

EDUCATION AND LIFELONG LEARNING

Budget Planning Round 2002: Education and Lifelong Learning

PURPOSE

1. As the Finance Minister's Commissioning Paper for the Budget Planning Round 2002 (<http://www.wales.gov.uk/themesbudgetandstrategic/content/budget2002/budget2002-210502-e.pdf>), indicated this paper sets out the Minister's preliminary assessment of the performance during 2001-2002, priorities and pressures in achieving existing targets and progress on the programme set out in Putting Wales First. Members of the Committee are invited to consider the strategic issues ahead, bearing in mind that the Budget Planning Round affects the financial year 2003-2004 and the two years beyond, and will also have an important bearing on progress towards meeting the 2010 benchmarks set out in Better Wales.

TIMING

2. Responses to the paper are requested by 16 July 2002.

INTRODUCTION

3. This paper deals with broad policies and strategic direction. At the Finance Minister's request it covers
 - A** a review of performance during 2001-2002
 - B** a report on progress barriers to progress and issues arising from the key existing targets in A Plan for Wales and The Learning Country;
 - C** a report on progress against the programme set out in Putting Wales First .

A REVIEW OF PERFORMANCE DURING 2001 -2002

4. In general, this was a significant year of activity including a paving document setting out the proposals for primary legislation, which were considered by the Westminster Houses. Comparing outturn against outturn, expenditure against the Assembly's education and lifelong learning budgets was 15% more in 2001-2002 than 2000-2001 - £959m compared to £834m, coupled with continuing investment by local authorities. Brief details of expenditure are set out at Annex A. Progress against the agenda set out in Putting Wales First is set out at Annex B. Progress against key targets from a Plan for Wales is set out at Annex C including a bulletin, which brings together previously published data.

Standards

The recent report of the Chief Inspector confirmed that for the year to September 2001 we continued to improve standards across the field of education and training. Standards are good or very good in about 50% of lessons in both primary and secondary schools; and the overall attainment of pupils in nearly every core subject and every key stage is better than last year. There are fewer schools where less than a quarter of pupils achieves 5 GCSE A to C. In the FE sector there has been a big increase in the percentage of grade 1 work (where work is good with some outstanding features. Standards of adult and community learning too are generally good. Trainees on work based training schemes are learning quickly and make a far more effective contribution in their workplace as a result of their training while clients on the New Deal programmes achieve qualifications that help them to get jobs. The number of pupils with a SEN statement and the number of children newly assessed as needing a statement reduced during 2001 while the proportion of new statements given to pupils under 5 continues to grow pointing towards successful early identification. In terms of social inclusion, there is evidence that disaffection is causing some pupils to under achieve and this is being addressed through the work of the attendance advisory group.

5. The numbers of 16-year-olds leaving full time education with no recognised qualification in Wales fell dramatically to 1122 for 2001 achieving the target for 2002 a year early. This early success gives a push to achievement of the 2004 target of less than 1,000 pupils leaving without a recognised qualification. Coupled with the achievements earlier this year of 50 percent of pupils gaining at least 5 GCSE grades A*-C more young people than ever are better prepared for the world of work, training and education.
6. The quality of students on initial teacher training courses is still high. Careers Companies provide a wide range of high quality bilingual information and advisers help people to make informed career choices. The HE sector in Wales has scored a resounding success in the latest Research Assessment Exercise. In the HE sector, the number of top-level 5/5* ratings, denoting research of international excellence, has more than

doubled since the last Research Assessment Exercise, undertaken in 1996.

Structures

7. The past year saw the consolidation of a number of major policy initiatives with the first year of the reformed post 16-education and training structure under the new ELWA -National Council. This momentous change has been achieved while ensuring that learners continue to receive the courses and training they need. The arrangements for co-operation and collaboration are now in place to ensure that we meet the needs of Wales – and of local people and businesses. Careers Wales provided the first all-age, integrated advice, information and guidance service in the UK working with schools and colleges, employers and partners such as ELWa and the Voluntary Sector, to give individuals the skills and information to make the vitally important decisions in learning throughout life. In support of this, over 170,000 personal interviews were delivered to help young people and adults make informed learning and careers choices. Over 50,000 calls were made to the learndirect careers information and advice helpline.

8. The new incentive grants for postgraduate secondary initial teacher training students have been extended to include those on primary courses and English added as a shortage subject. In 2001-2002 a pilot programme of continuing professional development for school teachers was run by the GTCW with funding of £1.2m; the programme is continuing into 2002-2003. A statutory induction year for newly qualified teachers has been announced with a pilot beginning in September 2002. The major long term target set for improving the school estate by 2010 and the significant resources directed here are having a visible effect on the ground with over 2000 individual projects across Wales. Investment in new technology continued too with the roll out of broadband connections and Whiteboards to all schools in Wales.

Policies

9. Strategies for medium to longer-term direction have also been set in place over the past year and some major policy changes introduced. The Learning Country consulted upon a direction specifically for Wales, impacting directly on the proposals in the Education Bill and widely welcomed. The Higher Education Strategy “Reaching Higher” built on and responded to the work done by the Committee in its review and set out the plans for a long-term future for HE in Wales. The recent launch of the Assembly Learning Grants was a major shift in student support in Wales. The Publication in February of the Skills and Employment Action plan was a major step forward in taking real, practical action to improve skill levels in Wales and help more people into sustained employment. New policies include an all age approach to work-based learning programmes such as modern apprenticeships. The new performance management arrangements for teachers announced set out a clearer procedure for assessing teachers’ performance and helping teachers to identify their

training and development needs. The SEN Code of Practice for Wales issued in April seeks to increase parental involvement in making decisions that affect their children. The newly established All Wales Steering Group, the SEN Code of Practice and the reconstitution of the Welsh Advisory Group on SEN are important steps towards improving learning opportunities for young children with special educational needs.

B Priorities: pressures and barriers to progress

10. The key directions are set out in The Learning Country and thereafter, Reaching Higher, and SEAP. The evidence shows that we are making real and important progress to deliver on the agenda for education and training – progress which is hard won by learners and practitioners themselves together with the whole range of stakeholders seeking to put the interests of learners first. However, the data also demonstrate that there is plenty yet to do. My priorities for the forthcoming year and beyond are to secure the strong funding base necessary to carry forward these policies and strategies endorsed by the Assembly and widely approved in consultation.
11. Chief amongst these, and hence the key priority is to fund the new flagship policy of Assembly Learning Grants starting this September in a pathfinder year. This exciting and “made in Wales” programme is a significant investment in student support and must be adequately resourced. Similarly, “Reaching Higher” sets a clear vision for the HE sector. It is only through reconfiguration that we can fully meet our aspirations for participation, research and knowledge development. The focus must be on strategic outcomes and funding for tangible results on a something for something basis. It is clear that reconfiguration and increased collaboration are essential to longer-term success for the sector.
12. This will mean continuing investment in Local Education Authorities not least through the Revenue Support Settlement to meet the costs of teachers’ pay and development, the reduction of class sizes and continuing investment in raising standards, particularly in less well performing schools. It must go hand in hand with determined investment by local authorities themselves in their education services to raise standards. Work such projects to narrow the gap in achievement between school with the WLGA is key in this area. Funds are in place for investment in early years places to meet the target for places for all children whose parent wish to avail themselves of them. Allied to this roll out is the development of a foundation phase for 3 to 7 year olds to provide a more child focused approach which should enhance learning skills. The Learning Country set out our proposals to continue to support local authorities in their strengthening approach to SEN including adopting a strategic approach to low incidence and high dependency groups. As Authorities develop their asset management plans enabling them to prioritise investment in school buildings and repairs we can together continue to tackle the many years of under-investment in the period up to 2010. Funds are in place for the pilot Welsh Baccalaureate now underway; future years will be a matter for consideration in later budget

rounds. High standards cannot be maintained and improved without support for the professional development of practitioners at all levels including the complementary performance management requirements and the investment here must be continued.

13. The National Council's corporate strategy and plans set out the way forward for other elements of post 16 learning. To support the needs of the Welsh economy we are in this for the long term to ensure that we continue to raise standards in colleges, training providers and work-based learning and further develop the major contribution they make to upskilling and knowledge development and exploitation. This includes retaining and rewarding committed and skilled staff.
14. In anticipation of the legislation which comes into force in September 2002, local authorities and their partners are engaged in establishing Young People's Partnerships (YPPs), auditing existing provision and need, and planning for both short- and longer-term measures to address these needs. The intention is that this will lead to a more co-ordinated approach – and therefore better use of existing and future resources to support young people at local level to deliver the Assembly's vision as set out in "Extending Entitlement". The 14-19 curriculum review, currently in train, will lead to the production of guidance to be implemented by local authorities, further and higher education and training providers from financial year 2003-04 onwards. It is likely to entail significant additional investment over time.
15. The contribution of education to Wales as a bilingual nation, brought out in the Learning Country and Reaching Higher must see development, over time, including strategies for immersion to allow English speakers to make the transition to Welsh medium schooling, sabbaticals for practitioners and improving Welsh at key stage 4.

C Progress on "Putting Wales First"

16. Putting Wales First set out an ambitious and full programme for education and lifelong learning in Wales and one against which significant progress is being made. The table at Annex B summarises the activity and provides statistical and supporting other evidence where data is available or relevant.

Applying the Assembly's cross cutting themes

17. The Assembly's cross cutting schemes must be embedded in our priorities rather than promoted as "add ons" if they are to have meaning.
 - On equality of opportunity schools, local authorities, governors, colleges, private training providers, employers, universities and learners are all being challenged to recognise the barriers and inequalities that still exist and to tackle them including new requirements for formal Race Equality Schemes.
 - On Social Inclusion, proposals to continue to widen access and remove the barriers to participation in learning at all levels must take account of the Assembly's Community First programme as well as the whole

programme to develop support and services for young people holistically as reflected in Extending Entitlement.

- Education and sustainability has traditionally meant ensuring that these matters are covered in the curriculum. But provision of a skilled local population is critical to a sustainable economy and access to learning is an important feature of sustaining a community. The group on sustainability and education is helping us to play our part in this responsibility uniquely placed upon the National Assembly for Wales. In our capital programmes we must build and maintain for the future with high standards of accessibility and energy efficiency as well as making the best use of distance learning and ICT to allow courses to be provided where the learners are. There is potential for work to be done in developing innovation throughout training and education – not least to develop the broader role of schools in Wales as centres of learning in their communities. Our programmes must play their part in achieving sustainable prosperity through linking education, training, enterprise and the knowledge economy.

Delivery

18. The mechanisms for delivery are in place – effective and supportive partnerships with local government, with the HE, FE and training sectors, with employers, the trades unions and voluntary organisations and with practitioners. Resources are important but they are not everything - a clear vision for the way forward which is developed in conjunction with others from practitioners to the Education and Lifelong Learning Committee and making the best and most effective use of resources is the way ahead. Success in education is about standards not structures. The learner centred approach which is developing across the range of education and lifelong learning gives us a solid foundation for continued improvement ensuring that learning is a normal part of working and non working in life in Wales to develop the learning country.

Compliance

19. The Assembly's procedures in relation to allocation of programme budgets are covered under standing order 19. This paper relates to Education and Lifelong Learning Main Expenditure Group of the Assembly's budget. The powers related to them have been transferred to, or made exercisable by, the Assembly and authority to operate the associated schemes and programmes has been delegated to the Minister for Education and Lifelong Learning and officials. There are no issues of propriety or regularity.

Annex A

<u>Description</u>	<u>Ratified Budget (as at 22/3)</u>	<u>Revised Spring Budget</u>	<u>spend including Period 13</u>	<u>Overspend/ Underspend</u>
TRAINING & ENTERPRISE SUPPORT SEG	5,214,000.00	2,294,000.00	2,216,355.20	-77,644.80
CAREERS WALES SEG ^b	27,866,000.00	27,201,000.00	24,468,156.86	-2,732,843.14
CETW SEG ^{b c}	354,881,000.00	354,695,000.00	354,563,385.19	-131,614.81
Higher Education Funding Council (SEG)	313,211,000.00	322,321,000.00	328,321,000.00	6,000,000.00
Student Access Funds (SEG)	11,525,000.00	20,811,000.00	20,327,125.25	-483,874.75
Promotion of Lifelong Learning (SEG)	11,769,000.00	10,404,000.00	10,398,337.39	-5,662.61
Research Development Fund (SEG)	10,000,000.00	0.00	0.00	0.00
Teaching : Restructuring (SEG) ^b	13,779,000.00	16,669,000.00	11,280,747.04	-5,388,252.96
Schools Capital (SEG)	16,185,000.00	23,520,000.00	32,993,406.97	9,473,406.97
Schools Capital (Welfare to Work) (SEG)	14,620,000.00	14,620,000.00	16,901,260.98	2,281,260.98
GEST (SEG)	59,069,000.00	73,824,000.00	74,797,191.54	973,191.54
ACCAC (SEG)	9,925,000.00	10,492,000.00	10,495,000.00	3,000.00
OTHER EDUCATION (SEG) ^b	16,930,000.00	19,842,000.00	16,404,126.10	-3,437,873.90
Education - General Capital Funding	54,939,000.00	54,939,000.00	54,939,000.00	0.00
TOTAL : EDUCATION AND LIFELONG LEARNING (MEG)	919,913,000.00	951,632,000.00	958,105,092.52	6,473,092.52^a

Notes

^a Spend over budget of £6.4m agreed with Finance Minister in preference to drawing down further end year flexibility funds so that the Assembly as a whole could ensure close to full spend.

^b Due to the large volume across the Assembly some invoices were not processed in time to score against 2001-2002. The transition to resources accounting will resolve this for larger payments with no effect on the resources available for education and lifelong learning in 2002-2003.

^c Additional expenditure from one off receipts arising from TEC reserves not shown here or against MEG total.

Annex B

Putting Wales First Commitment	Action taken?	Comment	Statistical or other evidence
We will unite pre and post 16 education under one Assembly Subject Committee and one Secretary	Yes	Completed. The Subject Committee's remit and the Minister's makes more sense in terms of the policy direction of valuing and encouraging learning from cradle to grave.	None needed.
We will work to provide nursery education to all children from the age of three years whose parents want in , developing proposals in 2001-2002 with a view to implementation from 2002-2003. We will ensure that the role of organisations, such as the Welsh medium Ysgolion Meithrin, is respected.	Yes	The existing baseline provision of 2002 - 2003 £6.2m ; 2003 - 2004 £16m reflects the increase of £4m secured in budget planning round 2001. Implementation is underway following an audit of figures and the development of proposals for integrated centres that bring together nursery places, childcare and training making the best use of NOF (£10m) and other Assembly funds .	<i>Implementation starts in 2002-2003 so no evidence of effect yet</i> <i>Historical data can be seen in statistical publications for example:</i> http://assembly/datawales/Printed%20Sources/schools-teach/2001/siw-2001/siw2001-intro.htm

<p>We will recruit more teachers in order to reduce class sizes for children aged eight, nine, ten and eleven. We will, as a first step, provide an additional £65m (over and above existing plans) over the next three years, to recruit these additional teachers, including an extra £20m in 2001/02 which would, for example, enable the recruiting of up to 700 additional teachers. This will extend the reduction of class sizes for five, six and seven year olds to 30 or under, with a view to reaching the target of reducing all primary school class sizes to 25 or fewer within the second term of the National Assembly.</p>	<p>Yes</p>	<p>The baseline currently includes specific grant funding to local authorities to assist with reducing class sizes for 6 7 and 8 year olds and to tackle performance at key stage 3. Over the three years 2001-2002 to 2003-2004 this totals an extra £77m.</p>	<p>Sept 01 Infant class sizes : excl permitted exceptions 0.6% of pupils in classes over 30 (all these have since been resolved) . Junior classes: 22% of key stage 2 pupils in classes over 30 compared to 29% in September 2000 http://assembly/datawales/headlinestatisticswales/schools-teach/2001/hdw200111212a-e.htm</p>
<p>We will fully fund postgraduate training grants for new primary school teachers by increasing the total training budget to £8m in 2001/2002 and £12m 2002/2003.</p>	<p>Yes</p>	<p>Provision in baselines from 2001-2002. The Welsh Assembly Government has announced that the primary postgraduate grants will also be available for 2002-03 and the grants for postgraduates at secondary level will be available up to 2003-04 at least; a review of the grants would follow.</p>	<p>Primary post graduate students: target 1150; actual 1223</p>

<p>We will make available £200m over the next three years for investment in the upgrade of school buildings into a “School Buildings Upgrade Fund” in order to begin the urgent task of reducing the backlog of school repairs in Wales. In particular we pledge to phase out all substandard mobile classrooms as part of our drive to bring school buildings in Wales up to a standard fit for the 21st Century.</p>	<p>Yes</p>	<p>Provision in baselines from 2001-2002 to 2003-2004 amounts to around £291 million (£83.9/£100.1/£107.1 million). We have said that we are committed to funding to bring school buildings to a good standard by 2010.' Expenditure in 2001-2002 was £104.83m.</p>	<p>Local authorities are developing asset management plans which will inform future budget assessments. Estyn Annual report records that at secondary level there were improvements in nearly all the schools surveyed though the pace of improvement of primary schools had slowed. http://www.estyn.gov.uk/annual_report.asp</p>
<p>We recognise the vital role played by schools in the nutritional development of the child. We recognise also the link between balanced diet and the ability to learn. We will therefore implement a comprehensive strategy to extend the provision of breakfasts in schools and the existing fruit tuck shop scheme to schools in Wales. As part of our wider commitment to nutritional development, and subject to legal confirmation, we will re-introduce free school milk for all pupils at key stage one from January 2001, with an up-front budget provision of £1.3m.</p>	<p>Yes</p>	<p>This activity is supported under the portfolio of the Health and Social Services Minister as well as the Agriculture and Rural Affairs. Healthy School Schemes in each local authority area. This includes the performance criterion of increasing the number of fruit tuck shops, setting them up on a cost-recovery basis. All LEAs participating from April 2001. 3 breakfast clubs were supported by grants to community food initiatives during 2001-2002.</p>	
<p>We will establish a rural schools policy designed to encourage federation; IT networking and other methods of support for smaller schools.</p>	<p>Yes</p>	<p>Special Grant report allocated provision of £2m for 2002-2003. The Committee considered a paper on rural schools policy in October 2001. New guidance is being issued in June 2002.</p>	<p>http://assembly/committees/EducationandLifeLongLearningCommittee/2001/15-01%20(31%20Oct)/ELL%2015-01(draft%20agd)_e.html</p>

<p>We will provide an e-mail address for every school pupil in Wales by July 2001, as part of our commitment to ensure that every child leaving school in Wales is computer literate.</p>	<p>No</p>	<p>In the light of concerns about individuals' security, the Cabinet has decided to refocus this initiative and to pursue the objective of an email address for every school in Wales.</p>	
<p>Working with the UK Government, we will seek to improve teachers' pay and conditions in order to attract and retain good teachers in the profession. We will design an improved Performance Management Pay Scheme for teachers, de-coupled from pupils' exam performance. We will free up teachers' time to teach, by reducing the burden of paperwork.</p>	<p>Yes</p>	<p>We provided additional resources of £5.06m to local authorities in 2001-2002 to meet the full cost of teachers passing the threshold in 2000-2001. The Assembly will undertake a similar exercise in relation to 2001-2002 shortfalls during 2002-2003. Provision in baseline from 2001-2002 includes resources to meet costs of training and support for new arrangements for performance management for teachers. The new system requires that performance objectives must relate to professional development as well as to pupil progress; objectives that relate to pupil progress should be set in the context of pupil development in its widest sense and should take account of prior attainment. Exam results can be taken into account, where it is agreed that they would make a sensible contribution to performance management. Additional special grant funding of £18.7m is proposed is 2002-2003. The STRB has made recommendations on reducing teachers' workload and DfES is consulting and the implementation of the bureaucratic burdens report re has continued . A statement is expected to Plenary in July.</p>	<p>General data on numbers of teachers can be found in Schools in Wales general statistics http://www.wales.gov.uk/keypubstatisticsforwalesheadline/content/schools-teach/2001/hdw200110311a-e.htm</p>

<p>We will pilot a new qualification – a Welsh Baccalaureate, which will provide equal recognition to academic and vocational qualifications – as a potential improvement of the post-16 examination system. In the first instance, we will ensure that those students who study for the new qualification will be entered, via the International Baccalaureate, so as to protect their position in the developing qualification market.</p>	<p>Yes</p>	<p>The Welsh Baccalaureate contract has been let to the WJEC. The cost of the contract for the pilot project is £2.9m over the period 2001-02 to 2007-08. In addition, we have made a commitment to fund additional examination entry costs associated with the pilot from 2003-04 to 2007-08. The costs of the pilot were taken into account in BPR 2001. The costs of the pilot in 2002-03 and 2003-04 will be met from the Curriculum Support BEL. The funding of the pilot in subsequent years will be a matter for future Budget Planning Rounds. The baselines include additional £0.600/£0.500/£0.500 million for this and in respect of school sport provided in budget planning round 2001.</p>	<p>19 centres have been selected to undertake the pilot of the new qualification.</p>
<p>We will establish a strong future for Welsh universities by producing a ten-year strategy for adequately funded development and expansion. We will encourage the universities to nurture entrepreneurship within Wales.</p>	<p>In progress</p>	<p>The Strategy for HE in Wales “Reaching Higher” was published in February 2002 setting out proposals for collaboration, reconfiguration and widening access. The Budget Planning Round in 2001 allocated an additional £5m to the HE sector. In addition to the Knowledge Exploitation Fund that seeks to assist HE and FE Institutions in commercialising research, Budget 2001 allocates £0.050 million to explore the possibility of a Wales Research Institute.</p>	<p>http://www.wales.gov.uk/su/bieducationtraining/content/higher/contents_e.htm</p> <p>Information on KEF is available at www.kef-wales.org.uk</p>

<p>We are committed to a further increase in funding to tackle student poverty in Wales. As a first step we will increase the amount of money available for access funds to at least £11.5 million in the coming year. This provides an initial increase of 15%.</p>	<p>Yes</p>	<p>The new Assembly Learning Grants have been announced and students will be benefiting from these in 2002-2003. The total funding available is £41m</p>	
<p>At the same time, we will institute an immediate independent investigation into the issue of student hardship and funding in Wales, dealing with those issues covered in the Scottish 'Cubie Report' which fall within the Assembly's remit. The investigation will report on the options for tackling problems inherent in the current system of student maintenance and support including those faced by mature students and those studying on a part-time basis. The investigation will address these issues within the context of the need to widen participation in Higher and Further Education, particularly from groups currently under-represented in the sectors. The investigation will be completed by the Spring of 2001.</p>	<p>Yes</p>	<p>The Independent Report was welcomed and resources for hardship grants immediately increased to £20 million – this increase is being maintained. The new Assembly Learning Grants have been announced and students will be benefiting from these in 2002-2003. The total funding available is £41m. The Higher Education strategy "Reaching Higher" set out our proposals for encouraging wider access and participation.</p>	
<p>We will work with local authorities to ensure that the educational needs of asylum seekers receive the necessary attention and that sufficient resources are secured to meet these needs.</p>	<p>Yes</p>	<p>No provision was made in Budget for 2001 but resources will be made available in-year according to need. The Assembly is currently in discussion with the Cardiff Consortium and the Wales Local Authority Consortium (representing all other local authorities in Wales) as to the estimated level of assistance required for 2002-03.</p>	<p>In 2001-2002 grants totalling £0.544m assisted the 4 local authorities of Cardiff, Newport, Swansea and Wrexham. The grants were used by these authorities to support the education of 383 pupils and significant numbers of adult learners.</p>

SDB 50/2002 – attached separately

<http://www.wales.gov.uk/keypubstatisticsforwales/content/publication/schools-teach/2002/sb50-2002.pdf>

2. Other targets or output measures

Developing the Learning Country - key targets and performance				
Measure	Baseline	Performance indicator & targets	Outturn - latest position	Source of data

To have excellent schools and the highest possible expectations for all our children (key BEST and ETAP targets are recorded separately in SDB 50/2002)				
No. of parents and children participating in the Family literacy and numeracy programmes	Scheme started in 1996	Programmes to be expanded so that 5,000 parents and children are involved in 2001-2002	March 2001 12,275	Basic Skills Agency
To strengthen the links between learning and business and create new opportunities for work-based learning.				
Number of jobs filled by people leaving the adult training programme aimed at the long-term unemployed (percentage success rate)	Position in 1998-99 1,944 (33%)	By 2002 2,134 (44%)	March 2002 (provisional) 2284 (42%)	ELWa management information
Number of people in Modern Apprenticeships programme and the Modern Skills Diploma for Adults programme	Position in 1997-98 8,503	By 2002 14,000	March 2002 (provisional) 11,172	ELWa management information
Provide work based training to help 16,000 long term unemployed adults and other jobless people compete for jobs between April 2001 and March 2004	5,600 people provided with work based training via WBLA in 2000-2001. From April 2001, eligible client group reduced by the extended New Deal 25plus	By 2004 16,000	March 2002 12,237	ELWa
to remove the barriers to learning				
Create up to 50,000 Individual Learning Accounts by March 2002, with up to 80% discount on	The scheme was closed to new applicants in December 2001 . Achievement at that point was 80,300. The Assembly	By 2002 50,000	April 2001 40,000	ELWa

the cost of learning	Government is working to develop a new replacement scheme		Sept 01 50,000	
In partnership with Employment Service, 30,000 under 25s to enter a job or training through the New Deal by end of April 2003	In 1998-99, 8,800 young people left the New Deal Gateway for an unsubsidised job or to join an Option with training.	By 30 April 2003 30,000	March 2001 23, 100 (7100 in 2001-2002)	Employment Service
Work with the Employment Zone Partnerships to ensure 3,000 unemployed adults benefit from the Employment Zones by 31 March 2002	NW Wales Prototype Employment Zone operated very differently to the new "fully fledged" EZs - direct comparison not possible	By 2002 3,000	March 2002 4,100	DfEE
<u>To create a new era of post 16- learning in Wales</u>				
Achievement of Grade 4 and above university research ratings	Position in 1996 60 submissions	By 2002 80	2001 84 (68%) submission received Grade 4 or higher	Research Assessment Exercise 2001
Raise Universities to their percentage share of UK research funds	from 3.2%(1999-2000)	to over 4% by 2003-2004	2000-2001 3.3%	

