of newly arrived families and children from underperforming migrant groups into school life.

It will do this through a Family Engagement Audit (FEA) that identifies priorities and builds on good practice both locally and from our European partners.

EMPAC will support schools, with an increase in migrant pupils who have EAL and additional 'overlapping needs' by:

- **Developing in partnership with EU partners a framework to support families to engage in their children's education**
- **Developing a training programme to support the workforce in successful engagement with families and children**
- **Developing pedagogy into practice**

- Working with 6 pilot Children Centres¹ and schools on a personalised approach to meet the particular needs of their communities
- To allow meaningful and valid data to be collected 6 children centres and schools with as similar a profile as possible will be selected as a control group. Interviewers will speak with different families before and after the programme to allow for a 'blind assessment' of any progress.
- Provide cluster group support for parent 'champions' based on the needs of the local migrant community
- Methodological and Policy issues will be referred to the EMPAC Academic and Policy Group (EAPG) of experts for guidance, advice and approval. This group will act as an on-going quality control mechanism and help with the dissemination, influencing policy at all levels and assist generally with 'up-scaling' activities.
- Work with European partners to develop best practice case studies
- Disseminate the outcomes through a well-structured dissemination programme from project outset – targeting local, regional and national agencies across the EMPAC partnership as well as other EU countries

These priorities will be supported through parental engagement and learning programmes delivered in partnership with the voluntary and community sector. In the lead partner area, Ealing, this will build on our local expertise; the year-long project into raising the achievement of Somali pupils in Ealing; our existing partnerships with local voluntary and community organisations, our local educational expertise on Early Interventions and Family Engagement and the national focus on supporting families to secure better outcomes for their children. This expertise will be shared with European partners and in turn best practice from partners will be used to improve local practice across the EMPAC partnership.

4.1 The EMPAC project will deliver against 6 key objectives

EMPAC 1 Family Engagement Audit (FEA)

The FEA tool will test the extent to which there is good management of the Sure-Start Children's Centre and School, good cooperation among staff, high expectations of early years practitioners /teachers with readiness to give support, good quality of teaching, good discipline, good equipment and strong parent involvement. It will assist in identifying strengths and weaknesses and in setting SMART goals for organisational improvement.

(See Q5 for a fuller explanation of why this evaluation is critical and Annex 1 for an outline of the FEA process)

Key Delivery Output: FEA

¹ In the UK Children's centres provide a variety of advice and support for parents and carers. Their services are available from pregnancy right through to when the child goes into reception class at primary school.

EMPAC 2 Developing new training pedagogies

A training package will be designed to address gaps identified by the FEA and will focus on:

- Early Years Practitioner/ teacher in-service training to prepare them adequately for teaching migrant children.
- Building cultural profiles and backgrounds for newly arrived communities, including a module related to the importance of cultural identity
- Ensuring high expectations of migrant children. Practitioners should have high expectations for the educational attainment of minority students.
- Setting goals and employing effective strategies for improving newly arrived children's attainment in partnership with their parents.

Key Delivery Output: Training pedagogy

EMPAC 3 Supporting the life chances of children through the quality of parenting

Drawing on best practice and research, we will construct and test a suite of early intervention evidence based courses and interventions - see 5.14 for examples drawn from the UK.

We will also incorporate a combination of six types of parental involvement in order to maximize the opportunities of enabling parents to integrate.

- Parenting
- Communicating
- Volunteering
- Family Learning
- Decision Making
- Collaborating with local services and the community

Key Delivery Output: Controlled assessment of the different approaches trialled in EMPAC schools

EMPAC 4 Migrant Parent Induction and support programme,

- Provide evidence based parenting courses on the UK early years and school education system, how it works and expectations of parents
- Introductory courses to ensure greater knowledge and integration in to health and the wider services and community support systems available

Key Delivery Output: Parent Induction and Support Programme

EMPAC 5 Pathways to work

- Statutory and social partners will undertake a training and employment needs analysis and develop pathways to training recognition, further training and employment for migrant adults. This will be through sign-posting to the 'Get Ahead' Project – a matrix approach to adult learning being piloted by Ealing Council's Adult and Community Learning Team (see Annex 2).

Key Delivery Output: Sharing of 'Get Ahead' methodology with EMPAC partners

EMPAC 6 Testing the efficacy of the EMPAC intervention

Each European partner is expected to pursue it's own piloting work utilising the EMPAC framework and tools with respect to the best methods of integration with the same broad age range that is being worked with in Ealing – i.e. aged 0 to 11 years.

A number of products will result from the programme including the Family Engagement audit and a suite of training materials for use with early years and school-based staff. These materials will be widely available through mechanisms such as a dedicated EMPAC website (to be called EM-GATE as referred to by EMPAC European partners in their letters of commitment).

An external evaluation agency will be appointed which will lead the controlled experiment and further evaluate the proposal from the perspective of the "Theory of Change Model" (see Q8 for a fuller introduction to this methodology).

An Academic and Policy Research Group will be established to ensure academic rigour in the structure and evaluation of the programme.

4. III Workplan

Time period	Tasks	Responsible body	Location
Month 1-3	<ul style="list-style-type: none">• Establish and convene EMPAC Governance Group Meeting (EGGM) and establish terms of reference• Organisation of meeting schedule	LBE - Ealing Dept. of Education – Bologna FVdM – Madrid Usti Region –	All

	<ul style="list-style-type: none"> • Develop Joint Working agreements with EU partners • SLA /Legal agreements established • Agree budgeting and organize financial arrangements • First EMPAC Academic and Policy Group Meeting (EAPGM1) • Establish Communications strategy • Recruit EMPAC Co-ordinator and administrative support • Recruit external evaluation agency 	<p>Czech Republic</p> <p>LBE</p> <p>LBE</p> <p>LBE</p> <p>EAPGM1</p> <p>LBE</p> <p>LBE</p> <p>LBE</p>	
	<ul style="list-style-type: none"> • Future Publicity events agreed • First transnational meeting 	<p>LBE & All</p> <p>EUP1</p>	Ealing
Month 4-6	<ul style="list-style-type: none"> • EMPAC Governance Group Meeting (EGGM2) • EAPGM2 Agree monitoring reporting and data collection • FEA tool project tender agreed and agency appointed • FEA tool project begins • Baseline survey conducted • Training pedagogies for education staff designed • Training pedagogies designed and training begins • Adult Training and Employment pathway and delivery agreed 	<p>EGGM2</p> <p>EAPGM2</p> <p>LBE</p> <p>LBE & All</p> <p>All</p> <p>LBE</p> <p>LBE & All</p> <p>LBE</p>	<p>All</p> <p>Ealing</p>

	<ul style="list-style-type: none"> • Induction and Employment project begins – Info. And methodology shared with EMPAC partners • Parental Education and Health support project agreed • Parental Education and Health support project begins • Second transnational meeting 	<p>LBE & All</p> <p>LBE</p> <p>LBE and interested Euro partners</p> <p>EUP2</p>	Bologna
Month 7-9	<ul style="list-style-type: none"> • EMPAC Governance Group Meeting (EGGM3) • Monitoring & evaluation framework agreed and in place • Participating early years and school settings identified and briefed on the EMPAC project • EMPAC goes live across EU partners early years and school settings • Piloting of materials and systems developed to date • Feedback given by participating agencies • Materials and systems adjusted accordingly 	<p>All</p> <p>All</p> <p>All</p> <p>All</p> <p>All</p> <p>All</p> <p>All</p>	<p>All</p> <p>All</p> <p>All</p> <p>All</p> <p>All</p> <p>All</p> <p>All</p>
Month 10-12	<ul style="list-style-type: none"> • EMPAC Governance Group Meeting (EGGM4) • Piloting of enhanced materials and systems developed to date • Feedback given by participating agencies • Materials and systems adjusted accordingly • Interim Monitoring & Evaluation 	<p>All</p> <p>All</p> <p>All</p> <p>All</p> <p>All</p>	<p>All</p> <p>All</p> <p>All</p> <p>All</p> <p>All</p>

	<ul style="list-style-type: none"> report completed and disseminated Dissemination of EMPAC products and guidance agreed Third transnational meeting Academic and Policy Group Meeting 3 	<p>All</p> <p>EAPGM3</p> <p>EMPAC3</p>	<p>All</p> <p>Madrid</p> <p>Ealing</p>
Month 13-15	<ul style="list-style-type: none"> EMPAC Governance Group Meeting (EGGM5) Piloting of enhanced materials and systems developed to date Feedback given by participating agencies Materials and systems adjusted accordingly 	<p>EGGM5</p> <p>All</p> <p>All</p> <p>All</p>	<p>All</p> <p>All</p> <p>All</p> <p>All</p>
Month 16-18	<ul style="list-style-type: none"> EMPAC Governance Group Meeting (EGGM6) Piloting of enhanced materials and systems developed to date Feedback given by participating agencies Materials and systems adjusted accordingly Academic & Policy Group Meeting 4 Fourth transnational meeting 	<p>EGGM6</p> <p>All</p> <p>All</p> <p>All</p> <p>LBE</p> <p>EUP 3</p>	<p>All</p> <p>All</p> <p>All</p> <p>All</p> <p>Ealing</p> <p>Usti Region</p>
Month 19-21	<ul style="list-style-type: none"> EMPAC Governance Group Meeting (EGGM7) Piloting of enhanced materials & systems developed to date Feedback given by participating agencies Final survey conducted 	<p>EGGM7</p> <p>All</p> <p>All</p> <p>All</p>	<p>All</p> <p>All</p> <p>All</p> <p>All</p>

VP/2011/000: EMPAC - Engaging Migrant Parents and Children

	<ul style="list-style-type: none"> Materials & systems adjusted accordingly 	All	All
Month 22-24	<ul style="list-style-type: none"> EMPAC Governance Group Meeting (EGGM8) 	EGGM8	All
	<ul style="list-style-type: none"> Piloting of final versions of materials and systems developed to date 	All	All
	<ul style="list-style-type: none"> Final feedback given by participating agencies 	All	All
	<ul style="list-style-type: none"> Materials and systems adjusted accordingly 	All	All
	<ul style="list-style-type: none"> Final EMPAC Academic and Policy Group Meeting 	EAPGM5	Ealing
	<ul style="list-style-type: none"> Evaluation and Peer Review Completed 	All	All
	<ul style="list-style-type: none"> Dissemination of materials and guidance 	All	All
	<ul style="list-style-type: none"> Final transnational meeting and Peer Review Session 	EUP5	Ealing

POLICY DIMENSION

5. Please summarise your diagnosis of the social needs to be addressed and demonstrate the relevance of the proposed social experimentation to advancing policy reform or policy changes. Describe the policy changes or reform which the project will put to the test.

The EMPAC proposal was initiated by Ealing Council and builds on the on-going Council commitment to better integrating newly arrived migrants and securing better life chances and outcomes for them. In structuring the response to this question therefore, the context and issues such as they relate to Ealing are first set out, following by a reflection on the perspective and context in each of the three EMPAC partner area.

A bibliography is attached at the end of this report for full details of the reports and studies referred to.

5.1 UK and Ealing perspective and context

The UK national context for schools

Over the next 5 years over half a million school places will be needed for the children of recent immigrants to the UK. Migration Watch 2010

We are experiencing in the UK and in parts of Europe what Vertovec describes as 'super-diversity' as opposed to big formation minority settlement.

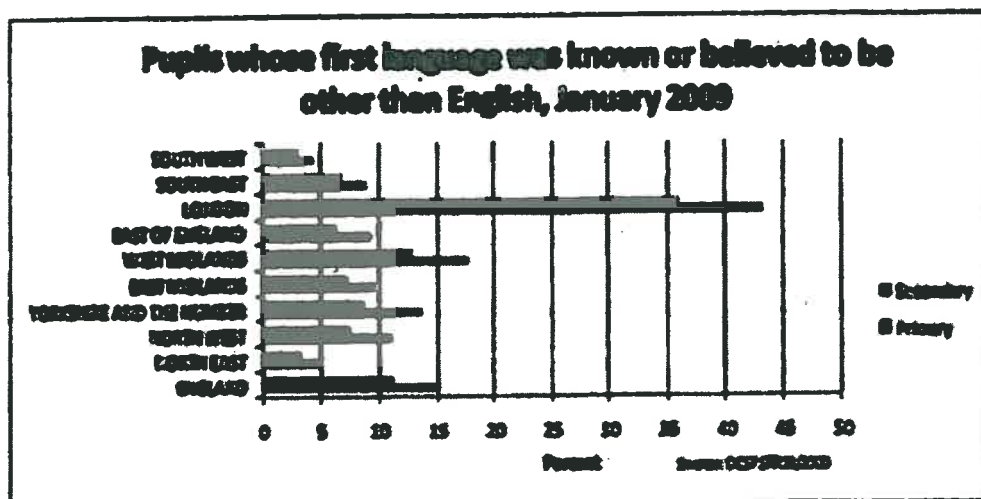
In the UK there are 6.5 million pupils in primary and secondary education. 1.5 million of these are of minority ethnic origin.

In 2004 18% of the primary school population were from ethnic minorities. In 2010 this had increased to 25.5%. There is a similar pattern in secondary schools; in 2005 16% of all pupils were from a minority ethnic background increasing to 21.4% in 2010.

When we look at pupils with English as an additional language then the picture is similar; nearly one million pupils in primary and secondary schools have EAL. In primary schools this has increased from 11.5% in 2005 to 16% in 2010 and in secondary schools from 9% in 2005 to 11.6% in 2010.

These figures are set to increase further. In addition, the majority of migrants settle in the London area, as shown in the graph below.

REGIONAL DISTRIBUTION, 2009.



In addition, due to an unprecedented increase in the birth rate, the impact of 'super-diversity' is being felt by primary schools, with many London boroughs increasing provision for 5 year olds.

The Ealing context

Ealing is one the largest and most diverse boroughs in England, it ranks 4th out of 354 boroughs in England in terms of ethnic diversity and 6th in terms of religious diversity. 56% of the population are from Black or minority ethnic backgrounds and 81% speak English as an additional language. Residents come from over 170 countries and speak over 150 languages. Ealing also has the 3rd highest number of migrants out of 354 borough and the 2nd highest migrant population in London.

There are more Poles, Indians, Afghans, and Iraqis living in Ealing than anywhere else in London. Ealing has the 2nd largest populations of Irish and Persians in London, and recent evidence suggests Ealing hosts the largest Somali population in the United Kingdom. Ealing is a magnet for economic migrants. In 2007 there were 14,330 registered migrants. In 2010/11 there are 16,530.

Ealing is recognised as the 6th most diverse borough in terms of faith. Religious diversity is seen as a 'pull' factor for new migrants, especially those wishing to maintain ties with their ethnic communities. Christianity has declined by 5% since 2007 whilst Islam has increased from 19% to 22%.

Ealing Schools

As a result, the population of Ealing schools has changed considerably over the last five years with a year on year increase in new arrivals. The most common ethnic groups in Ealing remain White British (19%), Indian (14%), Somali (9%) and Pakistani (7%), Eastern European (7%) Asian Other (6%)

and Black Caribbean (5%). The White British population remains the largest group, but continue to fall in numbers. The Somali, Eastern European, Afghan and Asian Other populations continue to grow steadily. There are now 4,299 Somali pupils (an increase of 170 in one year), 3,365 Eastern European pupils (an increase of 351), 1,938 Afghan pupils (an increase of 139) and 3,057 Asian Other pupils (more than half of whom are Tamil speakers), an increase of 209 in the last year in Ealing schools.

56% (27,363) of all pupils in Ealing do not speak English as their first language. This is now up to 63% of primary and 49% of secondary pupils, and is very high compared to the national figures of 17% for primary and 12% for high schools. Somali is now the second most common language (overtaking Punjabi this year) with 4,067 speakers (9%), followed by Punjabi (8%), Urdu (6%), Arabic (5%), Polish (5%) and Tamil (4%). The biggest increases have been in the Polish and Tamil speaking populations, which have increased by 322 and 129 respectively.

In 2011 the fastest growing young migrant group is children aged 0-4 which is resulting in expansion programmes in many schools, with implications for housing and health and other public services.

At a time of economic austerity, new communities as well as existing established communities have additional needs; English as an additional language, lack of education, isolation, over-crowded housing, temporary housing, poor health, unemployment to name a few. In addition, some communities have low levels of literacy in their first language. There is a strong correlation between deprivation and low attainment and in addition the impact of low standards seems to be greater on new arrivals with multiple needs. Social mobility by closing the attainment gap is therefore a priority in order to ensure a better future for current and future generations settling in Europe, the UK and Ealing.

In the Early Years Foundation Stage gaps emerge for vulnerable migrant pupils, particularly in Communication, Language and Literacy and by KS4 (GCSE) they have widened considerably.

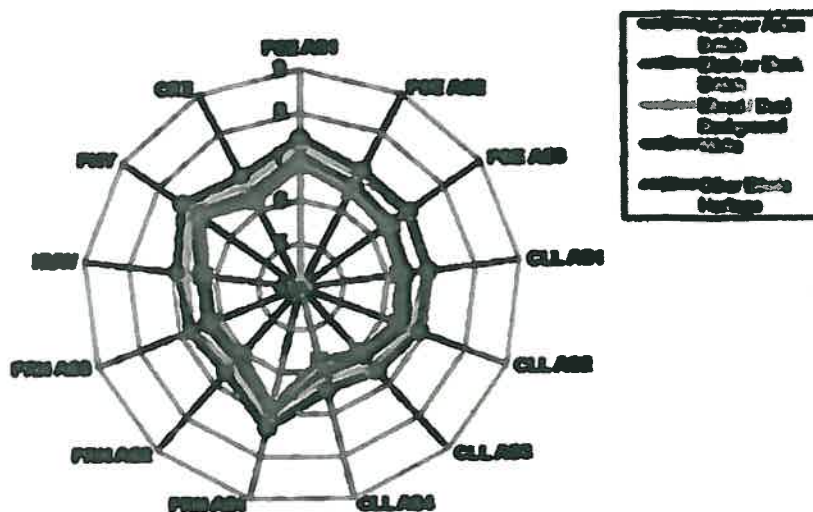
For a further and more detailed analysis of the Afghani, Somali, Pakistani populations in Ealing please see - A Statistical Profile of Pakistani, Afghan and Somali Nationalities living in Ealing Borough (attached as a supplementary document).

Attainment

The two visuals relate to the Early Years Foundation Stage Profile of children in Ealing in the first year of school for 2011.

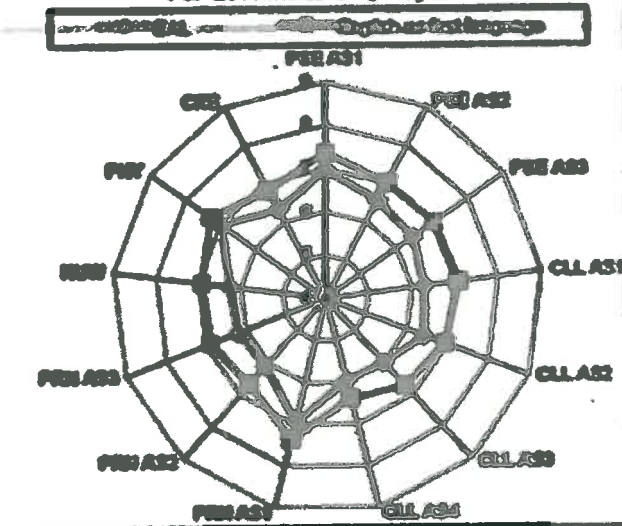
The one below shows attainment for broad ethnic groups at the end of the Early Years. White is on the outside with all other groups inside. The gaps are already emerging.

FSP 2011 Radar Graph by Ethnicity



When we look at the attainment of pupils with English as an additional language again we see that English speaking children (on the outside) are attaining at a higher level.

FSP 2011 Radar Graph by EAL



The following grid shows attainment and progress of pupils from underperforming groups compared with the results of all pupils. Again we can see gaps emerging at every stage for pupils with a trend over time.

Attainment of underperforming vulnerable migrant groups over time - Foundation Stage

2009	No. pupils	6+ PSE CLL	Average total points
Somali	324	40%	80.2
Eastern European	285	40%	78.8
Afghan	164	32%	77.1
All pupils *	3842	81%	83.4

2010	No. pupils	6+ PSE CLL	Average total points
Somali	363	38%	77.0
Eastern European	319	44%	82.4
Afghan	187	40%	77.9
All pupils *	4868	69%	84.8

2011	No. pupils	6+ PSE CLL	Average total points
Somali	361	48%	78.4
Eastern European	365	68%	84.8
Afghan	178	48%	80.1
All pupils *	4800	85%	86.1

Attainment of underperforming vulnerable migrant groups over time - Key Stage 1

2009	No. pupils	Reading		Writing		Maths		APS
		L2+	L3+	L2+	L3+	L2+	L3+	
Somali	331	72%	8%	63%	2%	70%	8%	13.2
Eastern European	248	68%	9%	68%	4%	65%	18%	13.3
Afghan	127	70%	13%	67%	8%	70%	15%	13.3
All pupils	3447	81%	28%	70%	8%	88%	18%	14.7

2010	No. pupils	Reading		Writing		Maths		APS
		L2+	L3+	L2+	L3+	L2+	L3+	
Somali	347	78%	9%	68%	3%	80%	7%	13.4
Eastern European	240	78%	14%	67%	8%	88%	12%	13.8
Afghan	123	78%	14%	72%	8%	81%	14%	13.7
All pupils	3637	83%	21%	78%	8%	87%	18%	14.8

2011	No pupils	Reading		Writing		Maths		APG
		L2+	L3+	L2+	L3+	L2+	L3+	
Borned	235	81%	18%	72%	8%	84%	11%	14.3
Eastern European	314	78%	14%	70%	7%	88%	18%	14.3
Asian	167	88%	13%	77%	7%	84%	8%	14.2
All pupils	2872	85%	24%	76%	13%	86%	21%	18.2

5.2 The relevance of the proposed social experimentation to advance policy reform or policy changes

EMPAC will advance policy reform and change by triangulating the needs of migrant families and children, the potential of children's centres, schools and education with the latest research and pedagogies to create a framework for schools across the U.K and Europe. There has been a lot of recent research that support the main ideas underpinning this proposal.

Early identification and intervention is crucial. Graham Allen's report *Early Intervention, The next Steps in 2011* showed that a more consistent approach is required to support the most vulnerable children and families.

Allen identified Early intervention as a means of forestalling persistent social problems to make lasting improvements in the lives of children and to prevent these problems going from one generation to the next.

Children's Centres are well-placed to support all families. Not all new arrivals begin their schooling in the Early Years Foundation Stage so further work needs to be done to ensure support is build on and extended throughout the phases.

At the heart of this proposal is the understanding that parents are the first and most enduring educators of children. Their influence is crucial in determining the outcomes of their children. In addition, family engagement has continuing benefits and supports adult learning.

Research by Professor Charles Desforges in 2003 on the effect of parental engagement of migrant families showed that parental engagement in children's learning contributes significantly to children's achievements and outweighs family background, social class and lack of parental education. It also had a significant impact on self-esteem, behaviour and attendance, all contributing factors to support better outcomes and higher attainment. An additional benefit showed that involving parents in their child's learning lead to further adult learning.

We often hear the term 'hard to reach families' used in terms of migrant or vulnerable families engaging with schools and yet Professor Charles Desforges finds this term at odds with what schools could offer their parents. He suggests that if we made schools more accessible, more user friendly and less intimidating, we might begin to solve this. Many 'hard to reach' parents have either had a negative experience of school or have had no schooling at

all. School is an institution that represents fear, failure, the establishment; an organisation that works to a set of rules that is unfamiliar, often in a language that is also unfamiliar.

Research carried out by the National Literacy Trust (NLT) shows that reading levels are a major indicator of future academic outcomes. This supports research carried out by Ofsted into the need to raise outcomes in reading in order to narrow attainment gaps. The influence that families have on reading is vitally important. The NLT has carried out extensive research into family engagement, which the Ealing School Effectiveness Team was part of. (2008: Family Engagement toolkit)

An Independent Report on the Early Years Foundation Stage to Her Majesty's Government by Dame Tickell in 2010 recognized that early identification of need followed by appropriate support is most effective approach to tackling disadvantage and helping children overcome specific obstacles to learning. It recommends that practitioners provide parents and carers with a summary of their child's communication and language, personal, social and emotional and physical development, and work in partnership with parents. Research has demonstrated that investment and interventions in the early years are more effective in improving outcomes than investments and interventions later in life. (Doyle, O et al 2007) The return on public investment in high quality early years education is substantial, (Calmán, L et al 2005) leading to decreased social problems, reduced inequality and increased productivity. (Barnet, s et al 2008)

The report comments on the need for children's early experiences to equip them with the skills they need for life. Evidence shows that a strong start in the early years increases the probability of positive outcomes in later life; a weak foundation significantly increases the risk of later difficulties. (HM Government 2010)

The report acknowledges that the most important influences on children's early development are those that come from home. Evidence from the Effective Provision of Pre-School Education (EPPE, 2004) study shows that the most positive impact comes from families in terms of improved outcomes for children. The access to high quality early years provision also impacts' on children's development. This is particularly important for disadvantaged children and often helps parents to develop effective home learning environments. It recommends that the EYFS is accessible and understandable to all parents and carers, and the importance of highly skilled practitioners working in partnerships with them.

Among the key findings of the EPPE Project it was noted that disadvantage children benefited significantly from good quality pre-school experiences, especially where they are with a mixture of children from different social backgrounds and had better outcomes at the end of Key stage 1 (aged 7). The home learning environment plays a vital role for children the project found that the quality of the home learning environment is more important for intellectual and social development than parental occupation, education or

income. What parents do is more important than who parents are in supporting children's development. Early Years practitioners can support parents in developing a good home learning environments.

In 2010m Frank Field MP carried out an independent review into poverty and life chances in the Foundation Years entitled Preventing poor children becoming poor adults. The question the Review found itself asking was how we can prevent poor children from becoming poor adults?

The Review concluded that the UK needs to address the issue of child poverty in a fundamentally different way if it is to make a real change to children's life chances as adults.

They found overwhelming evidence that children's life chances are most heavily predicated on their development in the first five years of life. It is family background, parental education, good parenting and the opportunities for learning and development in those crucial years that together matter more to children than money, in determining whether their potential is realised in adult life.

Later interventions to help poorly performing children can be effective but, in general, the most effective and cost-effective way to help and support young families is in the earliest years of a child's life.

In 2011 NIACE (The National Institute of Adult Continuing Education) led an independent inquiry into adult literacy and made the following key recommendations that reflect the need to start with closing gaps early on:

- More partnership work between Local Authorities, Department of Education, Dept for Business, Innovation and Skills**
- Raise awareness of and respond to the impact of adult literacy difficulty on children**
- Every primary school should be 'challenged' to organise a family-learning programme.**

The main findings of an OECD survey in 2011 found that reading to children at a young age has long-term impact:

- Parents and children reading together at the start of school makes a long impact**
- Children whose parents frequently read with them in their first year of school are still showing the benefit when they are 15**
- An Organisation for Economic Co-operation and Development analysis examined the long-term impact of parental support on literacy.**
- Discounting social differences, the study found children with early support remained ahead in reading.**
- It found a strong link between teenage reading skills and early parental help**

- The OECD analysis, based on teenagers in 14 developed countries, found that active parental involvement at the beginning of school was a significant trigger for developing children's reading skills that would carry through until they were teenagers.
- On average, teenagers whose parents had helped with reading at the beginning of school were six months ahead in reading levels at the age of 15.
- The report says that parents did not have to be particularly well-educated themselves for this impact to be achieved.
- What was important was that parents read books regularly with their children - such as several times a week - and that they talked about what they were reading together.
- This parental involvement overrode other social disadvantages and in some countries could represent more than a year's advantage in reading levels at the age of 15 compared with children whose parents rarely read books with them.
- The study, which draws on data from the international Programme for International Student Assessment tests, also found a link between teenagers' reading skills and continued engagement with their parents.

All the above research identifies that intervening early and engaging families of young children can do a lot to influence the future outcomes of children and families.

Research by Professor Constant Leung from King's College, University of London has looked at the need to strengthen key skills within the school workforce to address the specific needs of migrant families. To summarise, his research suggests a focus on:

- Content Knowledge (knowing the needs of the community, including legislation related to Equality of opportunity)
- Knowledge of pupils' group and individual educational needs in context (language learning needs)
- Pedagogic content knowledge (research and strategies that support learning)
- Management of relationships, power and expertise (leadership and distributed leadership in a school to support the above)
- Independent professionalism (the ability of every practitioner to support the needs of all children)

Economic climate and unrest.

This summer has seen many explanations put forward for the riots in England; while the factors that led to the rioting are many and complex, the quality of parenting is a significant part of the jigsaw. In response to the riots, David Cameron announced a review of all policies to ensure they are good for families, saying "if we want to have any hope of mending our broken society, family and parenting is where we've got to start". This project is very timely, particularly in Ealing, which was badly affected by social unrest during the riots in August 2011.

There is evidence that intervening early can lead to public savings in the medium to longer term, but a clearer case needs to be made which demonstrates some metrics around the scale of savings and the efficacy of action. The EMPAC projects seeks to add to this body of work.

5.11 Which policy change will be put to the test?

The EMPAC proposal seeks to identify to what extent engaging and supporting vulnerable migrant families with their children's learning will improve academic outcomes for their children? It will focus on young children from 3 years upwards in children's centres and primary schools.

Across Europe statutory agencies recognise the need to work together strategically to effect change for migrant families, in the face of public sector cutback. The EMPAC partners are outward facing and seek to learn from EU partners about what works well in their countries, and to bring this experience together in order to work on common challenges together.

The return on public investment in high quality early years education is substantial, leading to decreased social problems, reduced inequality and increased productivity and GDP growth.

Why is this a concern in Ealing?

As already indicated, the migrant population in Europe, the UK and Ealing is increasing. The majority of migrants have overlapping needs and deprivation is also a factor. All these factors contribute to low attainment and the risk of limiting life chances in later life which in turn has an impact on the positive contribution an individual can have in the community.

Ealing's Local Strategic Partnership (LSP) brings together public, private and voluntary sector organizations to identify and take action on local issues in the borough. The Sustainable Community Strategy 2006 -2016² sets out the LSP's vision for Ealing that:

"In 2016 Ealing will be a successful borough at the heart of West London, where everyone has the opportunity to prosper and live fulfilling lives in communities that are safe, cohesive and engaged."

Over 40 per cent of residents come from ethnic minorities in 2001, making Ealing the fourth most ethnically diverse borough in the country. This includes significant numbers of refugees and asylum seekers. We have a large Polish community and the largest Sikh population outside of India. Over 100 languages are spoken in our schools. Some people will have lived locally for their entire lives; some only live here for a few months before moving on.

2

http://www.ealing.gov.uk/info/200631/strategies_plans_and_partnerships/300/corporate_plan_and_community_strategy

This diversity also extends much further than ethnicity and covers ages, family types, faiths, languages, cultures and traditions, and come together in a unique mix that makes the borough, for many, a very special place to live.

However, the general prosperity of the borough is not shared by all of our communities. Poor standards of health and education, low household incomes and high levels of benefits dependency are concentrated in pockets of deprivation.

The Sustainable Community Strategy aims to address these inequalities and improve the quality of life for all residents.

Experience from our Somali project

In Ealing we have a developing track record of working with our migrant communities and engaging families. The 'Raising the Achievement of Somali Pupils in Ealing Schools' project looked at best practice in Ealing from children centres to high schools and colleges and the resulting publication has been used as a toolkit for others to adopt similar approaches. The report is included as a supplementary document to demonstrate the wealth of expertise already available in Ealing. The lead author – Clare Rees – has been a critical member of the project scoping team and has assembled and accessed expertise from across the country to inform this proposal (see Q13 for further details).

The EMPAC proposal is structured around the six objectives set out in response to Q4. Core to them all is the evaluation of whole school systems for new arrivals.

Whole School Ethos

Conditions for learning and the whole school ethos and culture will have an immediate positive or negative effect on new arrivals. There are many audits and evaluative processes (see spreadsheet) that are a good starting point to identify priorities for new arrivals. The initial questions to pose:

- Where are we now?**
- Where do we want to be?**
- How are we going to get there?**
- What are the barriers?**
- What will happen if we do nothing?**

Involving all stakeholders

The TDA School Improvement Planning Framework can be used for a variety of purposes in a range of contexts and settings.

The framework ensures broad ownership of the school improvement planning process and is designed to be used by all stakeholders; staff, pupils, parents, governors and the wider community.

- Think, Feel, Say, Do
- SWOT analysis
- Evaluation matrix
- Blockers/ enablers
- 5 Whys
- Problem solving, team building

This is reflected in EMPAC Objective 1: FEA. Please see Annex 1 for an outline of the FEA process.

Family engagement at school level will require a review of the following:

- The ethos of the school
- The school's equality policy
- The induction of all new families, particularly those at risk of underachievement
- Early intervention programmes
- Family learning programmes
- Family engagement programmes (see below)
- The school's links within the community that it serves
- Recruitment, induction and engagement of parent governors
- Parent forums/ parent voice
- CPD of all teaching and non-teaching

These are reflected in EMPAC Objectives 2, 4 and 5.

Some well-established, evidence based programmes that we use in Ealing to engage vulnerable families and which will be deployed if identified as suitable to address gaps in provision post-FEA include:

- Triple P parenting programme (see: <http://www.triplep.net/>)
- Family links (see: <http://www.familylinks.org.uk/>)
- Strengthening Families, Strengthening Communities (see: <http://www.raceequalityfoundation.org.uk/sfsc>)
- Family Literacy and Numeracy programmes (Basic Skills Agency) (see: [http://www.cfbt.com/evidenceforeducation/pdf/Family%20Learning%20Report%20\(V08\).web.pdf](http://www.cfbt.com/evidenceforeducation/pdf/Family%20Learning%20Report%20(V08).web.pdf))
- PPL – parents as partners in learning (English, Somali, Farsi, Polish and Tamil)
- RIF: Reading is fundamental (National Literacy Trust) (see: <http://www.literacytrust.org.uk/nvtp>)
- ESOL (English for speakers of other languages)

This is reflected in EMPAC Objective 3

5.IV Data from our EU partners and indicative key areas of interest in the EMPAC programme

5.IV.I Bologna, Italy

The promotion of education and school integration of foreign students and children of immigrants, as well as the promotion of equal educational opportunities and educational success is one of the major activities of the Municipality of Bologna. It is addressed to all non-Italian communities in the territory (with clear attention to the most numerically significant). The project will be addressed, therefore, to the majority of the foreign communities living in the area.

The population of Bologna is 382,989 (June 30, 2011). There are more than 51,300 people born outside of Italy, or 13.4% of total residents. The foreign component is very heterogeneous: they are as many as 147 nationalities. The most represented Country are Romania and the Philippines. Followed by Bangladesh, Moldova and Morocco.

Among the foreign women are the majority, although there are still considerable differences between the various nationalities, with a marked female predominance among those of Eastern and North-Central Europe.

The foreign population is very young: as much as 77.1% of the migrant population being under 45 years old.

The incidence of foreign preschool and school age children is high: in the range 0-14 the proportion of foreigners goes from 6.3% to 29.6% according to the district of residence.

Particularly in areas with the highest density of foreign residents, children of school age and preschool, over 1 in 4 is a stranger (data 2009).

Bologna also has a significant number of second-generation foreigners in (nearly 5,000, representing 12.5% of migrant residents in the city.) Among the residents of second generation Filipinos are the most numerous, followed by Chinese, Moroccan, Bengali, Serbs and Romanians (data 2009).

EMPAC Objectives of key interest to Bologna

Objective Supported	Proposed Activity/Activities	Proposed Outputs
EMPAC 2: To develop new training pedagogies designed for Early Years practitioners, teachers and other educationally based staff in order to increase understanding and acceptance of migration and	The Municipality will organize meetings and focus groups with representatives of the University, the Education coordinators of the 9 city districts, the training department of the Emilia-Romagna Region, the	

to develop educational strategies to prevent underachievement in young migrants.	Province of Bologna and the CDLEI as well as with the local Associations of Immigrants, teachers and educators in order to identify training gaps, gathering and ensuring all the necessary information to develop the new training model	
EMPAC 3: To strengthen the knowledge and capacity of migrant parents to support their children's development, through participation in a suite of evidence based courses interventions and supporting parenting engagement.	Further develop the CDLEI laboratories addressed to the migrant parents already under way by integrating them with the topics identified by the project and by enlarging the laboratories to the parents of the children attending both the primary schools and the childhood care services	Involvement of schools teachers and early childhood educators updating of the CDLEI programs addressed to the migrant parents Improvement of knowledge and better integration of migrant parents
EMPAC 4: To increase migrant families understanding and participation in education and health services and reduce poverty for migrant families by developing innovative approaches to assist employment and adult education for migrant adults	Strengthen the relationship between social frontdesks, education services and Local Health Services Enterprises (ASL) in order to inform about the early years and school education system, the organization and the delivery of health services at local level Involvement of the Province of Bologna, the Emilia-Romagna Region and all the local stakeholders in order to identify and analyze the training and employment needs of migrant adults	
EMPAC 4: To develop low cost, culturally and linguistically appropriate information, distance guidance and instruction for immigrant adults to assist faster integration pre and post entry to the host country.	Providing all the information concerning the four keys areas identified by the project through both an overview of the national and regional laws and the contribution of the municipal departments involved such as social services, education services and housing as well as the Local Health Enterprises and the local stakeholders	General legislative framework at National, Regional and Local level meetings with the involved municipal departments and with the local stakeholders. Participation in the designing of the european distance guidance dissemination of the distance guidance at local level

<p>To monitor and review the effectiveness of the EMPAC interventions tested with European Partners and to disseminate and roll out best practice to the wider EU community</p>		
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5.IV.11 Madrid, Spain

In recent years the migrant population in Madrid has increased and the objective of Voluntarios por Madrid (FVdM) is to better integrate this population. This group tends to suffer from multiple problems – e.g. worse socio-economic situations, poor knowledge and access to existing resources, language difficulties, unemployment.

The following charts demonstrate the rate of migration in Madrid.

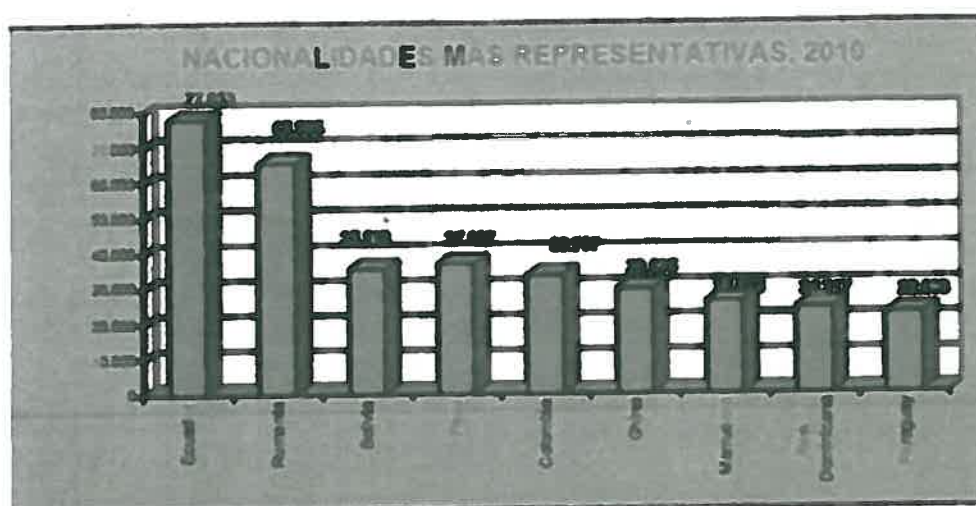
Growth of migrant population in Madrid:



Migrant population by age in Madrid, 2010



Country of origin – migrant population in Madrid (2010)



Padrón Municipal de Habitantes, datos a 31 de diciembre de 2010

FV&M is looking to share best practice across the board with the EMPAC project partners.

EMPAC Objectives of key interest to Madrid

Objective Supported	Activity/Activities	Outputs
EMPAC 1: To construct and test an action tool which will strengthen the capacity of early years settings and schools in building sustainable organisational structures and procedures for integration and diversity management.	<ul style="list-style-type: none"> - Development of evaluation protocol for immigrant families' capacity for adaptation and integration. - Pre and post evaluation of the family integration capacity. - A protocol development addressed to Child Day Centres and Open Centres to test their adaptability and integration capacity. 	<ul style="list-style-type: none"> - To create an effective test which can be used to evaluate the capacity of immigrant families and educative centres (Nursery Schools, Child Day Centres and Open centres)
EMPAC 2: To develop new training pedagogies designed for Early Years practitioners, teachers and other educationally based staff in order to increase understanding and acceptance of migration and to develop educational strategies to prevent underachievement in young migrants	<ul style="list-style-type: none"> - Design a specific training program. - Training program for monitors and educators in Child Day Centres and Open centres. - evaluate the school performance of immigrant young. - design and execute specific educative strategies in Day Centres. 	<ul style="list-style-type: none"> Edition of an educational manual to train the personal of Day Centres and Nursery Schools.
EMPAC 3: To strengthen the knowledge and capacity of migrant parents to	<ul style="list-style-type: none"> - Training in Spanish language. 	<ul style="list-style-type: none"> - Specific training course.

support their children's development, through participation in a suite of evidence based courses interventions and supporting parenting engagement.	- Parent Schools addressed to immigrant population in Centres Family Support.	
EMPAC 4 To develop low cost, culturally and linguistically appropriate information, distance guidance and instruction for immigrant adults to assist faster integration pre and post entry to the host country	<ul style="list-style-type: none"> - Information and orientation offices for the integration of immigrant population. - Web space for immigration information. 	<ul style="list-style-type: none"> - Orientation module and distance tutelage of immigrant adults. - Host protocol development of those who have been tutored from distance.
EMPAC 6 To increase migrant families understanding and participation in education and health services and reduce poverty for migrant families by developing innovative approaches to assist employment and adult education for migrant adults.	<ul style="list-style-type: none"> - Adult education addressed to immigrant population. - Develop specific modules to this program in a website, information offices and immigration orientation. - Information and orientation service for job placement of immigrant population. 	Specific information and orientation modules for immigrant families with children under 3 years.
To monitor and review the effectiveness of the EMPAC interventions tested with European Partners and to disseminate and roll out best practice to the wider EU community	<ul style="list-style-type: none"> - Evaluation of activities and protocols made - Evaluation sessions with European partners 	<ul style="list-style-type: none"> - Editing and evaluation protocols. - Manual of good practices. - Brochures about program's effectiveness.

6.IV.11 Ústí Region, Czech Republic

In the Ústí Region the project target group are the socio-cultural disadvantaged children.

Across the region there are 2,219 foreign pupils are in the schools (2011). This is split as follows:

- kindergartens – 289
- basic schools - 1 143
- high schools – 773
- high special schools – 14

The EMPAC project in Ústí region is specifically targeted at children aged between 4-7 years old.

Key problems identified by the Ústí Region:

- a) Approach of the pupils and their families – problems associated with not speaking Czech leading to poor communication.**
- b) Shortage of the learning materials, dictionaries, practical and methodic guides.**
- c) Low awareness of the teachers on social and cultural differences of the countries of origin of the migrant families**
- d) Remaining prejudice of the majority society towards the immigrants, creating the obstacles in development of the relations with the local children and society**

Currently 82% of schools do not have any trained person for the work with the children of foreigners and support their integration. Around a third of schools cooperate with the other institutions to try and assist children and their families better integrate.

The project is in compliance with the measure defined in the "Long-term plan of education and development of the educational system of the Ústí Region": Support of the Czech language schooling as a foreign language of foreign children, including the development of the complex methodic support.

The project follows the activities implemented in the projects realised by the Ústí Region under the Operational programmes – Operational Programme - Education for competitiveness.

- 6. Which policy priorities under the Europe 2020 strategy and the Open Method of Coordination on social protection and social inclusion - with special attention to those listed on pages 4-6 in the call - will be addressed in the project? Describe the rationale and analytical underpinning for this choice of focus.**
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6.1 European Policy Priorities

A breakdown of the population by citizenship shows that there were 32.4 million foreigners living in the EU-27 Member States (8.5% of the total population) in 2010. Of those, 20.1 million (4 % of the total population) were citizens from a non-EU-27 country

Eurostat in its pilot study 'Indicators of Immigrant Integration' confirms that there are important gaps between EU citizens and nationals from outside of the European Union in terms of employment, unemployment, over-qualification, income, educational achievement, health status, etc.

In terms of education at the EU level, the share of third-country nationals (20-64 years) with high educational attainment is lower than the share of highly educated nationals. The differences between third-country nationals and nationals are most pronounced for the proportion with low level of education (46.5% for third-country nationals and 26.4% for EU-nationals in 2009).

The rate of early school leaving among migrants is twice as high as that of EU citizens. The achievement gap is higher for newly arrived students and is closely related to the lower socio-economic status of many migrants. The composition of EU's population is changing, and European societies are faced with increasing diversity. This leads to new conditions for social cohesion and government response to public concerns.

Supporting EU Objectives

EMPAC will support EU objectives as set out in Europe 2020 Strategy ensuring that newly arrived migrants are integrated into society and able to contribute to EU growth and economy. Migrant parents will be better integrated and supported on their work path.

EMPAC will also support the objectives of the European Platform against poverty and social exclusion, which recognizes that children and people with a migrant background are particularly vulnerable groups.

Actions within EMPAC are based on the recommendations from the Commission's Communication, "A Common Agenda for Integration" (2006)

The Common Basic Principles (see the Third Edition of the Handbook on Integration for policy-makers and practitioners – Annexes) for Immigrant Integration Policy in the European Union, agreed in 2004, provide a framework for policy development in this area.

The Commission's Common Agenda on Integration of 2005 was completed by 2010. Since December 2009, the Lisbon Treaty provides an explicit legal basis (see Article 79.4 TFEU) for EU incentives and support to Member States' actions to promote the integration of third-country nationals residing legally in the Member States.

The EU policy context in this area has been further framed by the Stockholm Programme, which was adopted by the European Council in 2009, and the Europe 2020 Strategy, which identifies as its first headline target the aim to raise to 75% the employment level in the EU of women and men aged 20-64, including through better integration of legal migrants.

Council conclusions were adopted on 'Integration as a Driver for Development and Social Cohesion' in June 2010 calling on the Commission to develop a new European agenda on integration, to reinforce tools for knowledge exchange and to facilitate the mainstreaming of integration priorities in all relevant policy areas.

The Commission has recently adopted a New European Agenda for the Integration of Third-Country Nationals as not all integration measures have been successful in meeting their objectives.

The New European Agenda points out that the most pressing challenges Member States are confronted with include:

- **The prevailing low employment levels of migrants, especially for migrant women,**
- **Increasing risks of social exclusion,**
- **Gaps in educational achievement,**
- **Public concerns with the lack of integration of migrants.**

The Agenda also recognizes that actions targeting especially vulnerable groups of migrants are needed as well. A diversity of approaches is called for, depending on the different integration challenges faced by various types of migrants, both low and highly skilled.

Social inclusion measures targeted at migrants should aim to remove possible barriers blocking effective access to social and health services, and fight against poverty and exclusion of the most vulnerable.

The Agenda calls on Member States to ensure that comprehensive integration strategies be designed and implemented with the effective involvement of all local and regional stakeholders with a 'bottom-up' approach.

Member States have confirmed their commitment to integration as a driver for economic development and social cohesion. However many integration challenges remain and more should be done to meet the targets of the Europe 2020 Strategy and to implement the Stockholm Programme, where the potential of migration for building a competitive and sustainable economy is fully recognized.

During the months of March and April 2011, and at the request of the Commission, TNS Qual+ conducted the first ever Eurobarometer on Migrant Integration. The research employed a qualitative approach involving a number of discussion groups and individual depth interviews.

Two group discussions amongst EU citizens were conducted in each Member State: one with a younger group (aged 18 to 35 years) and the second with an older group (aged 45 to 70 years). Participants from these groups came from a wide range of educational backgrounds and employment status and from mainly urban locations.

Research was also conducted with third-country nationals in 14 Member States: Austria, Belgium, Czech Republic, Denmark, France, Germany, Greece, Italy, the Netherlands, Poland, Portugal, Spain, Sweden and the United Kingdom.

These Member States were selected on the basis of two factors: those with the highest levels of migration from third countries and the feasibility of conducting the research within the available timeframe.

The main elements provided by the respondents to this survey can be summarized as follows:

- **EU citizens and migrants agree that in order to make integration work more efforts are needed from the side of governments, migrants and the general public. EU citizens feel that migrants need to be integrated for their country to benefit from immigration. The top four most important factors that facilitate integration are perceived to be, among EU citizens: speaking the language; having a job; respecting local cultures; and enjoying legal status. The same factors are identified by migrants, but in a slightly different order: speaking the language; enjoying legal status; having a job and respecting local cultures.**
- **EU citizens and third-country nationals agree on the importance of interaction at work and in schools and on the positive contribution of migrants to the local culture. This confirms that more efforts should be made to facilitate migrants' access to work and their participation in education in order to improve interaction. The lack of language knowledge is perceived as a main barrier to both interaction and integration. Hence, integration policies should include more actions to support language learning.**

6.II Objectives and Expected Results of the Social Experimentation Programme – EMPAC focus

The EMPAC proposal is squarely focused at addressing the issue of social inclusion of vulnerable groups – in particular with reference to the groups identified EMPAC will work with Roma people (in the Usti Region), and migrants and their descendants in all 4 EMPAC partner areas.

Consultation with migrant families and children

We have undertaken local consultations to identify the barriers faced by migrant families, and utilized information from wider sources, including the Eurobarometer on Migrant Integration (2011) issues related to the importance of interaction at work and in schools and on the positive contribution of migrants to the local culture, speaking the language; enjoying legal status; having a job and respecting local cultures, have integrated into the EMPAC project.

6.III The Rationale and analytical underpinning of EMPAC controlled experiment – The Theory of Change Model

The core EMPAC project methodology is a controlled experiment as described in section B12. This will be enhanced by the Theory of Change Model which is now used by the UK Government Department for Communities and Local Government – see National Evaluation of Local Strategic Partnerships: Theory of Change Issues Paper, DCLG (2006).

This will enable analysts to better understand the specific reasons for any progress shown by the controlled experiment and make it easier for others to deduce what aspects of the EMPAC programme are most suited to migrants in their regions

RegenWM make the following case for the approach in their paper 'Attributing Success':

Using the various 'theories of change' techniques, such as cause-effect diagrams, can help demonstrate the value that should be attached to intangible resources. ... Ideally the initial design of the project should be based on a robust theory identifying the causal relationship between activities and outcomes, to ensure that monitoring and record-keeping are appropriate to the questions which will need to be answered.

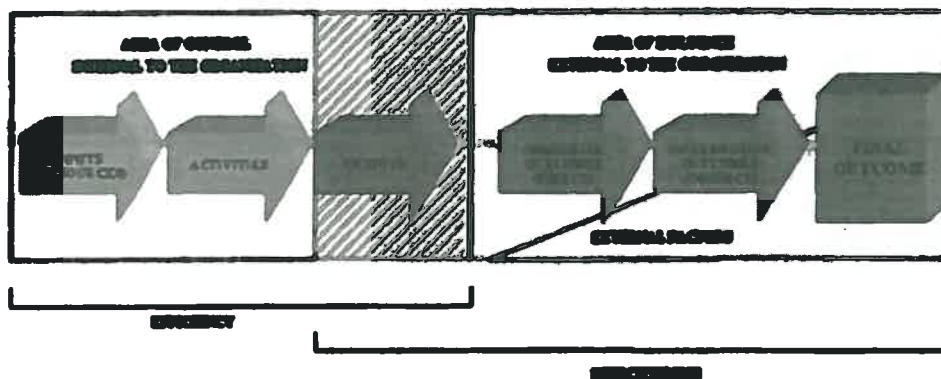
A logic model is a depiction of the causal or logical relationships between inputs, activities, outputs and the outcomes of a given policy or initiative. 'Problem trees' can be a useful tool to help produce such a model – see the companion document to this paper.

Using the example of parenting courses, resources such as staff and equipment will be used to run courses which will be attended by a number of people. This activity and its resulting outputs are under the direct control of the organisation.

The immediate outcome could be that the parent feels more optimistic that they now have the tools to cope better with their children in future. This is directly attributable to the parenting course, and is a typical example of a short-term outcome at the level of an increase in awareness of a target population.

The intermediate outcome, expected to logically occur once one or more immediate outcomes have been achieved, could be that the parent goes on to put what they have learnt into practice. Whether this happens will be affected by external factors such as the parent's ability to remember what was taught on the course, how conducive to reflection the parent's immediate environment is, and the parent's determination to implement the techniques. This is an example of a medium-term outcome at the level of a change of behaviour among a target population.

The final outcome, the logical consequence of the achievement of one or more intermediate outcomes, could be that the parent/child relationship is improved to the benefit of both parties and society as a whole. Again, external factors such as the pull of peer-group pressure against the strength of will of the parent, will affect whether this happens. This is an example of a long-term outcome that represents a change of state of a target population.



A theory of change provides a working model of how and why the changes a programme aims to make might be expected to occur. Theories of change techniques not only causally link programme activities to results but also require development of an explicit 'theory' about why the various component parts of a planned project will cause the desired changes. The evaluation of the project would then aim to test whether the theory was right.

...

It is best to start theories of change with a goal, before deciding what kind of programme is needed. Ensuring that short and long term goals are clearly defined can then lead on to exploring assumptions about the types of interventions that lead to specified consequences that result in the desired short and long term goals. Along with this, a picture can be built up of what *should* happen if the theory is correct, from which it is possible to identify short, medium and long term indicators of changes which can provide evidence on which to base evaluative judgments.

Any projects proposed to achieve desired outcomes must be supported by evidence of need for them, and evidence of why these interventions are better than others given the particular context. Theories of change techniques emphasise the

significance of the particular context within which strategies are being pursued, viewing context as both a source of opportunity and constraint. Context should include the kind of circumstances and resources that would be required if the suggested project were to achieve its goals, for example:

- nature of the location (urban/rural)
- characteristics of the targeted population groups eg. diversity, turnover
- existing/surrounding arrangements and organisations
- existing level of user involvement
- resources and infrastructural support available
- complexity of the project structure
- national and local policy and political environment

The relationship between the stages of the theories of change process is a dynamic one – expectations about the achievement of outcomes may change in view of available resources and the theory of change itself may be modified over time following initial implementation.

Theories of change techniques also stress that key stakeholders should be directly involved in the development process. It is argued that involving stakeholders in a dialogue about how and why proposed actions will lead to desired outcomes is likely to give these stakeholders greater confidence in attributing subsequent changes to the previously specified actions.

This model will be used to give overall structure to the evaluation of individual projects within schools and the programme of interventions as a whole. The project scoping team assembled to develop this proposal has experience of the policy area as well as having track record of successfully delivering a Social Experimentation Programme (YOSALT) and is currently using the same methodology to analyse the potential impact of interventions seeks to reduce the threat of radicalisation and violent extremist (funded under the EC Prevention of Crime Programme – EPAREX).

The model will assist in developing agreed an agreed set of aims across school stakeholders and establishing the criteria for success.

The outline for the FEA process is set out in Annex 1.

A Initial issue/ context	B Rationale	C Inputs and actions taken	D Short-term outputs	E Interim outcomes	F Long-term impacts
If... What is the context / situation locally?	Then... Why have you decided to take this particular action?	Then... What do you plan to do and with what resources?	Then... What activities will take place, who will be involved	Then... What changes do you expect as a result?	Then... How will these contribute to your overall objectives

Data gathering and monitoring systems will be designed to capture relevant and consistent information across projects whilst aligning as closely as possible with systems already in situ. Care will be taken to ensure that whilst all relevant information is captured, data collection is not in excess of requirements and does not place undue burden on practitioners. Where possible, questions will be identical to those already asked in institutions such as schools and children's centres. This should minimise the number of questions that people are asked and ensure good comparability across datasets.

Ealing Council has recently been awarded funds to prevent radicalisation and extremism³. Common aims of the EPAREX and EMPAC programmes are to strengthen families and to build social capital by raising family engagement with organisations such as schools. Where appropriate the same questions will be asked to families on both programmes so that the outcomes for interventions with similar objectives can be compared cross programmes with recognition that the types of families targeted in the EPAREX programme have particular issues and vulnerabilities.

After a short period working with the pilot family engagement quality framework and training pedagogies, schools will be invited to give their views on the extent to which materials are fit for purpose and where adaptation would be helpful via focus groups. Focus groups allow for an exchange of ideas and conversation is stimulated by hearing the views of others. Focus groups also allow for a naturally emerging consensus to form around key issues of interest. Learning points taken from the focus groups will feed into the development of the engagement quality framework and training pedagogies. Users will also be encouraged to give ongoing feedback of any difficulties encountered or aspects of the framework that could be developed throughout the programme to key named people. A log will be kept of the adaptations made and the reasons for these. Toward the end of the pilot, a random selection of teachers who have trialled the framework will be asked for their final views on both the framework and the new training pedagogies via telephone interviews. Questions will focus around the suitability of the tools in meeting stated aims and their ease of use.

Feedback from the parents engaged in pilot activities is fundamental to the evaluation of these activities. They will be interviewed about their current situations, needs and aspirations at the outset to give a baseline position. Their feedback will shape the lifespan of the projects to ensure that they get maximum benefit from their participation. Project participants will be given opportunities to give their anonymous feedback throughout the programme, to describe what they would like to be different and explain the impacts projects are having on the various aspects of their lives (if any). A final survey with some questions repeated from the baseline survey will be conducted on the completion of the projects to assess the extent to which each have met their aims and to ensure that all learning points are recorded and considered.

³ Ealing Partnership Against Radicalisation and Extremism

- 7. Which are the project's objectives, target groups and activities? Which are the envisaged outcomes and impacts? How will its outcomes be assessed? How will its short-term, medium-term and long-term social and economic impacts be evaluated? Describe the social experimentation (or quasi-experimental) design of the project.**
-

Aim

The EMPAC project aims to test if the development and achievement of newly arrived children can be improved by implementing:

- **A systematic approach to engaging and supporting migrant families post entry to destination country, through low cost culturally and linguistically appropriate information and guidance**
- **The implementation of evidence based interventions for children and parents through Sure Start Children's Centres and Schools, by trained and culturally aware early years and teaching professionals**

7.1 Objectives

- **empac 1: To construct and test a Family Engagement Audit (FEA), an audit tool which will strengthen the capacity of early years settings and schools in building sustainable organizational structures and procedures for integration and diversity management.**
- **empac 2: To develop new training pedagogies designed for Early Years practitioners, teachers and other educationally based staff in order to increase understanding and acceptance of migration and to develop educational strategies to prevent underachievement in young migrants.**
- **empac 3: To strengthen the knowledge and capacity of migrant parents to support their children's development, through participation in a suite of evidence based courses interventions and supporting parenting engagement.**
- **empac 4 To increase migrant families understanding and participation in education and health services**
- **empac 5: To reduce poverty for migrant families by developing innovative approaches to adult education and supporting the work journey to employment for migrant adults.**
- **empac 6: To monitor and review the effectiveness of the EMPAC interventions tested with European Partners and ensure long term sustainability by disseminating best practice to the wider EU community**

by developing low cost, culturally and linguistically appropriate information, distance guidance and instruction to assist faster integration pre and post entry to the host country.

7.II Target Groups

Children aged 0 – 11 years and their families who are from key migrant groups including Eastern Europe, Somalia, Afghanistan, and other vulnerable migrants from Africa and Asia. The EMPAC project will be delivered through a transnational partnership including partners from the UK (Ealing), Czech Republic, Italy and Spain.

Each partner country will identify pre-school and school establishments to participate in the project and assist with the development and piloting of the Family Engagement Framework, the new training package, the parent support and induction package and the pathways to work programme.

Pre-schools and schools will be the key delivery partners in the project in recognition of their place at the heart of the community, their relationship and access to parents and children and the need to improve educational attainment of these key migrant groups.

Estimated number of beneficiaries under each objective:

Objective	Estimated no. beneficiaries in each EMPAC area
EMPAC 1: Family Engagement Framework	12 pre-schools or schools for children aged 0 – 11 years
EMPAC 2: Training package	480 school staff (12 settings x estimated 40 staff)
EMPAC 3: Parent support and induction	360 parents (12 settings x 30 parents)
EMPAC 4: Education and health participation	120 parents (12 settings x 10 parents) 120 children (12 settings x 10 children)
EMPAC 5: Training, education and employment support	180 parents (12 settings x 15 parents)

7.III Activities – short-term outcomes

The following activities will take place as a result of the EMPAC project:

EMPAC 1: Family Engagement Audit	Design and piloting of FEA
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	<p>FEA used to audit provision in 10 pre-schools / schools</p> <p>Good practice and gaps identified</p> <p>Action plan developed for each setting</p> <p>Teacher training, parent support and induction, pathways into work incorporated into action plans to address gaps identified by the FEA</p> <p>Publication of the FEA and supporting guidance and resources</p> <p>FEA shared more widely across UK and EU partner countries through national and European networks</p>
EMPAC 2: Developing new training pedagogies	<p>Comprehensive training package designed for early years and teacher in-service training focusing on teaching strategies for migrant children. A programme of training to be delivered in each of pre-school around the 4 main themes (Leadership and management, teaching and learning, Staff CPD, parents and the wider community):</p> <ul style="list-style-type: none"> • Developing the culture and ethos to support migrant families • Bilingual pupil's development of English in the Early Years • Induction of pupils and families • Pedagogy into practice • Developing a culturally inclusive curriculum • Effective assessment of pupils with EAL • Partnerships with parents and the community <p>Cultural profiles developed for each of the key groups; training programme includes module on cultural identity.</p> <p>Pupil induction programme developed and staff trained.</p> <p>A programme of training is delivered in each of pre-school and school settings for all staff and additional sessions for key staff</p>
EMPAC 3: Supporting life chances of children through quality parenting	<p>Construct and test a suite of early intervention evidence based courses and interventions, suitable for newly arrived parents, drawn from best practice in</p>

	<p>partner countries and beyond, focusing on:</p> <ul style="list-style-type: none"> • Parenting • Communication skills • Volunteering opportunities • Family learning • Engaging parents in decision making within the school • Collaborating with local services and the community
EMPAC 4: Migrant parent induction and support programme	<p>16 parenting courses delivered across all partner countries (model to be confirmed following research into best practice)</p> <p>Induction to education and health services package developed, staff trained and sessions delivered to parents.</p>
EMPAC 5: Pathways to work	<p>Involve statutory and voluntary sector agencies to undertake a needs analysis for migrant parents to identify training, education and employment options</p> <p>See Annex 2 for an introduction to the 'Get Ahead' model.</p>
EMPAC 6: Disseminating research findings - transnational meetings and conference	<p>4 transnational meetings held including 1 day project administration and discussion and 1 day visits to key projects to enhance learning.</p> <p>Final research and evaluation report produced including guidance on how to identify which strategies to employ to improve chances for new migrants in pre-schools and schools across Europe.</p> <p>1 final conference held to share findings of research and the resources developed as widely as possible. This will also contribute to the peer review which will include representatives from all project partners across the EMPAC network.</p>

Outcomes and Impact

An Academic and Policy Group (APG) will be established to ensure academic rigour in the structure and evaluation of the programme. Details of those approached to form part of the APG is given in response to Q11. An external

evaluation agency will be engaged to gather the baseline data and design and implement the monitoring and evaluation process for the EMPAC project.

7.IV Anticipated outcomes from the EMPAC interventions

The expected impact of the EMPAC project is as follows:

Outcomes for children

- Migrant children and their families will settle into the children's centre/school more quickly than in comparable settings in the control group
- Migrant children participating in the programme will score higher on the Foundation Stage Profile than those in the control group.
- Primary age children participating in the programme will make accelerated progress in their achievement levels (Key Stage 1 & Key Stage 2 results) compared to the control group.
- Primary age children participating in the programme will acquire higher level language skills more quickly than those in the control group.

Outcomes for parents

- Parents will report greater satisfaction with the children's centre / school compared to the control group.
- Parents participating in the programme will have a greater understanding of the education and health systems and will access more services than the control group.
- A higher number of migrant parents will access employment or training compared to the control group.

Outcomes for school staff

- School / pre-school staff will report increased levels of confidence in teaching newly arrived migrant children.
- School / pre-school staff will report greater awareness of the impact of cultural identity on the engagement of families in school life and on pupil achievement.

For further information on the establishment and framing of the research please see section 6.III above.

8. Which is the project's "up-scaling" strategy? Describe how you envisage to implement the project on a larger scale if successful, and to mainstream the results into broader policy measures

The EMPAC project has a carefully considered national and transnational programme of action which together will help to deliver a package of best practice and research which can be shared widely, locally, nationally and across Europe. Key elements include:

- The Family Engagement Audit and the associated training, parent support and induction material will be promoted via the extended services locality partnerships that include all primary schools in the London Borough of Ealing. The outcomes of the research will be shared with schools and will be promoted as a vehicle for using the Pupil Premium funding that UK schools receive from the Government to target disadvantaged pupils and improve educational outcomes.
- Ethnic Minority Achievement Professional Learning Communities PLCs will be established in Ealing and within EU partner countries.
- These will support wider dissemination of the project by using the case study schools to peer coach a network of schools in their cluster or localities. Using this approach has a far greater impact than a cascade model. It will sustain and embed the key messages of EMPAC.
- The EMPAC project will include a series of transnational meetings in Ealing, Madrid, Bologna and Usti. These visits will bring together experts in the field from each country and include practitioners from Ealing and local schools
- Ealing and EU partner websites will contain updates and promote conferences relating to EMPAC
- An expert panel of academics and researchers in the field will support EMPAC by:
 - Quality assuring and endorsing the audit and associated materials
 - Attend and contribute to EMPAC partner transnational meetings (4 in total)
 - Contribute to dissemination conference (keynote speeches) and publication

This strategy has proved very effective in the implementation of the YOSALT project, also funded by the European Commission Social Experimentation programme where a similar Research Panel ensured robust results and credibility of findings with policy makers.

- **Articles about project activity will be published in relevant media and in specialist press, as well as participating in conferences, debates and discussions at relevant opportunities;**
- **EMPAC will develop case studies to highlight achievement and success – to be disseminated individual partner websites;**
- **Best practice in Ealing will be shared across West London through the West London Strategic Alliance of 5 London Boroughs**
- **In addition the partners will establish EM CLOUD, a web based tool containing all the EMPAC resources, key research, pedagogy, information for families, information for schools and children's centres, information from EU partners, will be available for all to access.**
- **End of programme dissemination and peer review conference. The EMPAC toolkit and case studies published and launched at the dissemination conference. These will provide a manual of best practice and include:**
 - **Case studies from the Ealing project schools**
 - **Case studies from EU partners**
 - **Comments from the expert panel**
 - **The family engagement audit tool**
 - **Overview of pedagogy and related tools**
 - **Individual narratives (e.g. from migrant parents, practitioners,)**
 - **Summary of key findings and recommendations for policy implementation**
- **EMPAC will ensure that in preparing documents, guides and manuals that care is taken to ensure accessible formats for wide distribution to target audiences within the UK and more widely (a generous budget for community language translation has been made**

ORGANISATIONAL DIMENSION

9. How objectives will be achieved through the proposed activities with realistic deadlines?

Based upon discussions with European partners and previous experience the EMPAC activities are planned over the lifetime of the programme to the schedule set out at Question 4 and under Timetable. Critical will be:

- Clear communications strategy – see Q12.
- Clear and well defined work programmes – see Q4. At each stage there is built in the capacity to reflect and refine interventions.
- Quarterly Governance Groups in each of the partner areas will be tasked with oversight of local action and in taking remedial action wherever necessary.
- Well-understood methodology and implementation framework. The Theory of Change Model is based on the active inclusion of key stakeholders at the earliest stage that should help to ensure that all planned activities are realistic and that there is a clear understanding of the outcomes that is being sought.
- The development of an Academic and Policy Group will also ensure that the EMPAC partners can benefit from leading thinkers in this policy field in the UK. It is hoped that this network will also include similarly qualified academics and national and regional policy stakeholders in our partner regions.

10. Partnership rationale – division of responsibilities and tasks

10.1 The EMPAC Partners

The London Borough of Ealing has instigated the development of the EMPAC proposal. Ealing will control the finances, and the External Funding Team which has experience of operating transnational European projects will manage the European partnership elements of the programme.

A partnership of strong and demonstrable track record has been developed, where mutual learning can take place across all 4 areas. Each of the 3 partners will be testing the EMPAC methodology in their own area, hosting a transnational study visit and meeting and contributing best practice and research results to the EMPAC partnership. Ealing is joined by:

- The Department of Education at the Municipality of Bologna – The City was among the first in Italy to offer services to children / adolescents and

their families, The Municipality pays great attention to the reception of foreign children through projects designed to facilitate their integration in the community. Bologna will work with all municipal services for children, schools, Family Centres, Children and Parents Centres, and Local Health Enterprises.

- "Voluntarios por Madrid" Foundation (FVxM), is a non-profit organisation, belonging to the City Council of Madrid. The Madrid partnership will also include work with: the General Directions of Family, Childhood and Volunteering; of Education and of Equal opportunities of Madrid City Council.
- The Ústí Region in the Czech Republic brings a slightly different angle to the partnership but one of increasing resonance in Ealing where the Roma population is growing. The Ústí Region is looking to test and apply the methodology to working with Roma who are settling in the area from across the country as well as from Slovakia and other neighbouring countries. It is expected that schools, special schools, pedagogic-psychological advisory centres, NGO's, and a range of Municipalities will be active in the local partnership.

10.2 Roles and Responsibilities

Objectives and the achievement of outputs at local European partner level will be understood and shared through EMPAC Governance Group Meetings (EGGM) which will bring together all the local partners and which will meet at least quarterly. In Ealing this will comprise of:

- The EMPAC Project Coordinator
- Senior Manager from the Children and Families Service
- The Schools Effectiveness Team
- Children Centres Strategic Manager
- Senior External Funding Officer
- Representatives from the EMPAC children centres and schools receiving interventions

Each of the three European partners will replicate this structure.

The EMPAC Project Coordinator will initiate EGGM, 1:1 briefings and partner training awaydays to keep partners on track and together. The programme design shares key processes learned from other EU programmes which involved complex and multi-partner approaches, YOSALT funded through the EC Progress programme.

Our approach is to ensure that information, advice and guidance to partners is readily available and user-friendly. Constructive feedback from partners with issues and concerns will be encouraged.

The project will adopt two main approaches to the empowerment, management and monitoring of partners to ensure high quality development and pilot activity which can be effectively disseminated and mainstreamed.

- 1. The EGGMs will oversee progress and achievement and will be a key means to promote dissemination and mainstreaming activity at the local, regional and national level, establishing relevant financial, beneficiary, dissemination, mainstreaming and equal opportunity milestones, and it will monitor progress against these regularly. The EGGM will review progress of the project against its objectives and, where necessary, propose adjustments to the programme or remedial action.**

- 2. Partnership Agreements. To effectively manage the day to day delivery of the EMPAC Programme (across the four partner European regions) LBE's EGGM will also oversee the development, confirmation and signature of agreements with each project partner. The agreement will include sections regarding:**
 - Financial arrangements (where relevant)**
 - Equal opportunities policy, targets, awareness raising, training, monitoring and review arrangements**
 - The application of State Aid regulations (where appropriate)**
 - The need to maintain clear records**
 - Publicity and 'badging' requirements both for EU purposes**
 - Details of arrangements for comprehensive management information to ensure complete, accurate and up to date information can be used to monitor the project and provide high quality reports and documentation.**
 - Details of arrangements for monitoring and reviewing progress.**
 - Details of evaluation arrangements to ensure appropriate feedback and co-operation with project evaluation or other evaluation activity**
 - Quality and continuous improvement arrangements**
 - Rights of access to records by relevant organisations, such as EU PROGRESS authorities**
 - The need to keep all records until a date to be notified for audit purposes**
 - A clause to cover financial risks if the partner does not keep to the rules**
 - Involvement with dissemination, transnational and mainstreaming activities.**
 - Delivery partners will be required to submit regular (quarterly) returns of outputs and spend achieved to the project manager. This will form part of the payment system.**

This will be a complex and multi partner project operating at a range of levels and interfacing with many different organisations and policy areas.

Experience from the YOSALT Progress funded project suggests that the project management team is absolutely key to success and that investment in a high calibre Project Coordinator will pay dividends. S/he will have excellent qualitative and quantitative research skills and experience in working successfully with vulnerable people.

We recognise that it may not be possible to recruit a person who has the project management, academic, research and policy skills required for such a complex programme of interventions. For this reason the EMPAC project proposes to enlist the support of an Academic and Policy Group (EAPG) to advise on all such matters. See Q13 below for a list of those people who are potential members of such a group – some have already indicated that they would be very keen to join such a group.

We will appoint a highly qualified and experienced full-time Project Coordinator to manage all aspects of the project day-to-day. Employed by LB Ealing (LBE), they will have a successful track record working with complex multi-partner projects and will have a complete understanding of EU Progress requirements, both at a strategic and a detailed operational level.

Given that he/she will also be responsible for the transnational element of the project it will be desirable that he/she has transnational co-operation experience.

Other designated LB Ealing staff will be involved in the detailed management and financial administration of the project in addition to their other duties outside the project. Whilst we fully expect there to be suitably experienced staff, the project manager will arrange to meet any staff training needs (e.g on audit, financial record keeping for EU Progress) if these arise during the course of the project. It will normally be possible to organise this drawing from expertise from within the partnership.

The Council uses an up-to-date accounting system (Agresso) that allows for projects to be separately accounted for. We can therefore confirm that the accounting system is able to record and account for EU Progress funds separately and to identify match funding so that there is no double counting. The systems meet audit trail requirements described in Article 15 of Regulation 1828/2006.

All claims for expenditure will need to be authorised in accordance with the Council's procedures by the project coordinator and LB Ealing's line management depending on amounts involved. The expenditure is also monitored on a monthly basis and checked before any claim is made.

The council has a score from the Audit Commission of 3 out of a possible 4 for its use of resources. The systems which will be used in the project will be subject to internal audit (Deloitte) and externally by the Audit Commission. The Council's 2007/08 accounts have been issued with an unqualified audited opinion by the 30th September 2008.

The overall quality systems to ensure high quality standards and to ensure continuous improvement for this project will be within the framework of the London Borough of Ealing's corporate performance management and improvement systems.

The Audit Commission is an independent body responsible for ensuring that public money is spent economically, efficiently and effectively, to achieve high-quality local services for the public. As an independent auditor, it ensures that public services are good value for money and that public money is properly spent.

In its corporate assessment, the Audit Commission reported that the London Borough of Ealing is performing well and consistently above minimum requirements overall (overall CPA rating is 3). Their most recent report added that ... 'The Council is ambitious and with its partners and has set a challenging vision for the borough which responds well to the needs of residents and to long-term needs around regeneration and community safety. Ambitions are realistic in the light of the Council's financial standing and its capacity to deliver. Partnership working is developing well and many partners, in both the statutory and voluntary and community sectors, note that the Council has become a more proactive and effective partner'.

In relation specifically to performance management, the Audit Commission, in assessing the council as performing well in this area, noted that 'it has developed a robust performance management culture across the organisation. In the last eighteen months, building on basic foundations put in place earlier, there has been a particular focus on performance, which is now making an impact in tangible improvements in services for local people'.

Performance management arrangements were subject to a thorough review in 2005 and an improved framework was introduced as a result. The Audit Commission reported that 'Sound performance arrangements have been put in place and these are implemented by staff and there is a growing performance culture. An emphasis on performance and achievement permeates people's work'.

These systems and processes will be applied to the project and will permeate through the partnership agreements which we will use to underpin our work with partners. Where it is needed, we will provide support, in the form of information, advice, training, coaching or other support or we will identify other members of the partnership to provide this support where they are better suited to do so. A key criterion for partner selection has been to ensure that appropriate quality standards are in place e.g. through Matrix or other accreditation. The project manager will be responsible for ensuring that partners have appropriate standards in place before any pilot delivery takes place and that they have suitable arrangements to ensure continuous improvement.

11. Monitoring, evaluation and peer review activities

As set out in the timetable and in roles and responsibilities sections of this report there strategies in place to ensure that comprehensive data is collected in both the settings to receive intervention and controlled schools and children's centres.

There is clarity about the need for the action, the policy under investigation and the way in which this will be evaluated. Linked to this there is a clear budget allocated for these actions.

The approach taken is based upon the successful implementation of Social Experimentation project led by Ealing Council.

Peer review will take place throughout the lifetime of the project. The establishment of an Academic and Policy Group is a direct way of ensuring that peer input is maximised. The 'up-scaling' strategy is also something that will start from the outset. Contributions to relevant conferences, working groups and meetings will be an ongoing feature of the EMPAC methodology.

12. Communications Strategy

The project manager will produce a Communication Strategy, in consultation with each of the EU partners at the beginning of the programme. This will detail specifications for the branding and use of the EC logo – in compliance with the regulations set out by the EC.

The Communication strategy will include a concise summary of the project that will be translated into community languages to include those commonly spoken by significant migrant communities in Ealing - as well as the significant migrant communities in the three partner countries. This will enable all beneficiaries to gain a clear understanding of the source of funding, as well as how the programme is structured and the outcomes it is trying to achieve.

The Communication strategy will also develop a work programme for dissemination and knowledge transfer to be further developed and enhanced at local, national and European level. The Communication strategy and associated work programme will be a standing item for each of the project management meetings – the EMPAC Governance Group, and for our transnational partners.

FINANCIAL DIMENSION

13. Personnel and financial resources allocated

The project team assembled to develop the EMPAC proposal in Ealing has brought together professionals with a range of expertise in:

- Senior Project Lead with experience of European Project-management – Marcella Phelan, Asst Director Planning, Commissioning and Partnerships (Childrens Services)
- European Funding - Calum Murdoch, Senior External Funding Officer
- Academic and Social Research – Sally Burrows, Evidence Works
- Early Years and Family support – Charles Barnard, Head of Early Years Childcare & SAFE (0-12)
- Educationalist for those with English as an Additional Language– Clare Rees, Education Professional Inclusion 3-11
- School Effectiveness – Sarah Thompson, Education Professional Extended Services Advisor

It features many of the same team from Ealing that have been responsible for the successful management of YOSALT – the Youth Offending Speech and Language Therapy Project that has been funded through the Social Experimentation Programme (VP/2008/005/0243). This same team will be responsible for the management of the EMPAC project if it is successful.

Learning from the development and implementation of YOSALT has heavily influenced the shape and direction of EMPAC. The Interim Project Monitoring Report is attached as a supplementary document which illustrates the strenuous and diligent efforts taken by Ealing Council to successfully deliver a programme with robust research findings and which is influences policy and academic research in both Italy and the UK as well as eliciting interest from across Europe.

In framing the budget the EMPAC team has been forced to make a number of assumptions. Key project coordinators have been identified in each European partner areas together financial and support staff to ensure that the local strands of work are effectively delivered, monitored and reported. However, as part of the first step of framing both the intervention and control groups in all four areas further research will be required to identify suitable candidate children centres and schools. Without having named centres and schools the budget has been developed to cover anticipated costs. The specific names and detailed staff costs would be confirmed as a matter of urgency in the first quarter of delivery.

In Ealing and in Bologna some sub-contracting is anticipated and the requisite form has been completed and attached in both cases.

In order to give as much clarity as possible in the development of the budget a working spreadsheet which gives further detail of the budget – line by line. The formatting of the online application form generated by SWIM does not allow us to accurately reflect this level of detail.

Bologna – EMPAC Core Project Staff

- EMPAC Coordination - Elena Iacucci, Municipality of Bologna and
- EMPAC Programme Project Manager - Nicoletta Ratini, Municipality of Bologna
- EMPAC Accountant - Giuliana Mazzocca, Finance Officer, Municipality of Bologna

Madrid – EMPAC Core Project Staff

- Management and coordination - Begonia Pita
- Secretarial support - Yasmina Benabud Sordo:
- Accounting - Sonsoles De Juan

Usti Region - EMPAC Core Project Staff

- Coordinator - Ing. Jaroslava Kuzniruková, Director of
- The Department of Strategy Preparation and Project realisation
- Financial Manager - Ing. Ivana Poláková, experience in EU project
- administration and financial management (INTERREG - crossborder, CENTRAL EUROPE, INTERREG C)
- Administration support - Dalibor Špoták, experience in Central Europe
- projects administration

Possible Members of the Academic and Policy Research Group

Professor Charles Desforges

Prof. Desforges works in the field of teaching, learning, parental involvement and school leadership. He is a research adviser to various government departments. His current work involves supporting the professional development of head teachers and teachers. His published work includes research into the impact of parental involvement, parental support and family education on pupil achievement and adjustment.

Jean Gross

Ms Gross is a national expert on inclusion issues. Her work has focused on improving outcomes for children with significant difficulties in language, literacy and mathematics, promoting practitioners skills in inclusive teaching, and developing children's social, emotional and behavioural skills through the SEAL (Social and Emotional Aspects of Learning) whole-curriculum approach. She is a Visiting Fellow at London University's Institute of Education. She frequently acts in an advisory capacity to government, most recently in writing

its guidance on the application of school behaviour policies to vulnerable young people.

Christine Davies CBE

Ms Davies is the Chief Executive of the Centre for Excellence and Outcomes (C4EO) in Children & young People's Services. C4EO's aim is to identify, coordinate and disseminate 'what works', in order to significantly improve the outcomes of children, young people and their families.

Professor June Statham

Prof. Statham researches early childhood services and support for vulnerable children and their families, including children in need in the community and children who are cared for away from home. Her research projects have included working with families of children placed away from home: cross-European perspectives and international perspectives on parenting support.

Professor Constant Leung

Prof. Leung works in the field of additional language education. Academic and research interests include classroom pedagogy, content and language-integrated curriculum development, language assessment and language policy.

Dr Tim Pring

Dr Pring is a senior lecturer in Psychology and Research Methods at City University. His research interests are acquired and developmental disorders of language and methodological issues in speech and language therapy research.

- Page 55 of 60 -

	<ul style="list-style-type: none"> • FEA tool project begins • Training pedagogies for education staff designed • Training pedagogies designed and training begins • Adult Training and Employment pathway and delivery agreed • Induction and Employment project begins – Info. And methodology shared with EMPAC partners • Parental Education and Health support project agreed • Parental Education and Health support project begins • Second transnational meeting 	LBE & All LBE LBE & All LBE LBE & All LBE LBE and interested Euro partners EUP2	 Bologna
Month 7-9	<ul style="list-style-type: none"> • EMPAC Governance Group Meeting (EGGM3) • Monitoring & evaluation framework agreed and in place • Participating early years and school settings identified and briefed on the EMPAC project • EMPAC goes live across EU partners early years and school settings • Piloting of materials and systems developed to date • Feedback given by participating agencies • Materials and systems adjusted accordingly 	All All All All All All	All All All All All All
Month 10-12	<ul style="list-style-type: none"> • EMPAC Governance Group Meeting (EGGM4) 	All	All

	<ul style="list-style-type: none"> • Piloting of enhanced materials and systems developed to date • Feedback given by participating agencies • Materials and systems adjusted accordingly • Interim Monitoring & Evaluation report completed and disseminated • Dissemination of EMPAC products and guidance agreed • Third transnational meeting • Academic and Policy Group Meeting 3 	<p>All</p> <p>All</p> <p>All</p> <p>All</p> <p>All</p> <p>EAPGM3</p> <p>EMPAC3</p>	<p>All</p> <p>All</p> <p>All</p> <p>All</p> <p>All</p> <p>Madrid</p> <p>Ealing</p>
Month 13-15	<ul style="list-style-type: none"> • EMPAC Governance Group Meeting (EGGM5) • Piloting of enhanced materials and systems developed to date • Feedback given by participating agencies • Materials and systems adjusted accordingly 	<p>EGGM5</p> <p>All</p> <p>All</p> <p>All</p>	<p>All</p> <p>All</p> <p>All</p> <p>All</p>
Month 16-18	<ul style="list-style-type: none"> • EMPAC Governance Group Meeting (EGGM6) • Piloting of enhanced materials and systems developed to date • Feedback given by participating agencies • Materials and systems adjusted accordingly • Academic and Policy Group Meeting 4 • Fourth transnational meeting 	<p>EGGM6</p> <p>All</p> <p>All</p> <p>All</p> <p>LBE</p> <p>EUP 3</p>	<p>All</p> <p>All</p> <p>All</p> <p>All</p> <p>Ealing</p> <p>Usti Region</p>
Month 19-21	<ul style="list-style-type: none"> • EMPAC Governance Group Meeting (EGGM7) 	<p>EGGM7</p>	<p>All</p>

	<ul style="list-style-type: none"> • Piloting of enhanced materials and systems developed to date • Feedback given by participating agencies • Materials and systems adjusted accordingly 	<p>All</p> <p>All</p> <p>All</p>	<p>All</p> <p>All</p> <p>All</p>
Month 22-24	<ul style="list-style-type: none"> • EMPAC Governance Group Meeting (EGGM8) • Piloting of final versions of materials and systems developed to date • Final feedback given by participating agencies • Materials and systems adjusted accordingly • Final EMPAC Academic and Policy Group Meeting • Evaluation and Peer Review Completed • Dissemination of materials and guidance • Final transnational meeting and Peer Review Session • 	<p>EGGM8</p> <p>All</p> <p>All</p> <p>All</p> <p>EAPGM5</p> <p>All</p> <p>All</p> <p>EUP5</p>	<p>All</p> <p>All</p> <p>All</p> <p>All</p> <p>Ealing</p> <p>All</p> <p>All</p> <p>Ealing</p>

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ANNEX 1. Outline Family Engagement Audit (FEA)

Prior to process:

- All 6 schools involved in launch involving all stakeholders (Schools, LA etc)
- Key dates agreed (incl TM)
- Data analysed for each group and target groups identified

Process:

Process	Possible Actions
1. Identify priorities: Agree focus, set protocols, identify roles and responsibilities, agree the timescale of your involvement.	<p>School based meetings to discuss</p> <ul style="list-style-type: none"> ➢ Timeline ➢ Contact details ➢ Protocols agreed ➢ CPD identified under 4 themes; <ul style="list-style-type: none"> • Leadership and management • Conditions for learning • Teaching and learning • Links with the local community <ul style="list-style-type: none"> • Whole school stakeholders workshop to consider key issues and school needs/ objectives regarding parental engagement. This has three parts: <ol style="list-style-type: none"> 1. a free discussion allowing local issues to emerge naturally and be explored, 2. Discussion around school issues and priorities using family engagement framework 3. Consideration of any Ofsted priorities not already discussed <p>Workshop Aims:</p> <ol style="list-style-type: none"> 1. Achieve consensus around school context and priorities achieved. (Columns A and F in Theory of Change Model). 2. Identify initial gaps/ development areas in the Family engagement framework.
2. Record the starting point: Use audits to develop a common understanding of current practice, and to define terms of reference	<ul style="list-style-type: none"> • Family Engagement audit • Evaluate Induction processes - Short paper questionnaire to find out what people thought about the project

	<p>induction and identify any gaps and areas for improvement completed by attendees at close of each induction day.</p> <ul style="list-style-type: none"> • Staff skills audit – Short paper/ email questionnaire for staff members to identify their learning needs. This will enable appropriate CPD plans to be drawn up on the basis of school and parent needs and staff skills shortages. • Parent needs assessment – A semi-structured interview with each parent to ascertain their situation and needs regarding integration into the school, educational achievement and life chances. This will constitute both the baseline survey and also provide valuable information to the schools when finalising objectives and action plans. • Attainment and progress of targeted groups – Relevant background information will be collected on families including qualifications, job-related experience and so on. It is envisaged that this will be in line with data collection templates already in use in Children's Centres and Schools. Consistency of data collection templates and good data sharing protocols mean a reduction in the burden of data collection for staff and families, and more comparable data that can be used across projects.
<p>3. Set clear goals: Agree success criteria and discuss how to recognise incremental steps towards a successful outcome</p>	<ul style="list-style-type: none"> • Schools to write action plan and rationale to achieve priorities identified in Stage 1, using the contextual information of situation and needs collected from schools, staff and parents identified in stage 2 above (Columns B and C in Theory of Change Model) • Clear output and outcome measures will be agreed as criteria for success. Outputs (Column D in Theory of Change Model) will be largely quantitative, eg number of parents retained on course, number of completed staff CPD programmes, number of targeted group at PT consultations • Measures of interim outcomes and long-term impacts (Columns E and F

	<p>on Theory of Change Model) will be a combination of qualitative and quantitative data. Quantitative data is likely to include the % of participants who feel that a 'sense of belonging' and who 'feel they can influence decisions', and 'feel they can trust teachers'. This information will predominantly collected from baseline and final surveys of project participants. As many participants will have language needs, survey will be conducted via face to face interviews, not paper based. Qualitative data on outcomes and impacts is likely to include observation of projects in action, as well as views on individual experience of the projects expressed during interviews and focus groups with parents, pupils and teachers.</p> <ul style="list-style-type: none"> • Progress toward the agreed objectives will be reviewed termly using the established output and outcome measures and the theory of change evaluation framework.
<p>4. Planning Improvements: Plan to ensure staff ownership and commitment to change. Consider capability, organisation and how realistic the plan is. Share resources that might be helpful, consider the learning needs of staff, and staff commitment.</p>	<ul style="list-style-type: none"> • Carry out CPD for staff. Staff will complete a short paper evaluation of training after each learning module. Set gap tasks • CPD for staff involved in interventions/ family learning programmes • External agencies begin family engagement/ adult literacy programmes
<p>5. Implementing Improvements: Reflect on the success criteria and collect evidence throughout.</p>	<ul style="list-style-type: none"> • Pupil progress meetings, pupil parent voice, staff evaluations of CPD, observations etc. to lead ongoing improvements to training methods, materials and interventions. • Termly monitoring of action plan outputs and outcomes • Final evaluation of impact of parental engagement project with particular attention to results of before and after intervention surveys
<p>6. Monitor, Evaluate and record the impact: Use audits and return to the starting points identified in the action plan earlier.</p>	<ul style="list-style-type: none"> • Review Family Engagement Audit and RAG rate progress. • What is working well? Even better if? • Amend action plan accordingly • Plan case study for publication.
<p>7. Exiting: Consider if you have left a sustainable practice, has your work built</p>	<ul style="list-style-type: none"> • Evaluate capacity of Key stakeholders to continue the programme

capacity in teachers? Collect evidence of the value you have added.

- Celebrate successes
- Identify next steps

Annex 2: The "Get Ahead" Project: A review of service

Review of the 'Get Ahead' Project by the Head of Ealing Adult Learning Service, Emma Peglar Willis, November 2011.

Our "Get Ahead" project put link advisors into a variety of settings; libraries, children's centres, third sector premises, and even specialist recruitment offices.

Link advisors were so successful that we changed our service delivery structure to include link advisors. The "project" is now embedded practice which has proved invaluable in terms of access and understanding of learner needs in addition to being very successful in supporting people into education/training, volunteering and work.

Since being embedded into our service delivery "Get Ahead" has grown in significance to the Service. We now have direct access to learners and understand their needs and barriers in a way we never could before. In the last six months, a total of 183 clients have been through the project. 15% (28) have progressed into volunteering, 30% (54) have progressed into Training or Education and 28% (50) into sustained work.

In addition to working in community venues, link advisors work in the council customer services area and in a recruitment agency, which specialises in care and administration. This gives the benefit of providing a net for those who want to get back into employment, but who are just not getting work. Many realistically need some work experience/volunteering or training. In addition we get to see what jobs are available and where the growth areas are.

Barriers are reduced and participants are developed as a whole person, enabling them to see their own potential to achieve change in their lives, whilst creating belief in themselves and widening their horizons.

Added to this are our learners who access family learning and 1st Steps courses. They are already attending targeted courses for those from BME groups, areas of high deprivation, lone parents, economically inactive and workless etc. We use the same advisors to offer IAG at the end of their courses. This often results in learners wishing to become "Get Ahead" clients to support them to move on.

Many clients require support through service areas within the council: Housing/Benefits etc, but also have additional issues such as involvement with social services, safeguarding issues, disabilities or mental ill-health etc, or multiples of these issues.

Once a Personal Development Plan is established, advisors act as a conduit between council services / support services / support organisations / providers / JCP etc. Again in supporting these learners in a holistic way continuously updates our knowledge base and mapping, whilst learners feel very supported.

The "Big Society" aim is to see communities having more say in running services and self-supportive programmes in the future. We wish to support the development of the skills which will be required, either through individualised learning and progression programmes or through training which supports community providers.

We are already involved in a transnational project which is establishing social enterprises for people with physical or mental disabilities. We are now also linking to a volunteering programme, linking council opportunities, 3rd sector opportunities and other local opportunities together with social enterprise and pre-apprenticeships.

It has become one of the bits that was missing in the middle and links all areas of the service more effectively and adds value exponentially.

Using our partnerships we are currently extending the services which are available to clients to include: extra dyslexia support, additional training, bespoke programmes for the travelling community and offenders and are planning to cascade the framework of "Get Ahead" to other organisations.

We are investigating innovative, new ways of working and plan to develop a volunteering work skills course which creates a community magazine, by the people, for the people, printed and distributed by social enterprises. It will also lead to personal development and accreditation for literacy, numeracy and ICT.

Our link advisors offer Mentoring IAG and create an Holistic Individual Development Plan, which addresses personal development needs, skills & support needs in addition to offering support through external services such as benefits, housing, social services, JCP, health service etc. In doing this effectively, they automatically maintain and add to their knowledge base and add to our two-way referral organisations.

The result is that we are effectively mapping support, educational provision and skills needs continuously and are in a position to immediately pick up on and identify gaps. Also working out of job centres and recruitment offices we get to see what jobs are available, where the growth areas are and whether applicants' skills match work requirements.

Our objective for this work was to enable those furthest from learning/work to feel empowered, able and willing to access the support that they need to overcome the often multiple barriers that they face in life. We also planned to provide clear pathways, support opportunities and to join up services to

appear more seamless and much more accessible from a residents' point of view.

In actuality, the project has given us a lot more than we expected. It has given us the ability to speed up our responsiveness to community need. We still plan our programme annually, but now our new delivery model enables us to immediately identify gaps in provision and changes in the skills markets. We can then develop new provision, and trial them within the year, responding immediately to emerging needs for the area, before embedding them within our delivery framework the following year.

As a service, our commitment is to fill the gaps others are not covering, we then encourage other providers, through targeting our allocation of funds to fill these gaps, enabling us to fill further gaps from emerging needs again and so on.

One of the most significant benefits for the service has been the speed of understanding quickly what local skills needs are. When gaps are identified we are able to ensure specific courses are developed to meet the need, either as our own direct delivery, or through work with other providers through our network. Thus we are able to strategically steer immediate, mid-term, and long-term planning, both for ourselves and for our partners. Our focus is not that we have to provide, but that our remit is to help ensure provision, which meets changing local needs, is available.

Having already increased the extent of the opportunities we offer through "Get Ahead" such as volunteering, work placements, supported referrals to work skills provision and personal development with varying providers, we also link into new emerging projects which were not in operation previously.

Our partnership with Ealing Community Voluntary Services resulted in a shared VLE between Adult Learning and the Ealing Community Voluntary Service, hosted within the third sector by Ealing Resource Base. It has added to the strength and commitment of our partnership. Our e-learning resources are shared and we are committed to working together to ensure equality of access, quality, resources and opportunities across the Borough.

Going forward, we plan to extend the organisations which currently access the VLE and assess the possible use of a shared MI system. Further to this, we currently have bids in to facilitate an extended, joint volunteering programme, combining the council disabilities volunteering scheme, ECVS scheme, and Adult Learning volunteering scheme, alongside the transnational volunteering portal.

We plan to evidence the value of being able both to steer the strategic direction for the local area in terms of employment, skills and training, but also show what the significant added value is in terms of being able to change direction quickly to benefit service users and the wider public, an area which has traditionally been difficult for council adult learning services.

Sustainability comes from our commitment to take the positive outcomes of the project and ensure that they become embedded within our delivery framework for the future, as we did with the Transformation Funded Project from last year.

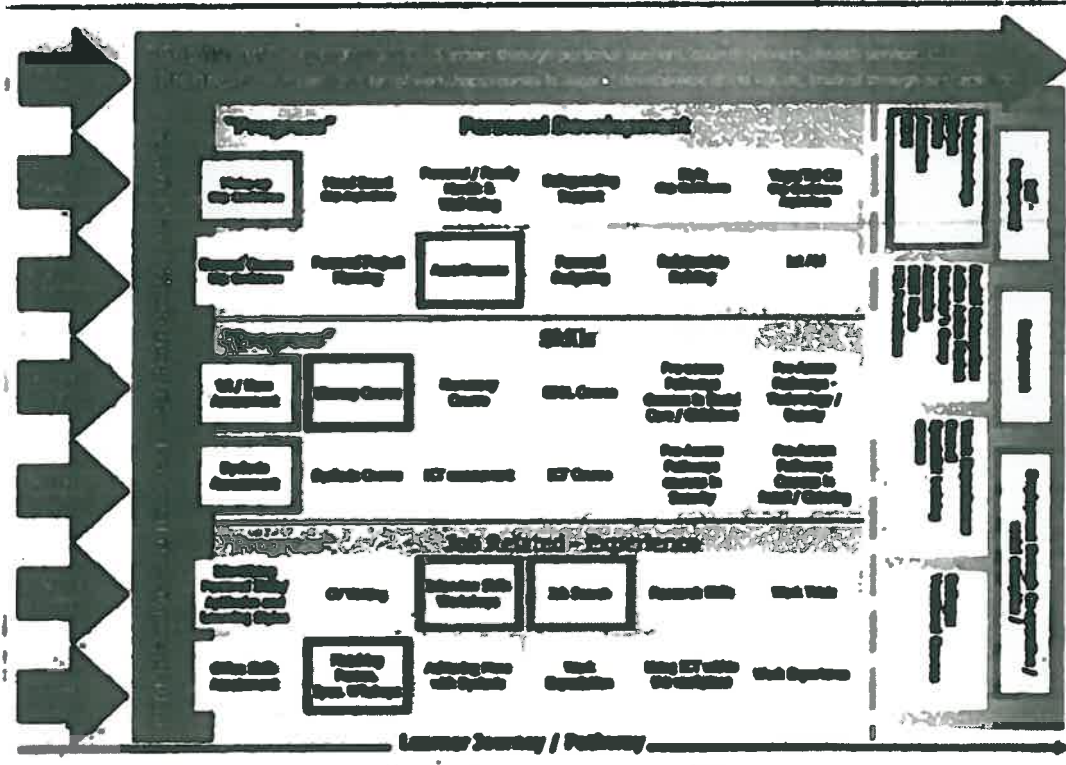
When all this is added to local and national priorities and used to steer other providers for bidding and provision planning purposes, strategic planning begins to become a reality for Informal Adult Learning in the Borough. Strategic planning helps create sustainability for Informal Adult Learning as a whole.

Information Hub

We act as a free broker for education and skills, employment support and employment brokering out learners to the most appropriate specialist provider which can then offer elements of the learner's personal development plan. Therefore many partner providers may be involved in the delivery of one learner's plan. Where the required elements are not available, or additional capacity to satisfy borough needs is required, we would use our own direct delivery to fill the gap, transferring the delivery out to our partner providers by procuring using targets through our allocations to meet the need in the following year, thus freeing-up AL money to work again to fill the gaps.

Working in this way, also enables us to work with partner organisations to ensure, maintain and rationalise progression routes between providers.

The following diagram gives an indication of the matrix nature of the provision that can be accessed through 'Get Ahead':



ANNEX II Estimated budget of the action

1. Provisional budget in EUR

Headings and items	Sub-totals	Totals
COSTS		
NON-ELIGIBLE COSTS		
Total non-eligible costs		0.00
ELIGIBLE COSTS (D + I)		
Eligible direct costs (D)		
Heading 1 - Staff costs	593 314.28	
Management	191 853.16	
Administration	273 930.60	
Secretariat	43 081.92	
Accounting	8 676.50	
Other staff	75 582.10	
Heading 2 - Travel and subsistence allowances	37 344.00	
Travel	13 968.00	
Subsistence allowances (accommodation, meals, etc.)	23 376.00	
Heading 3 - Costs of services	208 068.20	
Information dissemination	21 640.00	
Translations	33 900.00	
Reproductions and publications	2 079.20	
Specific evaluation	58 000.00	
Interpretations	8 722.50	
External expertise	4 070.50	
Other services	79 656.00	
Heading 4 - Administration costs	17 480.00	
Hire of rooms	5 820.00	
Audits	11 640.00	
Total eligible direct costs (D)		856 186.48
Eligible indirect costs (I)		
Heading 5 - Overheads	48 617.48	
Overheads	48 617.48	
Total eligible indirect costs (I)		48 617.48
Total eligible costs = D + I		904 803.96
TOTAL COST OF THE ACTION		904 803.96
REVENUE		
COVER OF NON-ELIGIBLE COSTS		
Beneficiary's contribution to cover the non-eligible costs		0.00
INCOME		
Beneficiary's contribution in cash (C)		181 382.01
Revenue generated by the action (R)		0.00
Union grant (S)		723 421.95
Total income = C + R + S		904 803.96
TOTAL REVENUE OF THE ACTION		904 803.96

Additional information to the provisional budget
See attached document – 10 pages.

2. Calculation of amounts due under the present Agreement

2.1. DSAs (Daily Subsistence Allowances)

The daily subsistence allowance (DSA) is paid as a flat-rate amount and is considered to cover breakfast and two main meals, local travel, the cost of telecommunications, including fax and Internet, and all other sundries. They will be paid for each calendar day spent on mission away from the usual place of work, provided that the corresponding assignment is of a short-term nature. The DSA will vary according to the country in which the missions are to be carried out.

Daily subsistence allowances (DSA) are to be calculated as follows according to the length of the mission:

- 6 hours or less: reimbursement of actual expenses (on production of supporting documents);
- more than 6 hours but not more than 12 hours: 0.5 DSA;
- more than 12 hours, but not more than 24 hours: 1 DSA;
- more than 24 hours but not more than 36 hours: 1.5 DSA;
- more than 36 hours but not more than 48 hours: 2 DSA;
- more than 48 hours but not more than 60 : 2.5 DSA, and so on.

The agreed rates (in EUR per calendar day) to be used for the purposes of the present Agreement are set as follows:

Destinations	DSA in EUR	Maximum hotel price in EUR	Destinations	DSA in EUR	Maximum hotel price in EUR
AL Albania	50,00	160,00	LJ Liechtenstein	80,00	95,00
AT Austria	95,00	130,00	LT Lithuania	68,00	115,00
BA Bosnia-Herzegovina	65,00	135,00	LU Luxembourg	92,00	145,00
BE Belgium	92,00	140,00	LV Latvia	66,00	145,00
BG Bulgaria	58,00	169,00	ME Montenegro	80,00	140,00
CH Switzerland	80,00	140,00	MK F.Y.R. of Macedonia	60,00	160,00
CY Cyprus	93,00	145,00	MT Malta	90,00	115,00
CZ Czech Republic	75,00	155,00	NL The Netherlands	93,00	170,00
DE Germany	93,00	115,00	NO Norway	80,00	140,00
DK Denmark	120,00	150,00	PL Poland	72,00	145,00
EE Estonia	71,00	110,00	PT Portugal	84,00	120,00
EL Greece	82,00	140,00	RO Romania	52,00	170,00
ES Spain	87,00	125,00	RS Serbia	80,00	140,00
FI Finland	104,00	140,00	SE Sweden	97,00	160,00
FR France	95,00	150,00	SI Slovenia	70,00	110,00
HR Croatia	60,00	120,00	SK Slovakia	80,00	125,00
HU Hungary	72,00	150,00	TR Turkey	55,00	165,00
IE Ireland	104,00	150,00	UK United Kingdom	101,00	175,00
IS Iceland	85,00	160,00	XK Kosovo (under UNSCR 1244)	80,00	140,00
IT Italy	95,00	135,00			

2.2. Travel expenses

Travel expenses relating to journeys effected in execution of the present Agreement: these expenses will be reimbursed within the following limits:

- the journeys have to be carried out by the most direct and economic route;
- train journeys: first class;
- air travel: special fares (Apex type) will be the normal basis of reference. The "full fare economy" will be accepted only on a case-by-case basis with proper supporting evidence – in any case it constitutes a maximum (air travel allowed only for distances above 400 km, i.e. return flight above 800 km);
- car journeys: equivalent of corresponding first-class train ticket.

Heading 1 - Staff costs

Management/Coordination (transnational and national)

Name	Name of organisation and function within the organisation	Status	Daily Salary cost	Number of days	Total
TBC	LB Ealing	EMPAC Programme Coordinator (UK)	101.26	550.00	55 693.00
Elena Iacucci	Municipality of Bologna (Project Coordination)	EMPAC Programme Coordinator (Italy)	303.00	28.00	8 484.00
Nicoletta Ratini	Municipality of Bologna (Project Coordination)	EMPAC Programme Manager (Italy)	180.00	40.00	7 200.00
TBC	City Council Madrid (Project Coordination)	EMPAC Programme Coordinator (Spain)	101.26	108.00	10 936.08
TBC	Ústí Region (Project Coordination)	EMPAC Programme Coordinator (Czech Republic)	101.26	108.00	10 936.08
TBC	LB Ealing	EMPAC Administration	73.26	350.00	25 641.00
TBC	City Council of Madrid (Administration)	Empac Administration	73.26	100.00	7 326.00
TBC	City Council of Madrid (LA Schools Advisor)	Monitoring Preparation & Coordination	324.50	27.00	8 761.50
TBC	Municipality of Bologna (Administration)	Empac Administration	168.00	35.00	5 880.00
Mirca Ognisanti	Municipality of Bologna (Scientific coordinator)	Monitoring Preparation & Coordination	180.00	30.00	5 400.00
TBC	Ústí Region (Administration)	Empac Administration	73.26	100.00	7 326.00
TBC	Ústí Region (LA Schools Advisor)	Monitoring Preparation & Coordination	324.50	27.00	8 761.50
TBC	Municipality of Bologna (Social & Cultural mediator)	Piloting Framework	375.00	70.00	26 250.00
TBC	Municipality of Bologna (LA Schools Advisor)	Constructing Monitoring Reports	303.00	4.00	1 212.00
TBC	Municipality of Bologna (LA Schools Advisor)	EMPAC staff Training	180.00	8.00	1 440.00
TBC	Municipality of Bologna (LA Schools Advisor)	Constructing Reports	303.00	2.00	606.00

Total cost of Management/Coordination..... 191 853.16

Administration/Implementation of the project

Name	Name of organisation and function within the organisation	Status	Daily Salary cost	Number of days	Total
TBC	LB Ealing (Development of Materials and Delivery of Engagement Framework (School Audit), New Training Pedagogies, Family Engagement Training to Migrant families)	LA Curriculum Development Officer (x3)	324.50	270.00	87 615.00
Marcella Phelan	LB Ealing (Asst Director of Children & Families)	London Borough of Ealing Strategic Lead	345.40	10.00	3 454.00
Catum Murdoch	LB Ealing (Senior External Funding Officer)	Transnational Coordination	147.70	100.00	14 770.00
TBC	LB Ealing (LA Schools Advisors x2 and LA Children's Centre Advisors x2)	Family Engagement Quality Framework	324.50	56.00	18 172.00

		Design (Year 1) and Implementation (Year 2)			
TBC	LB Ealing (LA Schools Advisors x2 and LA Children's Centre Advisors x2)	Piloting Framework	324.50	28.00	9 088.00
TBC	LB Ealing (Headteachers x4 and Children's Centre Managers x2)	Piloting Framework	367.50	18.00	6 615.00
TBC	LB Ealing (Support Staff x4)	Piloting Framework	138.40	12.00	1 660.80
TBC	LB Ealing (LA School Advisor x3 and Transnational Advisor x1)	Transnational Meetings	324.50	22.00	7 139.00
TBC	LB Ealing (Headteacher x1 and Children's Centre Manager x1)	Transnational Meetings	367.50	16.00	5 880.00
TBC	LB Ealing (LA Schools Advisor x1 and LA Transnational Advisor x1)	Ealing Steering Group	324.50	6.00	1 947.00
TBC	LB Ealing (Head Teachers x4 and Children's Centre Managers x2)	Ealing Steering Group	367.50	18.00	6 615.00
TBC	LB Ealing (Schools Advisors x2)	Design (Year 1) and Implementation (Year 2) Training for EY & School Staff	324.50	6.00	1 947.00
TBC	LB Ealing (Head Teachers x4 and Children's Centre Managers x2)	Project Implementation in children's centres & schools	367.50	108.00	39 680.00
TBC	LB Ealing (Support Staff x6)	Project Implementation in children's centres & schools	138.40	108.00	14 947.20
TBC	LB Ealing (LA Schools Advisor)	Recruiting Project Manager	324.50	3.00	973.50
TBC	LB Ealing (Headteacher x1 and Children's Centre Manager x1)	Recruiting Project Manager	367.50	4.00	1 470.00
TBC	City Council of Madrid (LA Schools Advisor x1 and LA Children's Centre Advisor x2)	Piloting Framework	324.50	21.00	6 814.50
TBC	City Council of Madrid (Headteacher)	Piloting Framework	367.50	3.00	1 102.50
TBC	City Council of Madrid (Transnational Advisor)	Transnational Meetings	324.50	8.00	2 586.00
TBC	City Council of Madrid (Headteacher and Children's Centre Manager)	Transnational Meetings	367.50	16.00	5 880.00
TBC	City Council of Madrid (Schools Advisor)	Local EMPAC Steering Group	324.50	3.00	973.50
TBC	City Council of Madrid (Headteacher and Children's Centre Manager)	Local EMPAC Steering Group	367.50	6.00	2 205.00
TBC	City Council of Madrid (Headteacher x2 and Children's Centre Manager x2)	Project Implementation in children's centres & schools	367.50	64.00	23 520.00
TBC	City Council of Madrid (Support Staff x4)	Project Implementation in children's centres & schools	138.40	64.00	8 857.60

Total cost of Administration/Implementation of the project 273 930.60

Secretarial costs

Name	Name of organisation and function within the organisation	Status	Daily Salary cost	Number of days	Total
TBC	LB Ealing	Secretarial Support (UK)	73.27	300.00	21 981.00
TBC	Municipality of Bologna	Secretarial Support (Italy)	168.00	40.00	6 720.00

TBC	City Council Madrid	Secretarial Support (Spain)	73.27	98.00	7 180.46
Secretarial Costs	Ústí Region	Secretarial Support (Czech Republic)	73.27	98.00	7 180.46

Total cost of Secretarial costs..... 43 061.92

Accounting

Name	Name of organisation and function within the organisation	Status	Daily Salary cost	Number of days	Total
TBC	LB Ealing (Accounting)	Finance Officer	191.90	15.00	2 878.50
Giuliana Mazzocca	Municipality of Bologna (Accounting)	Finance Officer	180.00	12.00	2 160.00
TBC	City Council Madrid (Accounting)	Finance Officer	191.90	10.00	1 919.00
TBC	Ústí Region (Accounting)	Finance Officer	191.90	10.00	1 919.00

Total cost of Accounting 8 876.50

Other staff

Name	Name of organisation and function within the organisation	Status	Daily Salary cost	Number of days	Total
TBC	Municipality of Bologna (LA Schools Advisor)	Piloting Framework	303.00	4.00	1 212.00
TBC	Municipality of Bologna (LA Schools Advisor and LA Children's Centre Advisor x2)	Piloting Framework	180.00	16.00	2 880.00
TBC	Municipality of Bologna (Headteacher capo Istituto)	Piloting Framework	303.00	8.00	2 424.00
TBC	Municipality of Bologna (Headteacher and Transnational Advisor and LA Children's Centre Manager)	Transnational Meetings	303.00	18.00	5 454.00
TBC	Municipality of Bologna (LA Schools Advisor and Children's Centre Manager)	EE Partner Steering Group	180.00	6.00	1 080.00
TBC	Municipality of Bologna (Headteacher capo Istituto)	EE Partner Steering Group	303.00	3.00	909.00
TBC	Municipality of Bologna (Headteacher and Support Staff x1)	Project Implementation in children's centres & schools	180.00	16.00	2 880.00
TBC	Municipality of Bologna (Children's Centre Manager and Support staff x1)	Project Implementation in children's centres & schools	168.00	16.00	2 688.00
TBC	Municipality of Bologna (Headteacher)	Project Implementation in children's centres & schools	303.00	4.00	1 212.00
TBC	Municipality of Bologna (Children's Centre Manager)	Project Implementation in children's centres & schools	186.00	4.00	744.00
TBC	Municipality of Bologna (Support staff x2)	Project Implementation in children's centres & schools	180.00	12.00	2 160.00
TBC	Ústí Region (LA Schools Advisor x1 and LA Children's Centre Advisor x2)	Piloting Framework	324.50	21.00	6 814.50
TBC	Ústí Region (Headteacher)	Piloting Framework	367.50	3.00	1 102.50
TBC	Ústí Region (Transnational Advisor)	Transnational Meetings	324.50	8.00	2 596.00
TBC	Ústí Region (Headteacher and Children's Centre Manager)	Transnational Meetings	367.50	16.00	5 880.00

TBC	Ústí Region (Schools Advisor)	Local EMPAC Steering Group	324.50	3.00	973.50
TBC	Ústí Region (Headteacher and Children's Centre Manager)	Local EMPAC Steering Group	367.50	6.00	2 205.00
TBC	Ústí Region(Headteacher x2 and Children's Centre Manager x2)	Project Implementation in children's centres & schools	367.50	64.00	23 520.00
TBC	Ústí Region (Support Staff x4)	Project Implementation in children's centres & schools	138.40	64.00	8 857.60

Total cost of Other staff..... 75 592.10

Total staff costs..... 593 314.28

Heading 2 - Travel, accommodation and subsistence allowances

Travel, accommodation and subsistence allowance

Please enter in "Daily cost per person" accommodation and daily subsistence allowance (DSA) costs

Purpose of the travel	Place of the event	Average travel cost per person	Number of people	Travel sub-total	Daily Cost per person	Number of people	Number of days	Subsistence and accommodation sub-total	Total
Transnational Governance & Project Meeting (1)	UK - Ealing	291.00	9.00	2 619.00	276.00	9.00	2.00	4 968.00	7 587.00
Transnational Governance & Project Meeting (2)	Italy - Bologna	291.00	10.00	2 910.00	230.00	10.00	2.00	4 600.00	7 510.00
Transnational Governance & Project Meeting (3)	Spain - Madrid	291.00	10.00	2 910.00	212.00	10.00	2.00	4 240.00	7 150.00
Transnational Governance & Project Meeting (4)	Czech Republic - Ústí Region	291.00	10.00	2 910.00	230.00	10.00	2.00	4 600.00	7 510.00
Transnational Governance & Project Meeting (5)	UK - Ealing	291.00	9.00	2 619.00	276.00	9.00	2.00	4 968.00	7 587.00

Total of travel costs..... 13 968.00

Total of subsistence and accommodation costs..... 23 376.00

Total - Travel, accommodation and subsistence allowances..... 37 344.00

Heading 3 - Cost of services

Information dissemination

Nature of costs	Quantity	Unit cost	Total
Dissemination and collaboration through European network events	5.00	2 328.00	11 640.00
Production of a short film related to the EMPAC Project and it's impact on Education Services and Migrant families	1.00	10 000.00	10 000.00

Total information dissemination..... 21 640.00

Translations

Total number of languages (the document is translated to) , Cost per page (1 page=1500 characters without blanks)

Description of documents to be translated	Languages from ... to ...	Total number of languages	Cost per page	Number of pages	Total
EMPAC Aims & Objectives	English to Spanish, Italian & Czech	3.00	50.00	10.00	1 500.00
EMPAC Monitoring & Evaluation Guidance	English to Spanish, Italian & Czech	3.00	50.00	10.00	1 500.00
Service Level Agreements/ Legal Documents	English to Spanish, Italian & Czech	3.00	50.00	15.00	2 250.00
Quarterly Newsletter (8 editions)	English to Spanish, Italian & Czech	3.00	50.00	16.00	2 400.00
EMPAC family Engagement Audit Tool	English to Spanish, Italian & Czech	3.00	50.00	40.00	6 000.00
EMPAC Training Pedagogies	English to Spanish, Italian & Czech	3.00	50.00	40.00	6 000.00
EMPAC Parental Information packs	English to Spanish, Italian & Czech	3.00	50.00	25.00	3 750.00
EMPAC Evaluation Report (Interim)	English to Spanish, Italian & Czech	3.00	50.00	25.00	3 750.00
EMPAC Evaluation Report (Final)	English to Spanish, Italian & Czech	3.00	50.00	25.00	3 750.00
Expert Panel Evaluation report	English to Spanish, Italian & Czech	3.00	50.00	20.00	3 000.00

Total translations..... 33 900.00

Reproductions and publications

Document	Number of pages	Unit cost	Total
EMPAC Aims & Objectives	400.00	0.23	92.00
EMPAC Monitoring & Evaluation Guidance	400.00	0.23	92.00
Service Level Agreements/ Legal Documents	600.00	0.23	138.00
Quarterly Newsletter (8 editions)	640.00	0.23	147.20
EMPAC family Engagement Audit Tool	1 600.00	0.23	368.00
EMPAC Training Pedagogies	1 600.00	0.23	368.00
EMPAC Parental Information packs	1 000.00	0.23	230.00
EMPAC Evaluation Report (Interim)	1 000.00	0.23	230.00
EMPAC Evaluation Report (Final)	1 000.00	0.23	230.00
Expert Panel Evaluation report	800.00	0.23	184.00

Total reproductions and publications..... 2 079.20

Specific evaluation

Evaluator	Cost	Total
EMPAC Evaluation	58 000.00	58 000.00

Total specific evaluation 58 000.00

Interpretations

Meeting	Languages	Number of interpreters	Number of days	Daily cost per interpreter	Total
Transnational Governance & Project Meeting (1)	4	3.00	2.00	290.75	1 744.50
Transnational Governance & Project Meeting (2)	4	3.00	2.00	290.75	1 744.50
Transnational Governance & Project Meeting (3)	4	3.00	2.00	290.75	1 744.50
Transnational Governance & Project Meeting (4)	4	3.00	2.00	290.75	1 744.50
Transnational Governance & Project Meeting (5)	4	3.00	2.00	290.75	1 744.50

Total interpretations 8 722.50

External expertise

Task	Number of days	Daily cost	Total
EMPAC Website Development	14.00	290.75	4 070.50

Total external expertise 4 070.50

Other Services

Service	Amount	Total
EMPAC Parental Courses (School 1)	11 291.00	11 291.00
EMPAC Parental Courses (School 1)	11 291.00	11 291.00
EMPAC Parental Courses (School 1)	11 291.00	11 291.00
EMPAC Parental Courses (School 1)	11 291.00	11 291.00
EMPAC Parental Courses (Childrens Centre 1)	11 291.00	11 291.00
EMPAC Parental Courses (Childrens Centre 2)	11 291.00	11 291.00
EMPAC Parental Training Resources (Spain)	2 822.00	2 822.00
EMPAC Parental Training Resources (Italy)	2 822.00	2 822.00
EMPAC Parental Training Resources (Czech Republic)	2 822.00	2 822.00
Staff Training Resources (Spain)	1 148.00	1 148.00
Staff Training Resources (Italy)	1 148.00	1 148.00
Staff Training Resources (Czech Republic)	1 148.00	1 148.00

Total other services 79 656.00

Total - Costs of services 208 068.20

Heading 4 - Administration costs

Depreciation for purchase of equipment

Type of equipment	Estimated depreciation cost
N/A	0.00

Total depreciation..... 0.00

Hire of rooms

Meeting	Number of days	Unit cost per day	Number of rooms	Total
Transnational Governance & Project Meeting (1)	2.00	291.00	2.00	1 164.00
Transnational Governance & Project Meeting (2)	2.00	291.00	2.00	1 164.00
Transnational Governance & Project Meeting (3)	2.00	291.00	2.00	1 164.00
Transnational Governance & Project Meeting (4)	2.00	291.00	2.00	1 164.00
Transnational Governance & Project Meeting (5)	2.00	291.00	2.00	1 164.00

Total hire of rooms..... 5 820.00

Hire of interpreting booths

Meeting	Languages	Number of booths	Number of days	Unit cost per day	Total
N/A	N/A	0.00	0.00	0.00	0.00

Total Hire of interpreting booths..... 0.00

Audits

Auditor	Cost	Total
External Auditor	11 640.00	11 640.00

Total audits..... 11 640.00

Financial costs

Nature of costs	Quantity	Unit cost	Total
N/A	0.00	0.00	0.00

Total financial costs..... 0.00

Other administrative costs

Description	Cost
N/A	0.00

Total Other Administrative costs..... 0.00

Total - Administration costs..... 17 460.00

Heading 5 - Overheads

Amount.....48 617.48

Heading 6 - Income

Income

Own contribution after budget revision.....	125 724.01
Partner's contribution.....	55 658.00
Beneficiary's contribution in cash (C).....	181 382.01
Revenue generated by the action (R).....	0.00
Union grant (S).....	723 421.95
Total Income (T) (where $T = C + R + S$).....	904 803.96

Please check that you do not exceed the maximum percentage for Union funding established in the call for proposals. Based on the figures already filled in for the previous items, the percentage of the total eligible costs you are requesting is

79.95

ANNEX III **Technical implementation reports and financial
statements to be submitted**

See attached document – 12 pages.

ANNEX III TO THE GRANT AGREEMENT

Final technical implementation report template to be used by beneficiaries whose actions have been awarded grants by Directorate-General for Employment, Social Affairs and Inclusion.

**European Union programme for employment and social solidarity
PROGRESS 2007-2013**

This exercise should tell us how the EU-funded action has progressed and what was achieved in the funding period.

It is divided in three different parts.

- The first part refers to a more qualitative self-assessment of your work.
- The second part concerns quantitative information related to your work that we will request you to collect, compile and present. You are asked to fill in only the fields which are applicable to your action. This information will be used for the performance monitoring of your funding programme.

You will be able to compile most of the required information from your internal files. However, please note that in the case of events (seminars, conferences and similar) we expect you to carry out a short on-the-spot participants satisfaction survey which shall include the standard questions provided below. Depending on the internal needs of your work, your questionnaire may feature more questions, yet these other questions remain outside the scope of our monitoring work.

Compulsory questions of participant satisfaction surveys

Please scale the following aspects of the event on a 1-5 basis*

- Did the event match your needs? (5) (4) (3) (2) (1)
- Did you gain relevant knowledge and information? (5) (4) (3) (2) (1)
- Will you be able to apply such knowledge and information in your work? (5) (4) (3) (2) (1)

* 5 signifies "yes, agree strongly", 4-"yes, somewhat agree", 3 - "neither agree nor disagree", 2 - "no, somewhat disagree" and 1 - "no, disagree strongly"

- Lastly, the list of evidence and annexes to be attached is given at the end of the third part.

This form must be completed in English.

The deadline for returning BOTH hard and electronic versions of your report is indicated in Article 1.5 of your grant agreement.

QUALITATIVE INFORMATION

Results

Original goals

List the original goals and objectives of the action as set out in the grant agreement, and explain how they were met during the implementation period. Please,

- focus on the results/outcomes of your action (i.e., benefits to the target group(s) addressed by your action);
- include detail on what change your action has brought about;
- explain the added value of the action, i.e. the lasting impact and/or multiplier effect.

Important: please note that all activities and deliverables must be presented not here but in the next box.

Summary of progress of your action

Please summarise your action as well as any difficulties you have faced in implementing it.

Please report separately on each group of activities and/or component of your action.

Activity

Planned

Please shortly present your project plan/activity plan as outlined in the approved action grant agreement.

Implemented

Please describe the activities and deliverables in the action

Changes

Was there any variance from the original action plan?

- ☐ Yes
☐ No

Describe any variance from the original action plan. Describe how and why, provide justification of the change(s) made and impact on project implementation.

Transnational dimension

Has your project had a transnational dimension?

- ☐ Yes
☐ No

Describe the transnational dimension of the action

Partners or stakeholders

Were there any partners or stakeholders in your project?

Please list here all partners or stakeholders and describe the contribution they made to the action. Has the role of any partner changed during implementation? If yes, please explain how and why

Equality

How did you make sure that equality considerations were taken into account in your work? These can relate to ensuring an appropriate mix of people in your team ensuring that all activities were accessible to all making sure that all dimensions in particular the gender dimension were taken into account in your work

Continuity

Is this action (or a related new action) to continue after European Union's financial support has come to an end?

☐ Yes
☐ No

Please explain the next steps.

Lessons learned and dissemination of results

Outcomes and lessons learned

What are the most important outcomes and lessons learned from the action?

- What are the implications for relevant stakeholders (such as the European Commission national/regional/local level policy-makers, social partners opinion-makers including mass media, journalists, non-governmental organisations; academia, research institutions, think tanks, others where relevant)?
- What are the implications for ultimate target groups (such as young people unemployed employers, etc)

Evaluation of the action

Did you carry out any evaluation of the action performed?

☐ Yes, external evaluation
☐ Yes, internal evaluation
☐ No

Please outline the key findings and conclusions of such evaluation.

News/success/best practices

We are very keen to hear about any success or good news from the actions that we fund. Please use the space below to tell us about any such news or if you have developed practices that you think others may want to know about or could benefit from. Please attach any relevant supporting information or material or explain where others can access it (e.g., website)

Dissemination of findings

Adequate dissemination of findings and lessons is essential in ensuring the EU added value of the action.

Therefore, please explain and describe how you involved relevant stakeholders during the action and whether there was any feedback.

SUMMARY OF QUANTITATIVE INFORMATION

Please note that quantitative performance information must be submitted in relation to all outputs delivered during the implementation of the action grant.

Please also note that you will be requested to submit to the Commission the following quantitative performance information by 15 January. In that case the information has to cover only the outputs delivered as part of your action during the preceding calendar year (i.e., 1 January - 31 December). Such information will feed into PROGRESS Annual Performance Monitoring Report, which will be submitted to the European Parliament and the Council.

Reports

Were there any REPORTS (which include written outputs such as reports, analyses, studies, reviews, manuals, working papers, toolkits, etc.) produced as part of your action?

☐ Yes
☐ No

Total number of reports

Please provide the total number of independent written outputs, irrespective of whether they were published or not. An output produced in several languages counts as a single output.

Next please disaggregate the total number into the subcategories provided according to the written output's primary objective. A single output may fall into several categories (e.g., a study may aim at produce policy advice and at the same time to identify good practice).

Reports aimed at providing policy advice, research and analysis.

Reports aimed at identifying good practices.

Monitoring and assessment reports on the implementation of laws or policies.

Reports aimed at the development of appropriate statistical tools, methods and indicators.

Scope of dissemination

Have the reports been actively distributed?

☐ Yes
☐ No

Total number of material copies distributed

Please provide a total cumulative number for all the reports.

EU-level policy and decision-makers

National/regional/local-level policy and decision-makers

Social, economic/business partners

Civil society, NGOs

Academia, experts, think tanks

Media, Journalists

If the reports have been published online,
please also provide the total number of their
downloads by unique users

Information / promotional material / website

Were there any INFORMATION/PROMOTIONAL
MATERIALS (including leaflets, brochures,
newsletters, websites, articles in media, video
material, etc.) produced as part of your action?

☐ Yes
☐ No

Total number of pieces of such
information and promotional material

Please provide the total number of various
information and promotion materials, irrespective
of their form/type of publishing (video, electronic
document, printed on paper, etc.). An output
produced in several languages counts as a single
output.

Total number of printed material copies

Number of copies in easy-to-read language for
disabled people

Number of copies in each language

Language

- ☐ -- Select a language --
☐ English
☐ French
☐ German
☐ Other languages

Copies

Scope of dissemination

Next please provide the total cumulative number of the disseminated copies of these materials (e.g., printed/published copies distributed to your target audiences, number of downloads of the electronic copies published on websites, number of unique visitors to your information/promotional website(s), etc.).

Total number of material copies
distributed

EU-level policy and
decision-makers

National/regional/
local-level policy and
decision-makers

Social, economic/
business partners

Civil society, NGOs

Academia, experts,
think tanks

Media, Journalists

Employers,
Enterprises

Ultimate target groups
(young people,
unemployed, workers,
etc.)

Total number of visits to websites related to information and promotional (e.g., the website of your action). The average no. of unique visits per month during the reporting period.

Training / mutual learning

Were there any TRAINING/MUTUAL LEARNING EVENTS (which include various trainings, peer reviews and other forms of mutual learning) organised as part of your action?

☐ Yes
☐ No

Number of trainings sessions, peer reviews and other mutual learning events

Total cumulative duration of these events

Please sum up duration of the above events, converted into full working day equivalent, i.e., 8 hours. For example, 1 four-day training (4 days) and 1 half-day round-table discussion (0.5 day) result in total cumulative duration of 4.5 days.

Number of individuals who participated in these events

Number of women among these participants

Survey results

You were asked to carry out a short on-the-spot participants' satisfaction survey for each event organised. Please report on the survey results.

Event

Title of the event

Total number of participants

Total number of participants responding to at least one compulsory question

Next please report on participants satisfaction obtained from the standardised questionnaire.

Did the event match your needs?

Share of respondents having responded as 5 "yes, agree strongly", per cent

Share of respondents having responded as 4 "yes, somewhat agree", per cent

Did you gain relevant knowledge and information?

Share of
respondents having
responded as 5 "yes,
agree strongly", per
cent

Share of
respondents having
responded as 4 "yes,
somewhat agree",
per cent

Will you be able to apply such knowledge and information in your work?

Share of
respondents having
responded as 5 "yes,
agree strongly", per
cent

Share of
respondents having
responded as 4 "yes,
somewhat agree",
per cent

Other information and communication events

Were there any OTHER INFORMATION AND
COMMUNICATION EVENTS (which include various
seminars, conferences, round tables, networking
events, etc.) organised as part of your action?

☐ Yes
☐ No

Number of information and
communication events

Total cumulative duration of these
events

Please sum up duration of the above events,
converted into full working day equivalent, i.e. 8
hours. For example 1 four-day training (4 days) and
1 half-day round-table discussion (0.5 day) result in
total cumulative duration of 4.5 days.

Number of individuals who participated
in these events

Number of women among these
participants

Survey results

You were asked to carry out a short on-the-spot participants' satisfaction survey for each event organised. Please report on the survey results.

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Title of the event

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question

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respondents having
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Share of
respondents having
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somewhat agree",
per cent

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respondents having
responded as 5 "yes,
agree strongly", per
cent

Share of
respondents having
responded as 4 "yes,
somewhat agree",
per cent

Will you be able to apply such knowledge and information in your work?

Share of
respondents having
responded as 5 "yes,
agree strongly", per
cent

Share of
respondents having
responded as 4 "yes,
somewhat agree",
per cent

EXECUTIVE SUMMARY

With a view to disseminating all results obtained and outputs delivered under the grant agreement, all beneficiaries are requested to provide an Executive Summary which will be posted on the website of the Directorate-General for Employment, Social Affairs and Inclusion.

Upon a reasoned and duly substantiated request by the beneficiary, the Commission may agree to forgo such publicity, if disclosure of the information indicated above would risk compromising the beneficiary's security or prejudicing his commercial interests.

Such a summary should be written in English. It should be a stand-alone summary of the action and its implications. Thus it must be well thought out and presented as it may be a unique opportunity to publicise your work and your organisation.

Short description of the action

A concise description of the context in which the action was carried out, the target group(s) of the action as well as the key activities and deliverables.

1/2 page maximum.

Main objectives of the action

1/2 page maximum.

Key results

- Results/outcomes of the action, including benefits for main actors and target group(s)
- Added value of the action, i.e. the lasting impact and/or multiplier effect.

1 page maximum.

Translations

You can now add the translations of the executive summary entered before. This information will also be published on the website allowing more people to know about your action.

Translation

Title of the action

Language

Short description of the action

A concise description of the context in which the action was carried out, the target group(s) of the action as well as the key activities and deliverables.

1/2 page maximum.

Main objectives of the action

1/2 page maximum.

Key results

- Results/outcomes of the action, including benefits for main actors and target group(s)
- Added value of the action, i.e. the lasting impact and/or multiplier effect.

1 page maximum.

COMPULSORY MENTIONS OF EUROPEAN UNION SUPPORT

In accordance with the General conditions, all beneficiaries are under the obligation to acknowledge that the present activity has received funding from the Union in all documents and media produced. In particular final delivered outputs, related reports, brochures, press releases, videos, software, etc, including at conferences or seminars. In the context of the European Union Programme for Employment and Social Solidarity - PROGRESS, the following formulation shall be used:

This (publication, conference, training session etc) is supported by the European Union Programme for Employment and Social Solidarity - PROGRESS (2007-2013).

This programme is implemented by the European Commission. It was established to financially support the implementation of the objectives of the European Union in the employment, social affairs and equal opportunities area, and thereby contribute to the achievement of the Europe 2020 Strategy goals in these fields.

The seven-year Programme targets all stakeholders who can help shape the development of appropriate and effective employment and social legislation and policies, across the EU-27, EFTA-EEA and EU candidate and pre-candidate countries.

For more information see: <http://ec.europa.eu/progress>

For publications it is also necessary to include the following reference: "The information contained in this publication does not necessarily reflect the position or opinion of the European Commission".

With regard to publication and any communication plan linked to the present activity, the Beneficiary will insert the European Union logo and mention the European Commission as the Contracting Authority in every publication or related material developed under the present grant agreement.

SIGNATURE

Declaration

Title

First name

Surname

Position held in the organisation

Organisation name

I confirm that I am duly authorised to sign this declaration on behalf of the organisation named. I certify that the information given in this report is correct, and confirm that the enclosures are current, accurate, and adopted or approved by the organisation for which I lead. I understand that you may contact me to clarify any details in this report, including providing any supplementary information as applicable. I confirm that I am authorised by the organisation for this purpose.

On behalf of the organisation: date and signature

Check List

- ☐ Have you responded within the required deadline?
- ☐ Have you made sure that all your published material acknowledged support from the EU?
- ☐ Have you attached the documentation as required in your grant agreement:
 - The print-out of the duly completed, validated and submitted on-line final budget form SWIM which stands as your financial report;
 - Executive summary of your work in English in no more of 2 pages (see proposed structure). As indicated below, the Executive summary must contain a 1-page section on "Key results" of the action. The key results should be concise, sharp and easily understandable;
 - Printed and electronic copies of information and promotional materials funded by the grant (articles, leaflets, brochures, programme, stickers, posters, tapes, calendars, etc);
 - Printed and electronic copies of the reports, analyses, studies, reviews, manuals, working papers, attendance lists, toolkits, computer discs with information if available etc.) produced under your work;
 - For all events, the list of participants with original signatures of all participants.
- ☐ Have you completed the declaration with the correct signatories?
- ☐ Have you submitted ONE original and ONE hard copy of the final technical implementation and financial reports as well as the supporting evidence and ONE electronic copy of all documents?